



SOMERHILL

POLICY FOR SCHOOL BEHAVIOUR AND DISCIPLINE

INCLUDING REWARDS AND SANCTIONS GUIDELINES

Owner: Deputy Head Pastoral/SPP Head

Reviewed: September 2024

Next Review: September 2025



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Introduction

Somerhill aims to encourage our pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of teamwork and leadership through our Prep House system, Pre-Prep Courtesy Cup, sporting opportunities, memberships of choirs/orchestras etc., together with our extensive programme of extra-curricular activities. The strength of good relationships between teachers and pupils is at the heart of our behavioural policy and helps us to promote a happy learning environment.

Code of Conduct

The Somerhill community of Governors, staff, parents and pupils adheres to a code of conduct, rather than to lists of rules. The Code of Conduct sets out in general terms how we expect our pupils to behave in school and on visits.

WE DO NOT USE CORPORAL PUNISHMENT AT SOMERHILL. ANY STRIKING OR PHYSICAL ILL-TREATMENT OF THE PUPILS WILL LEAD TO IMMEDIATE DISCIPLINARY PROCEDURES.

Somerhill Code of Conduct

- All members of our school community should respect one another.
- All children should acknowledge the authority of and respect their teachers and other adults.
- All children should respect their own and other people's property and take care of books and equipment.
- We expect children to be well-behaved, well-mannered and attentive.
- Children should walk (not run) within the school buildings and on the communal pathways on the school site to keep one another safe.
- If a child has a grievance against another child, it should be reported to a member of staff, who will investigate the grievance.
- Physical violence is never acceptable, neither is retaliation.
- Appropriate language is the expectation.
- Children are expected to be punctual.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. The Code of Conduct is explained to the children in each section of the school, in an appropriate way, at the beginning of each school year and periodically throughout the year, as and when required. All



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pupils are expected to behave according to the guidelines set out in the Code.

Pre-Prep including the EYFS (Early Years Foundation Stage)

From Nursery through to Year 2, the aim is to make positive behaviours intrinsic for each child. To achieve this, we work with the children on developing the necessary skills to help recognize and regulate their emotions, develop their empathy and praise positive behaviour. We focus on how our own actions can affect others and how demonstrating kindness and understanding the needs of others are paramount. Our focus is to create a safe and happy environment where positive behaviour enables all children to feel secure and respected and therefore able to learn effectively. The Head of Somerhill Pre-Prep is responsible for behaviour management of pupils within Key Stage 1 and the EYFS.

Our core beliefs are;

- Negative behaviour stems from anxiety and frustration
- Behaviour can change and every child can be successful
- Supporting a child's understanding of self-regulation is fundamental to their ability to manage self-control
- Developing empathy through interactions and building social skills are key to a child's success in managing relationships
- Praise and a system of rewards are more likely to change behaviour than blame or punishment
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We are mindful and respectful of the Equality Act 2010 and Behaviour & Discipline in Schools (Jan 2016)
- We always consider the safety of other children and minimize disruption while helping children to acquire self-discipline.

Our Pre-Prep Pals, a set of animals -voted for by our Somerhill children-represent our Somerhill values. The Pals make values memorable and easier to understand for younger children. When shaped around key behaviours and attributes the Pals help members of the school community reflect on and choose the right behaviour. The use of the Pals also creates consistency throughout communication and are used through a wide range of materials to support children's pastoral and academic development. Somerhill values shape our community to help us all feel valued, respected, and motivated to maintain positive behaviour.

- **Ree the Bee:** Community
- **Darri the Dog:** Kindness
- **Oli the Owl:** Responsibility
- **Cortez the Cat:** Respect



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- **Hideo the Horse:** Excellence
- **Terri the Tortoise:** Resilience

Rewards in EYFS and KS1

The school encourages the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards that are designed to promote a calm, respectful learning environment. Our system of rewards includes:

- Verbal praise and written praise for a good attitude and effort.
- Verbal praise and written praise for good work/good progress.
- Pre-Prep Pals Passport for the children to track values identified.
- Stickers and a Pals class Rewards Jar class linked to the SPP Values Cup.
- Pals Award Certificates handed out by the SPP Head at Celebration Assembly.

In the Classroom

- Each classroom may decide on a classroom charter at the beginning of the year.
- Time is spent in PSHE sessions assemblies, teaching the children the importance of these rules in our community.
- Where necessary, these are reinforced by visual prompt cards.
- We use a 'Wheel of Choice' to help children manage social situations. Students who display antagonistic behaviour often do so because they struggle with identifying solutions to their problems. The Wheel of Choice gives students a visual of choices to help them either calm down when they are upset or to help them solve a problem with a classmate.
- We use the Zones of Regulations to help children learn to self-regulate and understand and manage their emotions.
- Positive behaviour and making 'good choices' are rewarded with recognition from the teaching staff. Class teachers will also use Dojos (an interactive reward system) and stickers and in exceptional circumstances a visit to the SPP Head.

In the Playground

- The children follow the 'How to have a happy and safe playtime with help from our Pre-Prep Pals.
- Children walk safely with an adult to and from the playground and listen carefully to instructions.
- The Wheel of Choice is often utilized to help children solve problems in challenging social situations at play.



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In the Dining Room

Children follow the Lunchtime Rules and are encouraged to:

- Handle cutlery appropriately
- Talk quietly so all can enjoy the lunch experience
- Always walk to keep each other safe
- Be polite and courteous
- Good lunchtime manners are rewarded by the School Council giving out Lunch Time award stickers.

Sanctions in SPP

- 'Thinking' or 'calming down time' - ensuring the amount of time is age appropriate.
- Moving a child to another area in the classroom to remove stress or distractions.
- Missing some play time, which will involve talking to a member of staff or the SPP Head during a lesson or playtime.
- Have a restorative conversation or write an apology.
- If the child is observed to be exhibiting behaviour that shows extreme anxiety, dysregulation or is a safeguarding concern to themselves or others, parents will be contacted to collect the child. This will be done for the well-being of the child concerned and for others in the class.

Prep: Derwent Lodge and Yardley Court: Behaviour, Rewards and Sanctions

Aims

We aim to ensure that our pupils know what is acceptable and what is not. It is important for us to encourage good discipline in a positive way. Children who are showing good manners or good behaviour should be acknowledged / praised for doing so. We use assemblies to give praise, encouragement and recognition to individuals for good behaviour, special effort and excellence. Pupils belong to one of eight Houses and rewards contribute to House as well as individual success. This fosters a team spirit across the year groups and provides an opportunity for staff to monitor behaviour and progress.

We regularly discuss pupils' behaviour amongst the staff, and with the pupils as individuals or in groups, seeking to stop behaviour deteriorating further in any given situation and celebrating examples of good individual / collective behaviour. What is acceptable behaviour is a subject of discussion amongst staff too and is therefore under constant review.



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Praise is delivered in many ways - public, private, to individuals and to groups. It can be earned for the steady maintenance of a good standard as well as for particular achievements of note. When praising a pupil, we should, as staff, ask ourselves if the nature of the praise is specific to the nature of the good behaviour and whether it encourages and rewards the child usefully for his/her achievement. The idea of what is good and correct in school behaviour and achievement needs to be taught and learned.

REWARDS

Merit (M) – awarded for Pastoral/Behavioural reasons

Star (Star) – awarded for academic, either excellent work or effort

Academic Commendation – awarded for an exceptional individual piece of academic work or achievement

Pastoral Commendation – awarded for an exceptional individual or sustained pastoral or behavioural reason

Only one can be awarded at a time for one act or piece of work.

Merit cards can only be used for a **Merit**.

Merits are collated by Form teachers who record them on iSAMs.

Stars are recorded by the subject teacher. The subject teacher is responsible for recording them and entering them on iSAMs.

In the case of both **Merits** and **Stars**, awards should be made for an individual act or piece of work and must not be cumulative. (*i.e.*, Staff should not accumulate class points 'dojo' points and relate them to Merits or Stars.)

Guide for awarding Merits:

- Pupils should be awarded merits for such things as: *displaying positive behaviour; polite manners; helpfulness and acts of kindness.*
- Merits **should not** be used as a reward for doing what is normally expected of pupils. *e.g., arriving to lessons on time, putting their hands up, not running in the corridors, assisting in tidying up at the end of a Games lesson.*



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Staff Guidelines for awarding Stars:

- A Star may be awarded for an individual piece of work that exceeds the standard of work expected from a pupil. This will be differentiated within the year group and even within the teaching group depending on ability and understanding.
- A Star may be awarded when a pupil displays an attitude to learning which exceeds the expected standard – this can be either written or oral.

Guide for awarding Academic and Pastoral Commendations:

- As with Stars and Merits where the situation is judged as exceptional and warranting a special mention.
- Our pupils thrive on positive recognition. Staff should seek to reward the pupils as often as they can, whilst at the same time, being fair, promoting good behaviour, good manners and a positive attitude to learning.

Additional Rewards

Weekly Awards

- Weekly awards are given in special celebration assemblies for recognition of pupils exemplifying the school values of Community, Kindness, Responsibility, Resilience, Respect and Excellence

In addition, a Prefects' Award is given where the recipient is nominated by the Prefects in Year 6 DL and Year 8 YC as deserving a special act of recognition.

House Rewards

At the end of each term the pupils with the most merits and most stars in each House will be awarded a book token and will attend a celebratory Headmaster's lunch.

SANCTIONS

Wherever possible a child should simply be given a quiet rebuke or verbal reprimand, without further penalty for incidents of minor poor behaviour.

A White Card

Our sanctions system is based on Major and Minors. In a similar way to our rewards system, it reflects our attitude to behaviour and academic application.

Sanctions will follow the three-step rule, where appropriate.

1st – Highlight – 'That behaviour is not acceptable' or 'This piece of work has not been done to the standard expected.'



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2nd – Warn – ‘If you do that again you will get a minor’ or ‘This is the second time you have not completed work, next time you will get a minor.’

3rd – Issue – ‘You were told your behaviour was not acceptable,’ then issue the Minor to the pupil.

Both Minor & Major Sanctions (including an explanation/reason) are written on a White Card, then handed to the pupil who will take it to their Year group Co-ordinator and explain why they have been given a Minor. **The member of staff who issued the Minor MUST record it against the pupil on iSAMS.** (The iSAMS system will then generate emails to relevant staff.) The appropriate Year Group Coordinator will then talk to the pupil(s). Pupils receiving a minor are then required to attend a breaktime detention supervised by the Year Group Coordinators. If a pattern of poor behaviour develops then the Deputy Head, Pastoral will talk to the pupil(s) and decide whether a behaviour support plan should be put in place. The contents of the support plan will be discussed and tailored to the individual pupil and their parents will be informed.

In any circumstances where a member of staff is unsure as to whether to issue a Minor or a Major, they should seek advice and guidance from the Deputy Heads.

A teacher, in consultation with the Deputy Heads or Head, can issue a Major. A ‘Major’ would be given to a pupil for a serious incident of poor behaviour e.g., being overly physical; malicious bullying; repeated acts of poor behaviour; wanton acts of damage to a pupil’s belongings or school property.

A Major sanction will involve an after-school or internal detention at a time agreed by the Deputy Head and the parents. The Deputy Head will have spoken to the pupils’ parents to inform them of the school’s decision.

Staff Guidelines for awarding a Minor

- Use the three steps. If a pupil’s action is such that it warrants an immediate sanction, give the pupil a White Card and then discuss it with the Deputy Heads as soon as possible. There will be occasions when a child behaves in a spontaneous and perhaps thoughtless manner, which has an impact upon either the learning or well-being of others. This may be such that a Minor should be issued, without the two preceding steps. In such cases, the teacher should refer to the Deputy Heads in the first instance.



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- The Minor should be the last sanction you use. Ensure that you have talked the pupil through each step.
- Do not send a pupil out of your room to report to a member of SMT*. If a situation is such that a pupil needs to leave the room, send another pupil to inform a member of the SMT.

** A pupil may be given a very short amount of time to reflect on his or her behaviour outside the classroom during the lesson - Time Out.*

Sanctions and Detentions Break

Time Sanction

These are run by the Year Group Coordinators during a 1st break. Break time detentions are given as a result of a pupil receiving a Minor. They will not generally last the duration of break time.

The Deputy Head will monitor the break time detentions. If deemed necessary, the Deputy Head will talk to the pupils individually about why they received the Minor.

After-School Detentions

After school detentions are issued by the Deputy Head Pastoral in discussion with the Headmaster after a Major has been issued and are given for behaviour/actions deemed by both the Deputy Head Pastoral and Headmaster to warrant a considerable imposition on the pupil's time. These will involve an opportunity for the pupil to reflect on their actions/behaviour.

Catch Up and Support Plans

Academic Support Plan (ASP)

Academic Support Plans are targeted to the needs of the individual pupil. An ASP may be introduced for a specific area of the curriculum. An ASP may use a report card format and should, where possible, be linked to the Somerhill reporting criteria.

Examples:

- Charlie is not reaching the expected standard for his Tonbridge Scholarship in History. The teacher will discuss the situation with Charlie and his parents, and a support plan will be put in place. The ASP will be very much driven by a dialogue between subject teacher, Form teacher, Charlie and his parents.



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- Sophie is not completing tasks. The teacher will discuss the situation with Sophie and her parents and a support plan will be put in place. The ASP will be driven by a dialogue between the Form teacher, Sophie and her parents and ongoing discussions between the Form teacher and Sophie's teachers.

ASPs may need further discussion with the SEN Department, specific teachers and parents.

Social/Behavioural Support Plan (SSP/BSP)

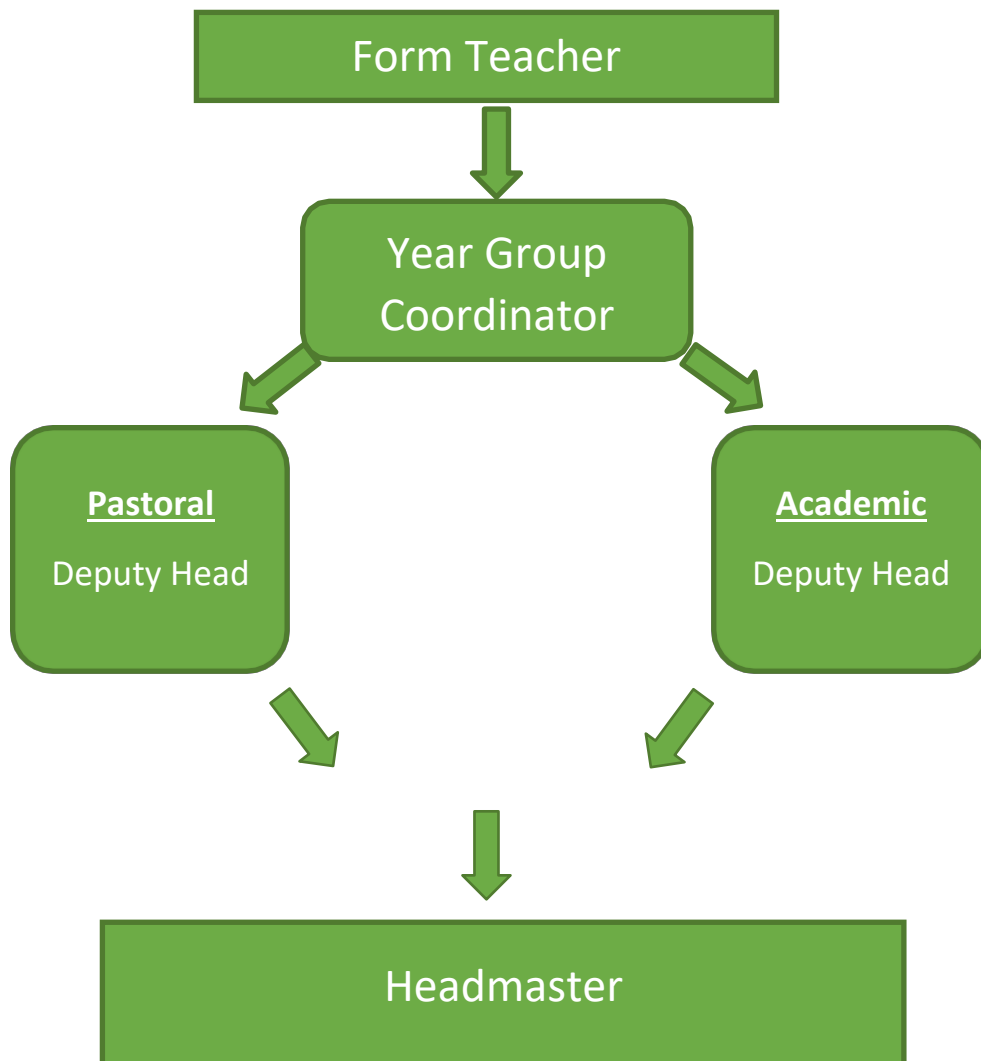
- Social/Behavioural Support Plans will be overseen and managed by the Form teacher and will involve a continual dialogue between the Form teacher, the pupil and his/her parents. The need for the SSP/BSP will vary, however, the SSP is unlikely to be sanctioned-based and the BSP is likely to be due to a culmination of poor behaviour where a pupil needs guidance and help.

Bullying, exploitation, peer-on-peer abuse, unkindness, violence, theft, rudeness and severe disruption in class are not acceptable and the Headmaster and Deputy Heads should be informed of any such behaviour. Any incidents of bullying (suspected or proven) are recorded in a separate log by the Deputy Head Pastoral in accordance with Somerhill's anti-bullying policy. *The DSL may be involved should an issue need to be reviewed or further action is required.*

Somerhill acknowledges that there may be occasions when pupils require additional specialist help from outside agencies/professionals. Access to these outside agencies/professionals will be managed by the appropriate Deputy Head and/or the Headmaster.

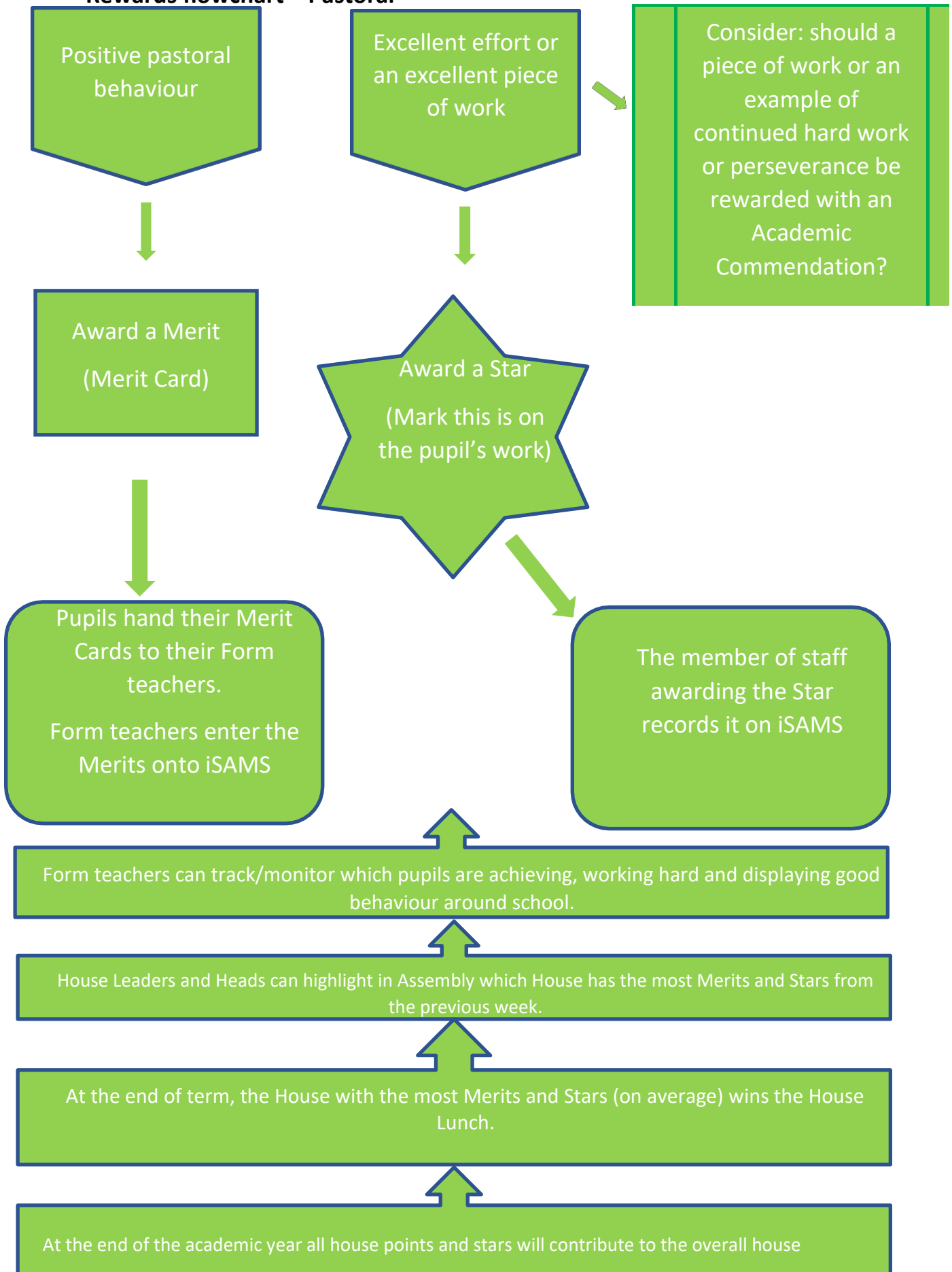
Each child's Form teacher will be the first point of contact in times of upset but the pupils are encouraged to talk with any responsible adult about any problems that they are experiencing.

Contact and Communication flowchart

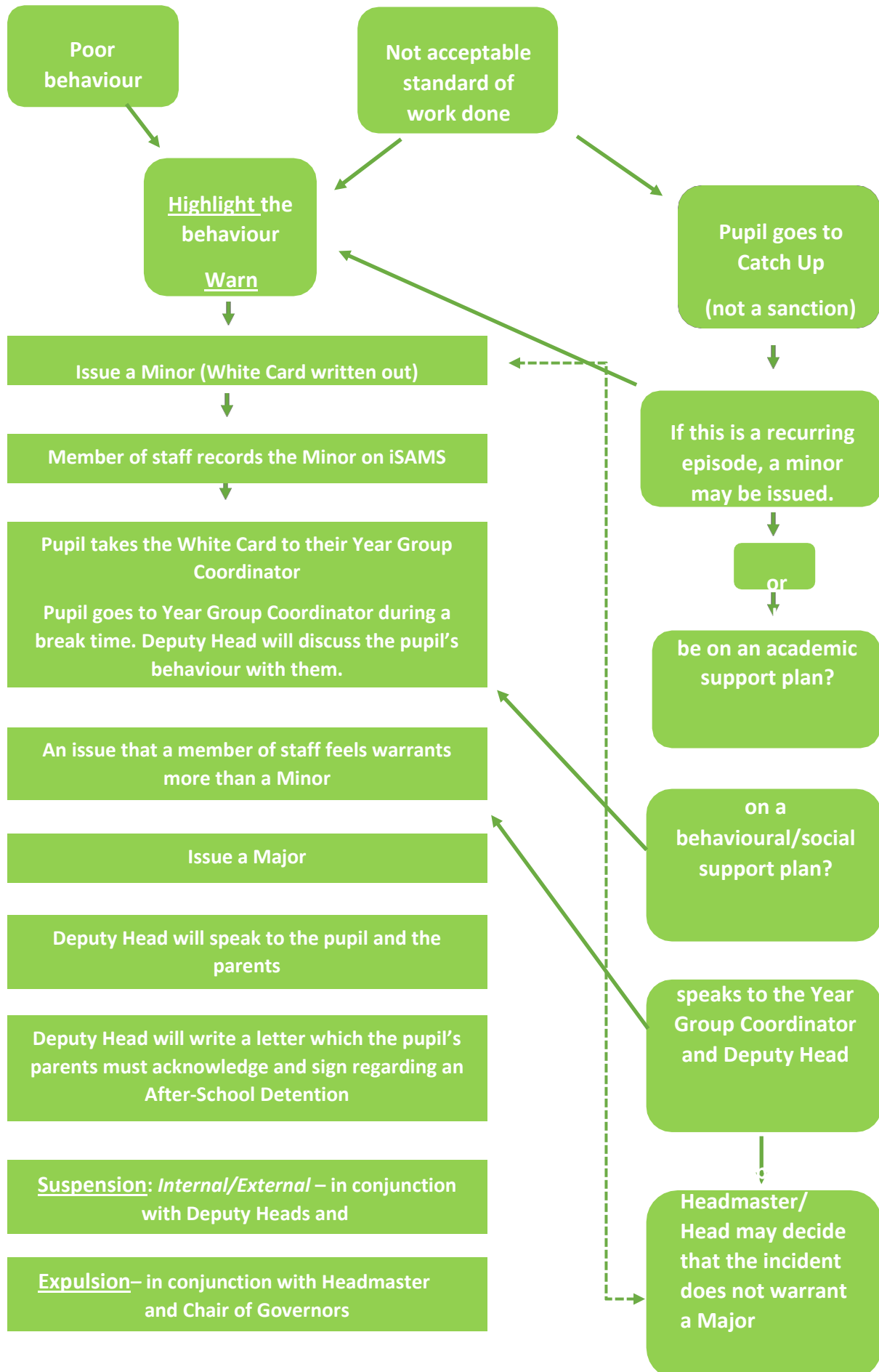


Within each section of our school, the Staff, Form teachers, Year Group Coordinators, Deputy Heads and Headmaster, meet at least once a week.

Rewards flowchart – Pastoral



Sanctions flowchart – Pastoral





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Types of Reward

- Merits – awarded throughout the term
- Stars – awarded throughout the term
- House Rewards
 - House Stars & Merit Winners – awarded at the end of term
- Form Prizes
 - Attitude to Learning – normally awarded to one pupil at the end of each term
 - Progress Prize – normally awarded to one pupil at the end of term
 - Citizenship Prize – normally awarded to one pupil at the end of term
- Academic and pastoral commendations
- Colours – Four categories are awarded for effort and achievement, Creative, Academic, Sport and Values
- Pastoral & Academic Cups, Shields & Trophies
 - Awarded at the end of each term
- Public Mention – Assemblies, newsletters, social media
- Opportunity for greater responsibility
 - Head boy/girl – per term
 - Deputy Head boy/girl – 2 per term
 - Heads of Houses – per term
- Leavers' Awards
 - Awarded in assembly/prize giving to Year 6 pupils and Year 8 pupils when they leave Somerhill
- Speech Day Prizes