



# Behaviour, Rewards and Sanctions Policy

Policy date:	January 2025 (update)
Date of next review:	September 2025
Owner:	Headmaster
LT committee responsible:	-
Intended audience:	Pupils, parents and staff
Location:	School Portal and Governor Portal

## **1. Introduction**

- 1.1 Haileybury Bhaluka is a progressive school with a positive ethos. We hold values that aim to lift hearts and empower minds; reflected in our approach to behaviour, rewards and sanctions.

We aim to:

- provide an ethical and intellectual framework within which fundamental issues can be explored and informed choices made;
  - promote respect for all individuals (regardless of any protected characteristic including age, gender reassignment, marriage or civil partnership, pregnancy and maternity, disability, race, religion or belief, sex and sexual orientation);
  - encourage a willingness to help others;
  - foster excellence in scholarship and academic studies;
  - be a happy and purposeful school with a culture of inclusivity that celebrates equality and diversity;
  - offer an experience rich in variety, challenge and reward.
- 1.2 We aim to give all of our pupils the opportunity to discover and develop their talents to the full. We also hope they will grow as human beings and that they will develop a sense of self-discipline within a firm ethical, moral and spiritual framework.

## **2. Expectations of pupil behaviour**

- 2.1 We expect good behaviour from all of our pupils so that they can flourish in a well-ordered community and so that they can achieve success and develop their self-confidence. We are committed to being a welcoming and friendly community, where pupils are encouraged to respect one another and to be helpful and tolerant. It follows that all pupils should be free from discrimination of any kind.
- 2.2 We provide a comprehensive pastoral support system for all pupils through which good behaviour is taught and modelled. Pastoral support may be provided by any member of staff.
- 2.3 Our rules and expectations are set out in the Pupil and Parent Handbook, which is provided to all pupils and parents at the beginning of the academic year. All pupils new to the School and those at key transition points are made aware of the expectations that the School has of them regarding behaviour and discipline.
- 2.4 Pupils are encouraged to recognise the importance of good behaviour in various ways including:
- in wellbeing classes where the values of friendship and tolerance are stressed;
  - in assemblies where the values and the importance of love, tolerance and being a good neighbour are regularly taught;
  - in coaching sessions where groups and also individuals meet with their Tutor and discuss incidents, issues, values and concerns; and
  - in the House, where the Housemaster, Tutor and Matrons will regularly praise achievement and will have many opportunities for one-to-one discussion with pupils; They also relay news about achievement and good conduct to parents.
- 2.5 All of these aspects work to support our Countering Bullying Policy (available on the Policies page of the Frog [School Portal](#) or [website](#)) by raising standards of behaviour and reducing the likelihood of bullying.

### 3. Rewards and Incentives

- 3.1 Pupils respond best to appreciation and encouragement. We put strong emphasis on praise and reward. Staff are encouraged to give praise where it is due. Recognition is given through Gold, Emerald and Sapphire awards, issued and recorded on Frog portal.

Gold	Commends improvement and recognises outstanding academic achievement
Emerald	Commends kindness, thoughtfulness and acts of community service
Sapphire	Commends improvement or outstanding achievement in ECAs

<b>Gold</b>	Commends improvement and recognises outstanding academic achievement
Example	<ul style="list-style-type: none"> <li>• piece of prep or class work;</li> <li>• significant improvement in the quality of a piece of prep or class work</li> <li>• outstanding progress at a stage in a project or extended piece of work;</li> <li>• class presentation showing effort/achievement beyond expected level;</li> <li>• excellent contribution to a group task;</li> <li>• significant improvement in a subject-specific skill;</li> <li>• excellent piece of extension work;</li> <li>• intelligent and thoughtful contribution to a lesson showing that the pupil has done some reading or research outside of class;</li> <li>• significant improvement in focus and motivation within a subject.</li> </ul>
Recognition of Awards	<ul style="list-style-type: none"> <li>• 7 Coach (tutor) in personal congratulations</li> <li>• 14 Assembly with public handshake</li> <li>• 21 Congratulatory meeting with the Academic Director.</li> <li>• 30 Congratulatory meeting with the Headmaster. Letter to parents.</li> </ul>

<b>Emerald</b>	Commends kindness, thoughtfulness and acts of service to the community
Example	<ul style="list-style-type: none"> <li>• outstanding support for or kindness to peers;</li> <li>• outstanding community work (volunteering, service, outreach;</li> <li>• one-off acts of kindness and generosity;</li> <li>• being a good member of the House (hygiene, tidiness, organization)</li> <li>• helping others in any school context;</li> <li>• significant commitment to service projects over a period of time.</li> </ul>
Recognition of Awards	<ul style="list-style-type: none"> <li>• 7 Assembly with public handshake</li> <li>• 14 Congratulatory meeting with the Academic Director.</li> <li>• 21 Congratulatory meeting with the Headmaster. Letter to parents.</li> </ul>

<b>Sapphire</b>	Commends improvement or outstanding achievement in ECAs
Example	<ul style="list-style-type: none"> <li>• outstanding effort, achievement or improvement in any ECA;</li> <li>• excellent performance for a school team, or in a concert or production;</li> <li>• outstanding commitment to an optional activity, club or society;</li> <li>• excellent leadership in DoE, or any ECA;</li> <li>• significant improvement in a skill.</li> </ul>
Recognition of Awards	<ul style="list-style-type: none"> <li>• 7 Congratulatory meeting with the Academic Director.</li> <li>• 14 Congratulatory meeting with the Headmaster. Letter to parents.</li> </ul>

In addition, other mechanisms exist for the recognition of positive achievement, as follows:

- recognition for individual or team achievements at House meetings;
- announcement of prominent individual or team successes at School Assembly on Sunday mornings, which will include the award of cups, trophies and prizes as appropriate;
- the presentation of certificates by the Headmaster on Sunday mornings;
- the award of prizes on Speech Day as a result of achievement and involvement in the activities of the School.

## **2. Student Leadership**

- 2.1 We are keen for the pupils to express their opinion about how the School is managed through their representatives in the School Senate (Student Council), chaired by the Heads of School.
- 2.2 Pupils are encouraged to behave well and act as positive role models to each other and to the wider community through a variety of activities. For example:
- in sports and games, where they learn to accept victory and defeat in a sporting fashion and with good grace;
  - in community service, where they learn to appreciate their own good fortune and the importance of giving willing and consistent support to others in the community;
  - those who are appointed, following application, as School Prefects will be expected to lead by example in setting high standards of behaviour for others to follow. As emphasised in the Anti Bullying Policy, such senior pupils have a significant role in the prevention and reporting of bullying behaviour.
- 2.3 The School operates a student mentoring scheme for pupils needing support with working routines or study skills. It appoints, trains and tracks student mentors and their impact on the mentees.

### 3. Sanctions: General principles

- 3.1 We believe that the essence of all discipline is self-discipline; the aim of the teacher is to develop this quality in pupils. All pupils are asked and expected to:
- cooperate with their teachers and treat them with respect;
  - cooperate with their fellow pupils and treat them with respect;
  - help to promote a constructive and purposeful attitude in the School;
  - speak the truth and act honestly;
  - aim to do their best in all they undertake;
  - maintain high standards of behaviour and appearance;
  - accept reprimand with good grace when they fall short of these expectations.
- 3.2 Recognising that an important part of growing up is learning to accept that wrong actions attract consequences, we try to keep sanctions to a minimum. Teachers are encouraged to address any unacceptable behaviour themselves with pupils directly in the first instance. If further action is necessary, the next step is progress the sanction level on ERP.
- 3.3 There will be certain situations where the use of mediation or the principles of **Restorative Justice** would be appropriate. The School will always seek to use Restorative Justice where it can be positively implemented to enhance pupil relationships and behaviour.
- 3.4 Where a pupil or a group of pupils behaves poorly outside the school grounds and that behaviour is likely to bring the School into disrepute or to cause repercussions for the orderly running of the School, Haileybury reserves the right to take action against that pupil or group of pupils. Examples of such circumstances could include behaviour while travelling to or from school, while at away matches. The full range of sanctions may be considered for use in responding to such cases.
- 3.5 The sanctions below are permitted at Haileybury Bhaluka. This list is not exhaustive and additional sanctions may be issued at the Headmaster's discretion.

#### 4. School sanctions

Level 1	Minor sanctions for low level misconduct
Level 2	Intermediate sanctions for persistent misconduct
Level 3	Serious sanctions for serious misconduct

<b>Level 1</b>	Minor sanctions for low level misconduct
Example	Lateness, missing homework, talking in class, uniform violations
Sanction	Verbal warning, lunch detention, loss of privileges, parent contact (call or email)

<b>Level 2</b>	Intermediate sanctions for persistent misconduct
Example	Lateness, consistent disruption, minor defiance, or low-level bullying
Sanction	Friday detention, extended loss of privileges, supervised study, report card

<b>Level 3</b>	Serious sanctions for serious misconduct
Example	Aggression, severe bullying, substance misuse, defiance, vandalism, theft.
Sanction	Fixed term exclusion, permanent exclusion

**Level 3** sanctions are subject to review by the School Disciplinary Committee.

#### Classroom behaviour management

- 4.1 Level 1 sanctions: verbal warning or above.
- 4.2 It is always best for teachers to resolve issues with pupils through dialogue. Our belief is that every single pupil has the right to learn in a focused, committed and safe environment. We expect that all pupils will be prepared for their lessons, will focus during their lessons and will be polite and courteous to their fellow learners.
- 4.3 We reward and sanction pupils' behaviour and attitudes during lessons. Where a pupil has completed a single piece of work to a high standard, or is consistently performing to a high level, they should be awarded a yellow ticket as explained above.

#### 5. Academic/prep sanctions

- 5.1 Prep issues should be dealt with within the department and addressed by the teacher. Pupils may be given a second deadline to finish the work in their own time. Progress level if repeated.
- 5.2 If deliberate failure to complete a piece of work (i.e. not organisational), then a Friday Detention is issued, supervised by LT.
- 5.3 To tackle poor behaviour, teachers may choose to use one or more of the following steps:
  - Close down any conversations between pupils causing a distraction to learning.
  - Quietly reprimand a pupil misbehaving and give clear expectations for improvement.
  - Give one clear firm warning, outlining probable sanctions, and remain calm.
  - Move the pupil within class and clarify Level sanction.
- 5.4 Where a pupil is inadequately prepared for a lesson, e.g. has not brought their laptop or other equipment, or their laptop is not charged, an L1 for organisation using the ERP behaviour flagging system. It is expected that the Tutor will monitor and deal with such issues.

## 6. House-based sanctions

Boarders have been issued with a written copy of Expectations of Good Conduct within the house and how these are rewarded. Sanctions have been explained and exemplified by the Housemaster.

Level 1	Minor sanctions for low level misconduct
Level 2	Intermediate sanctions for persistent misconduct
Level 3	Serious sanctions for serious misconduct

<b>Level 1</b>	Minor sanctions for low level misconduct
Example	Talking after lights out, disruption to prep, using phones at wrong times
Sanction	Verbal warning, loss of privileges, parent contact (call or email)

<b>Level 2</b>	Intermediate sanctions for persistent misconduct
Example	Repeated lateness, consistent disruption, minor defiance, or low-level bullying
Sanction	Friday detention, extended loss of privileges, supervised study, report card

<b>Level 3</b>	Serious sanctions for serious misconduct
Example	Physical aggression, severe bullying, substance misuse, defiance toward staff
Sanction	Fixed term exclusion, permanent exclusion

## 7. Level 2 (Friday Morning Detention 0900-1100)

- The pupil to attend a 60-120 minute detention, supervised by LT on rotation.
- Housemaster communication home.
- Possible requirement for further education.

## 8. Level 3 (Meeting with the Academic Director or Housemaster)

- Meeting with the Housemaster may be escalated as necessary/desired by the Headmaster dependent on the seriousness of the issue.
- Might include formal investigation and suspension or expulsion outcomes,
- Communication home via the Housemaster or Headmaster,

## 9. Unauthorised absence

- 9.1 Unauthorised absence will be followed up by the Housemaster and subsequently by the Headmaster for a repeat offence.

## 10. Additional sanctions

- 10.1 The following additional sanctions may be used:

- **Suspension:** A pupil may be sent home for a period at the Headmaster's discretion. A third smoking, drinking or 'out of bounds' offence automatically results in a suspension, as does smoking inside a building, or bringing into school or possessing a bladed article or weapon. Any offences may be escalated as necessary by the Headmaster according to the seriousness of the offence.



- **Internal suspension:** This is issued for the same reasons as above but when the incident occurs towards the end of the term or circumstances dictate that the pupil needs to remain in school. The pupil will be required to remain in school either on a Sunday, on a day following the official end of term or they may need to return to school before the official start of term. The length of time of the internal suspension will be at the Headmaster's discretion. All pupils on an internal suspension will have a report card signed every hour, on the hour.
- **Permanent exclusion:** This is issued for an extremely serious offence or following written warnings to parents by the Headmaster that further offences may result in permanent exclusion. Cases of potential exclusion will be dealt with under the School's Serious Disciplinary Cases Procedure.

## 11. Return protocol

- 11.1 On occasion, time away from school will be needed to seek proper support or to investigate but this will not always be necessary. On return, a support plan will be put in place by the team around the child (perpetrator/victim as necessary). Further support may be sought or offered via the Health Centre or Wellbeing Centre and the team members therein.

## 12. Shaping Student Behaviour

The School educates its students and stakeholders as to its expectations for achievement, attainment and behaviour. It does this through a staged program involving senior leaders, tutors and classroom teachers. Parents are expected to reinforce expectations for good behaviour and to support the school in cases where sanctions are necessary, given their ethical and contractual duties.

- 12.1 The following outlines how students, parents and staff reach alignment on implementation.

Students	Parents	Staff
Induction program at entry	Admissions: signing school-parent contract	Induction program and staff handbook
Wellbeing programmes, where tutors outline expectations	Congratulatory letters and events focused on rewards	Behaviour, Rewards and Sanctions Policy
School events, such as assemblies	School based meetings whenever L2-3 sanctions are necessary	Training events
Consistency from teaching staff in policy implementation	Newsletters which celebrate achievement and attainment	Letters to staff which celebrate teacher performance

- 12.2 The rollout of the policy will be as follows:

- Leadership Team reviews policy, in consultation with key staff
- Staff issued policy to read and sign. Training event follows up with case studies
- Policy placed in staff portal and added to Parent Frog site
- Presentation to students with an evening event
- Termly data review

### **13. General guidance to teachers**

- 13.1 All sanctions must be proportional to the circumstances of the case. In assessing the sanction, the teacher should consider the behaviour in the context of the surrounding circumstances, including any special educational need or disability. The sanction imposed may be adjusted where a pupil has an identified special educational need or disability. Staff should liaise with the School Counselor if they require guidance on appropriate sanctions for pupils in such circumstances.

### **14. Keeping records**

- 14.1 Electronic records of minor incidents and any disciplinary sanctions imposed are kept by the on the ERP to evaluate the effectiveness of approach adopted and to enable the identification of any patterns in poor or unacceptable behaviour so that appropriate remedial action can be taken. These records will be checked by the Academic Director and Headmaster each term.
- 14.2 Electronic records of serious incidents and the disciplinary sanctions imposed are kept on the ERP, to enable identification of any patterns (eg in bullying) and enable remedial action to be taken where necessary. This is reported on a termly basis by the DSL to the Governors' Safeguarding and Wellbeing Governor.

### **15. Use of restraint by teachers**

- 15.1 The use of, and any threat to make use of, corporal punishment is forbidden.
- 15.2 **Reasonable force:** All staff should be aware that, where necessary, reasonable force can be used in limited circumstances to control or restrain pupils. Situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil fall into three broad categories:
- action is necessary in self-defence or there is an imminent risk of injury to the pupil/others;
  - there is a developing risk of injury, or significant damage to property;
  - a pupil is behaving in a way that is compromising good order and discipline.
- 15.3 There is no legal definition of 'reasonable force'; it means using no more force than is needed.
- 15.4 Force must never be used as a punishment. Never lock a pupil in a room as a form of restraint.
- 15.5 In cases where staff may find themselves dealing with difficult behaviour, they are encouraged to use the following strategies:
- remain calm and measured;
  - do not humiliate or insult a pupil; give clear reasons why the pupil's conduct is unacceptable;
  - explain the consequences of the pupil's refusal to co-operate;
  - avoid any action that might exacerbate the situation;
  - allow the pupil to give his or her version of the incident;
  - communicate in a calm way to prevent the incident from escalating; summon the support of a nearby colleague if necessary;
  - ensure there are witnesses where possible;
  - keep talking to defuse the situation;
  - use physical intervention only when all other methods have failed.

15.6 **Recording incidents:** It is important and required by Boarding Standards that there is a written report of any occasion (except minor or trivial incidents) where force is used. Immediately following any such incident, the member of staff concerned should tell the Headmaster or a senior member of staff and provide a written report as soon as possible afterwards. The report should include:

- the name(s) of the pupil(s) involved and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff);
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the pupil's response and the outcome of the incident;
- details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.

The reporting staff member should also keep a copy of the report.

15.7 **Informing parents:** Incidents involving the use of force can cause the parents of the pupil involved great concern. It is always advisable to inform parents of an incident involving their child and to give them an opportunity to discuss it. The Headmaster, Academic Director or member of staff to whom the incident is reported will need to consider whether that should be done straight away or at the end of the school day and whether parents should be told verbally or in writing.

## **16. Malicious allegations against staff**

16.1 Haileybury Bhaluka will investigate all allegations against staff and will follow appropriate procedures in doing so. Where an investigation reveals that a pupil has made malicious or unfounded allegations against a member of staff, the School will take disciplinary action against that pupil and the full range of sanctions will be considered in such cases.

## Appendix – School Process for Recording Sanctions

### Stage 1: Recording the Sanction (Immediate Documentation)

- The staff member who issues the sanction records it **as soon as possible** after the incident.
- Record includes: student's name, year group, and class. Date, time, and location of the incident. Description of the behavior and reason for sanction. Level of sanction applied (Level 1, 2 or 3).
- The record is logged in in the school's ERP: Eskhul software.
- Student is informed of the sanction and why it was given.

### Stage 2: Internal Reporting and Escalation (Same Day / Within 24 Hours)

- The record is automatically shared with:  
The student's form tutor and/or Head for awareness.  
DSL for safeguarding related issues via MyConcern
- If the sanction is serious (e.g., internal exclusion, suspension, or repeated infractions), the teacher escalates directly to the **Headmaster**.
- Staff ensure consistency by checking prior behavior logs before applying additional sanctions.

### Stage 3: Communication and Follow-Up (Within 48 Hours)

- **Parents/guardians** are informed for medium or high-level sanctions (e.g., detentions beyond class, internal exclusions, suspensions).
- Reports are summarized to Tutors and where serious to all faculty.
- Persistent or serious behavior triggers a formal review, where the LT and pastoral team discuss support strategies, interventions, or further sanctions.
- A copy of all serious sanctions is stored in the student's permanent school record.

Version history		
Date	Reviewed by	Notes
September 2025	Leadership Team	Reviewed