



## **BEHAVIOUR, RULES, REWARDS AND SANCTIONS**

Last reviewed:	August 2023
Next review due:	August 2025
Reviewed by:	Pastoral Director Head of Years 7-11 Head of Sixth Form Head of the International School

### **1. Guiding principles**

At d'Overbroeck's, we have high standards and expectations of good behaviour in all aspects of school life, including our culture, how students are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, students and parents. The d'Overbroeck's approach to behaviour – including treating everyone with dignity, kindness and respect – should be apparent to anyone joining or visiting the school.

Our approach to promoting good behaviour among students, our rules and our approach to rewards and sanctions all flow from the school's statement of Aims and Ethos:

- Our overriding aim is to enable all our students, throughout the age and ability range, to achieve to the best of their potential, both academically and personally.
- Students are stimulated to grow into themselves as confident, thoughtful and considerate people, well equipped with the skills and understanding needed for their next steps.
- The dominant note at d'Overbroeck's is helping students to develop is one of purposeful informality and mutual respect.
- We aim to maintain an outstanding reputation for working collaboratively with each student to help them add significant value to their academic performance.
- We support and enable individual progress by providing a versatile and flexible curriculum attuned to the different needs of individuals complemented by our co-curricular programme.
- We create an ambitious learning environment via deliberately small classes in which students are stimulated to participate actively in their learning and staff are able to focus on the needs of every student.
- The school believes in the power of laughter and humanity. The environment is designed to give students the confidence to be themselves and the encouragement and stimulus to grow, to learn, to achieve their goals whilst contributing to and understanding what forms a safe and supportive community for all. We aim to ensure students feel engaged, happy and at ease with themselves, each other and their environment.
- We aim to promote an open-minded mentality, building on our international d'Overbroeck's community, encouraging students to look outwards, to be tolerant, to engage and manage the

complexity and change in the world around them, and to develop as well-informed global citizens.

- We seek to maintain excellence in our teaching, learning and pastoral care through attracting and developing outstanding staff.
- We ensure frequent and open communication with parents and guardians and aim to create a sense of active partnership in which parents feel involved and well informed.

In accordance with these principles,

- We aim to be fair and consistent in implementing this policy, and to focus much more on ways of modelling and reinforcing positive behaviour than on the use of sanctions.
- We believe that all staff have a crucial role to play in helping to maintain the core elements of the school's ethos through their own conduct and through the way they relate to students.
- The rules, and the rewards and sanctions that go with them, are designed to be age appropriate. Some rules apply throughout the age group while others are different for different age groups.
- In addition to conveying clear messages about what is and isn't acceptable, sanctions are, as far as is possible, intended to serve a positive educational purpose rather than to be purely punitive.
- The needs of students with SEND (specific educational needs and disabilities) will be taken into consideration when applying this policy.

## **2. Roles and responsibilities**

The Principal and Director of Pastoral Care are responsible for reviewing this behaviour policy giving due consideration to the school's statement of behaviour principles above. They will also approve this policy and ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- implementing the behaviour policy consistently, challenging students to meet the school's expectations and maintaining the boundaries of acceptable conduct;
- modelling positive behaviour so that students can see examples of good habits and are confident to ask for help when needed;
- providing a personalised approach to the specific behavioural needs of particular students;
- recording behaviour incidents (via CPOMS).

The senior leadership team will be highly visible, with leaders routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. In addition to the records of all behaviour incidents on CPOMS, a confidential record of sanctions imposed for serious misbehaviour is kept by the Principal and Pastoral Director. This record includes the student's name and year group and the nature and date of the sanction imposed.

Parents are expected to:

- support their child in adhering to the student code of conduct;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the school and work in partnership with the school.

All adults are responsible for managing behaviour on the various school sites.

Students also have a role to play in maintaining the culture of the school among their peers. We expect students be actively involved in maintaining the values and behavioral expectations at d'Overbroeck's, and are will proactively seek their support and feedback in doing so, eg, by contributing to this policy, by developing 'student friendly' posters of their pledges about behaviour, and in helping to uphold high standards of behaviour among their peers (see also anti-bullying policy).

### **3. Anti-bullying policy**

Bullying, in any form (including cyber-bullying, prejudice-based and discriminatory bullying) is not tolerated at d'Overbroeck's, and any instances of it will be dealt with promptly and firmly. The school's Anti-bullying Policy, available from the [school website](#), sets out our approach to preventing bullying and to dealing with it if and when it does arise.

### **4. Illegal drugs, alcohol and smoking**

- The possession, use or supply of illegal and other unauthorised drugs is unacceptable. We have a zero-tolerance policy on students being in possession of illegal substances on site.
- Students may not at any time bring alcohol into school premises or be under the influence of it during the school day or in a boarding context.
- Smoking and vaping in any form are not allowed in, or in the immediate vicinity of, any of the school's teaching or residential buildings.

### **5. Responding to behaviour**

In order to maintaining our positive school culture, it is important that we reinforce the behaviour which reflects the values of the school. Sometimes a student's behaviour will be unacceptable, and students need to understand that there are consequences for misbehaviour, in the form of reasonable and proportionate sanctions.

The following sections outline the approach to rewards and sanctions at d'Overbroeck's. Importantly, rewards and sanctions at d'Overbroeck's are used in the context of ongoing conversations between staff and students (linking up with their parents and guardians where appropriate) so that students understand why we are responding to their behaviour in a particular way and have opportunity for discussion and learning, not an consequence (whether it be positive or negative) in isolation.

#### **5.1 Rewards**

Positive recognition and rewards provide an opportunity for all staff to reinforce the school community's culture, ethos and values with students. While the exact rewards may vary depending on the age and stage of the students, and the context (see pages 8-12), all rewards are

applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Examples of rewards include:

- verbal praise
- communication to the student's parents or guardians (via phone or email)
- recognition via mention in school communication and events, eg, newsletters, MS Teams, assemblies, school celebrations
- house points
- group rewards (eg, a special activity for students in a boarding house)

## 5.2 Sanctions

A member of staff becoming aware of a misbehaviour should respond predictably, promptly, and assertively; the response needs to be consistent, fair and proportionate. In this way, the member of staff reinforces to students that misbehaviour will always be addressed.

The first priority of the member of staff will be to ensure the safety of students and to restore calm environment. Further response to the behaviour will consider how best to maintain the culture and calm environment of the school and prevent the recurrence of misbehaviour. To achieve these aims, a response to a behaviour may include the following purposes:

- deterrence (eg, for a specific student or a general deterrent)
- protection (eg, removing a student from the area to minimise risk)
- improvement (eg, via sanctions, reflective conversations or targeted pastoral support)

Where appropriate, staff should take account of any contributing factors that are identified after a misbehaviour has occurred, such as mental health needs, SEND or safeguarding factors.

As with rewards, sanctions may vary depending on the age and stage of the students, and the context (see pages 8-12). However, all sanctions are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of sanctions include:

- a verbal reprimand and a reminder of the expectations of behavior
- the setting of written tasks, related to the incident
- loss of privileges (eg, grounding in boarding)
- school based community service
- suspension and, in the most serious cases, permanent exclusion (see below).

## 6. Exclusion

As a measure of last resort, the school reserves the right to suspend or to permanently exclude a student, or to ask parents to remove them from school, in the following circumstances:

- (a) in response to a serious breach (or several minor breaches) of this policy or of any other school rules; and/or
- (b) if the student's work rate or attendance or conduct (including behaviour or conduct outside school), or any combination of these, are deemed unacceptable; and/or
- (c) if it is believed that allowing the student to remain in school would seriously harm the education or welfare of others in the school.

A suspension or exclusion will be made if it is believed to be in the school's best interests or those of the student concerned or of other students.

As the ultimate sanction, permanent exclusion will generally have been preceded by efforts to rectify the issues causing concern and by appropriate warnings to the student and to his or her parents or guardians.

The school may, however, find itself obliged to permanently exclude a student or to require them to be removed immediately and without prior warning in instances of very serious misconduct or where it is believed that the student's continued presence in school may present a risk to others and/or bring the school into disrepute.

Examples of conduct that could merit permanent exclusion include the following, regardless of whether they took place within school or outside the school grounds or school time:

- serious instances of bullying (including cyber-bullying and any other form of abuse using digital media, prejudice-based and discriminatory bullying);
- inappropriate, abusive or dangerous conduct towards other students or members of staff;
- being in possession of illegal substances on the school site, supplying, using or acting as a conduit for illegal substances;
- damage to property;
- inappropriate sexual behaviour;
- racist or any other kind of abuse;
- theft;
- abuse of alcohol, drugs or other illegal substances;
- persistent disruptive or anti-social behaviour; and
- any other serious breaches of school rules, including those relating to boarding and to the acceptable use of IT.

Please note that this is not intended to be an exhaustive list, and that there may be other situations where exclusion is considered to be the appropriate sanction.

The school will make reasonable adjustments for managing behaviour which may be related to a student's disability. Where exclusion needs to be considered, the school will ensure that a disabled student is able to present his or her case fully where their disability might hinder this.

The school will always endeavour to act fairly and to take all relevant circumstances into consideration when deciding whether to a student must be suspended or permanently excluded and will, wherever possible and appropriate, consult with parents before the decision is taken.

If parents are unhappy with such a decision, they may ask the school to review it, in which case the Review will be undertaken by two or more members of the d'Overbroeck's Board of Governors.

## **7. Review procedure**

To request such a Review, parents must write to the Chair of the Board of Governors stating the grounds on which they are asking for the Review and the outcome they would ideally like. The request must be submitted in writing to the Chair via the Principal's PA [joanna.smith@doverbroecks.com](mailto:joanna.smith@doverbroecks.com) and

must be received within 7 days of the school's decision to exclude the student being notified in writing to the parents.

The Review meeting will generally be attended by the Review panel members, the Principal, the student and parents. Parents may be accompanied by a friend or relation. It will not normally be appropriate for there to be legal representation at the Review meeting. Parents should inform the Principal's PA in writing within 3 days of the Review of the identity of the person accompanying them, if any.

A Review meeting is a private matter. All those concerned and involved are required to keep the Review meeting confidential unless disclosure is required by law.

The Review will be held as soon as reasonably practicable after receipt of the request from parents. A Review will not normally be held during school holidays; and it will normally take place at the school.

The Review panel will consist of at least two members of the School's Board of Governors. None of the panel members will have had prior involvement in the case.

The role of the panel is to listen to both sides, consider whether the Principal's decision was fair and proportionate and in accordance with school policy, and decide whether to uphold the decision or refer the matter back to the Principal for reconsideration together with recommendations.

The panel will notify the Principal and the parents of the outcome in writing with reasons and any recommendations, usually within three days of the meeting. The Principal will provide a written response to such recommendations normally within 48 hours and, in the absence of significant procedural irregularity, the Principal's decision will be final.

The school will make reasonable adjustments where the parents and/or the student inform us ahead of the Review meeting that they have a disability.

## **8. Corporal punishment**

The use of corporal punishment is against the law and will not be practised in any aspect of school life.

## **9. Conducting a search**

In keeping with the relevant DfE regulations, the school reserves the right to search for any 'prohibited items' and for any other items that are banned under the school rules (see the main rules, rewards and sanctions in each section of the school, which appear on pages 8-12 of this policy) and in any other written statement of school rules at d'Overbroeck's, including those that apply in the boarding houses.

Such searches are very rare in practice. Where we consider it necessary to conduct a search, this will be done discreetly and sensitively, and in accordance with the policy and procedures set out in the school's policy document on 'Conducting a Search', available from the [school website](#).

## **10. Beyond the school gates**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus, on the way to or from school, when wearing school uniform, or if the behaviour could adversely affect the reputation of the school.

Although online space differences in many ways, the same standards of behaviour are expected online as apply offline; everyone should be treated with kindness and respect because the way in which students related to on another online can have a significant impact on the culture at school. Sanctions may therefore be applied for inappropriate behaviour online.

### **11. Supporting students following a sanction and preventing recurrence of misbehaviour**

Following a sanction, staff will help the students to understand how to improve their behaviour and meet the expectations we hold at d'Overbroeck's. This might include a targeted discussion, proactively supporting students who are struggling to understand expectations and (if appropriate) advising them that they apologise to the relevant person. If a student has been removed from the classroom or suspended from school, careful consideration will be given to reintegration. This will usually involve staff (typically the Form Tutor, Director of Studies, Head of House or member of Senior Leadership Team) meeting with the student and, where appropriate, the parents/ guardians to support a smooth reintegration process.

In some cases, a wider approach may be appropriate. This may include providing additional mentoring or coaching; enquiries conducted by a member of the safeguarding team; further interventions from appropriately trained staff; support for the wellbeing, mental health or SEND needs of the student. Our reporting processes ensure that the Senior Leadership Team, DSL and pastoral staff are aware of any student persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour, and where further support and advice may be needed from local partners, agencies and professionals.

### **12. Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

### **13. Physical restraint**

Under the Education and Inspections Act of 2006, staff have the power to use 'reasonable force' to control or restrain pupils physically in order to prevent them from:

- committing a criminal offence (or what would be a criminal offence if they were old enough);
- injuring themselves or others;
- damaging property.

Incidents of physical restraint must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- take into account the legal duty to make reasonable adjustments for disabled students and students with Special Educational Needs;

- never be used as a form of punishment;
- be recorded and reported to parents.

Further information can be found in the Physical Restraint Policy, available from the school office.

## **14. Training**

Our staff are provided with training on managing behaviour, as part of their induction process. Support with behaviour management also forms part of continuing professional development, and the Senior Leadership Team have oversight of all behaviour issues (including via records on CPOMS). New staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school.

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A summary of the main rules, rewards and sanctions used in d'Overbroeck's is given below. This is not intended to be an exhaustive list: fuller versions may be found in the various handbooks for parents and students, and the school reserves the right to introduce new rules and to amend existing ones as the need arises.

### **I. YEARS 7-11**

#### **Code of conduct**

Respect your school

- Move around the school quietly and on the left hand side of corridors and stairs in single file. Hold doors open for people.
- Be polite and courteous towards others.
- Clear up when leaving a room at the end of each lesson, leaving the room as you would wish to find it.
- Keep the school clean and tidy, picking up any litter you see, putting away bags and belongings neatly and treating school property with respect.
- Leave expensive equipment, valuables and chewing gum at home.
- Do not wear hoods or hats inside the school buildings.
- Do not use mobile phones on school premises. In an emergency, please ask to use a phone in Reception.

Respect yourself

- Always aim to do the very best work of which you are capable.
- Complete all homework fully and to the best of your ability.
- Be part of the community, being reliable and taking responsibility.
- Adhere to the dress and behaviour codes.



### Respect your lesson time

- The classroom is a place of learning – please help to make the lessons as productive and as enjoyable as possible for everyone.
- Be in class on time every time and be ready to start work immediately with all necessary equipment and any homework.
- Listen, concentrate, participate. Make the most of all lessons.
- Please follow instructions promptly and graciously at all times.

### Respect others

- Behave with kindness and courtesy at all times.
- Always treat each other's and school property with respect.
- Use appropriate language at all times.
- Be co-operative and responsible.
- Act in a responsible manner when you are out of school – either on a trip or at the end of the day. Your reputation – as well as ours – depends on the way you behave.

### Rewards

We want this to be a positive environment in which students feel valued and are encouraged to grow, develop and give of their best. We consequently use a wide variety of positive messages to recognise and reinforce positive behaviour very much more often than we use sanctions.

Rewards can be given for any commendable activity, eg, effort; determination; good results; quality work; helping in class; punctuality; sportsmanship; kindness; manners, etc.

Rewards include: house points; regular verbal praise for work and positive behaviour; comments in homework diaries; letters home; end of year prizes and so on.

### Sanctions

Negative behaviour will usually incur a sanction, and we aim for sanctions to be appropriate, proportionate and educationally valuable in the long term.

In circumstances of student misbehaviour parents will be informed so that they and the school can work in partnership to rectify the problem.

Sanctions include:

- Loss of privilege / lunchtime detention;
- Brown Slips – these are issued for minor offences and infringements and are passed through to, and recorded by, the Form Teacher. The acquisition of several of these is regarded as a serious matter and a Red (or Cause for Concern) Slip may be issued.
- Red (or Cause for Concern) Slips – these are issued for more serious matters such as repeated failure to submit homework or inappropriate behaviour in the classroom. If a student receives three of these in any half term period then the Deputy Head will be informed and parents will be involved.
- Community service – such as litter patrol or lunch duties.

- After school detention – these are normally held between 4.00pm and 5.00pm. Parents are informed in advance and dates may not normally be changed once set.
- Being on report for issues relating to behaviour and /or failure to complete homework.
- Withdrawal from class / internal exclusion: this is an option to avoid going straight to suspension and is a temporary measure, usually only for one day.
- Suspension and permanent exclusion: obviously used only for the most serious offences or for repeated misbehaviour despite warnings.

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## II. THE INTERNATIONAL SCHOOL

### Code of conduct

As part of the International School community, students agree to show **respect** in the following ways:

- Be polite, inclusive, and friendly to all other students and staff.
- Wear the correct uniform for lessons and the correct sports kit for PE and sports clubs.
- Speak English at all times in and around the school.
- Be well prepared for your lessons with all the necessary equipment.
- Write in your student planner every lesson and complete homework in good time.
- Keep all shared areas of the school clean and tidy and follow the dining room rotations.
- Follow the mobile phone device policy and no ear buds or headphones to be worn at all in school.
- Look after all property, whether it belongs to the school, other people, or your own.
- Be an ambassador for the school, behaving as good representatives of d'Overbroeck's and follow UK laws: no smoking or drinking alcohol under the age of 18.
- No chewing gum or energy drinks in and around school and no food or drinks (other than water) in classrooms.
- Listen to and follow staff instructions in class and on trips, activities, and excursions.

### Rewards

These are given for any commendable activity and include: regular verbal praise for hard work and positive behaviour and house points (recorded on a live spreadsheet). Rewards are categorised as:

- little and often: house points (max. 3 per occasion);
- medium and occasional: praise postcard, learner attributes certificates, house certificates for the accumulation of house points 50 (bronze), 100 (silver), 150 (gold);
- large and rare: house shield, secondary school awards, Head of School certificate.

## Sanctions

Positive behaviour is promoted so that every student feels supported, happy and included as part of our international school community. However, we recognise that teenagers can occasionally make a bad choice or make a mistake about how they behave. In these situations, we will put restorative actions in place that guide and support our students towards making better choices in the future, and thereby encourage them to develop their personal responsibility.

Restorative actions are categorised as:

- **Low** (level one) ‘an occasional commitment to learning issue’, eg, catch up session, verbal warning, moving seat or group, removal from practical activity.
- **Medium** (level two) ‘issues that are repeated or show a lack of consideration or respect to the school community’, eg, compulsory attendance at after school clinic, parents/ guardian informed, reflective detention, loss of privilege, community service, green report card (Form Tutor).
- **High** (level three) ‘actions that show active disregards to the school community’, eg, removal from lesson, reflective detention with SLT, compulsory attendance at after school work club for a set period, loss of privilege for a set period, community service as appropriate, parents/ guardians informed, orange report card (Head of Department or member of Senior Leadership team)
- **Extreme** (level four) ‘actions that warrant the immediate attention of the Senior Leadership Team, concern to welfare, endangerment to self or others’, eg, temporary alternative programme, significant loss of privilege, significant community service, parents/ guardian informed, red report card (Head of School or Deputy Head) behaviour contract, suspension, permanent exclusion.

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## III. THE SIXTH FORM

At the core of our approach in the Sixth Form is a desire to maintain an environment in which students are treated as young adults rather than as schoolchildren – an environment characterised by trust and mutual respect in which students are encouraged to take responsibility for themselves and for their own academic progress and personal development. This is, therefore, not a place that is run through batteries of rules and sanctions. At the same time, clear boundaries and expectations are important, and those rules that we do have are especially important. They can be summarised as follows:

- We will not accept bullying or other forms of intimidation. We can honestly say that this has hardly, if ever, been an issue in our Sixth Form and we are determined to maintain our reputation as a place where every individual is respected and valued.
- No student may be in possession of illegal drugs, supply illegal drugs or take any illegal drugs. If it is believed that a student has broken this rule they may be asked, without warning, to leave d’Overbroeck’s.
- Students should be courteous and considerate towards their peers and, outside of school premises, towards members of the public. They should not conduct themselves in any way that risks bringing themselves or the school into disrepute.

- We will do our best to support and encourage students and in return we expect them to attend classes punctually, complete all their set work to the best of their ability, take advantage of the opportunities offered to them and contribute wholeheartedly to the life of the school. Absences, when not justified by illness or other *bona fide* reasons, will not be tolerated. Equally, we expect students to invest time and energy in their work and failure to do this will force us to take action. That response will depend on individual circumstances and how long it takes the student to get back on the correct path.

Successes and outstanding achievements, be they academic or extra-curricular, are celebrated through direct verbal feedback to students and parents, progress reports, entries in the school blog, on the website and in newsletters, the Sports and Activities Awards, awards given out at the End of Year Celebration event at the end of the summer term, etc.

Where there are issues of behaviour that cause us concern, these are addressed with the student by his or her Director of Studies in the first instance. More serious and/or persistent issues will be dealt with as appropriate by the Deputy Head Pastoral of Sixth Form, the Head of Sixth Form or, where necessary, the Principal. Parents will usually be involved.

Failure to complete work and/or persistently poor punctuality may lead to a student being assigned some timetabled private study sessions in the Library during which they can catch up on their work. Depending on the circumstances, this may be for a finite period of time or for the remainder of the academic year.

Persistent issues relating to lack of work, poor attendance and/or disruptive behaviour will trigger a formal Review meeting in which the Head of Lower Sixth or the Head of Sixth Form will meet with parents and student to discuss the issues and to put in place an agreed plan of action. This will be monitored and reviewed in follow up meetings with parents as necessary.

We aim to address all such issues in sympathetic and constructive ways with the aim of achieving a positive outcome. However, we do, of course, reserve the right to resort to more serious sanctions such as suspension or, in extremis, permanent exclusion where the circumstances make such a response unavoidable.

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#### **Related policies and documents include:**

Available from the [school website](#):

- Safeguarding and promoting the welfare of children policy
- Anti-bullying policy
- Boarding House rules
- Conducting a search – policy and procedure
- Substance abuse policy
- e-Safety policy
- Terms & Conditions for parents

Available from the school office:

- Physical Restraint policy
- Parent and student handbooks

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice

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