



Hymers
College

BEHAVIOUR AND SANCTIONS POLICY

This policy applies to Hymers College (7-18 years) and Hymers Hessle Mount (3-7 years). In devising this policy Hymers College incorporating Hymers Hessle Mount (hereafter referred to as 'the School') has paid due regard to *Behaviour in Schools, Advice for Headteachers and School Staff* (September 2022), DfE.

Hymers College aims to prepare its pupils for the wider and longer experience of life beyond school and thus to educate them in certain qualities and values. These, amongst others, include: self-discipline, diligence, acceptance of responsibility and challenge, regard for proper authority, honesty, unselfishness, courtesy, kindness, fairness, trustworthiness, loyalty and sensitivity to the needs and views of others, courage and the capacity to look towards the future.

In the Senior School, pupils are encouraged at all times to be mindful of the Three Golden Rules: to be Ready; Respectful; and Responsible.

In the Junior School and at Hymers Hessle Mount, children are encouraged to follow the CARE Code – Care, Acceptance, Respect and Effort - and this is constantly referred to.

Hymers College aims to set high standards of behaviour which will support teaching and learning by providing pupils and staff with a framework of positive support and encouragement by recognition and appreciation of achievement and by using a fair and consistent system of sanctions. While it is understood that there are likely to be variations in staff acceptance and tolerance of pupils' behaviour depending on the nature and context of the lesson or activity, all staff are expected to promote self-discipline among pupils and to deal with unacceptable behaviour. Behaviour which does not allow constructive teaching or learning is unacceptable and staff will ensure this is not tolerated. The School has a zero-tolerance policy with regard to bullying and other forms of peer-on-peer abuse, as expressed in our Child Protection and Safeguarding Policy.

The School's commitment to tackling bullying is reflected in our support of the Diana Award Anti-Bullying programme and the appointment of a number of Anti-Bullying Ambassadors from among the pupil body. The Anti-Bullying Ambassadors raise awareness of the issue among staff and pupils alike and suggest ways to support students who may either be subject to or witness to bullying behaviour among the school community.

Appreciation and Reward

Pupils should be valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Wherever possible, the positive aspects of any pupil should be emphasised, and criticism should be constructive and designed to enhance a pupil's feeling of self-worth and not to dispirit.

In the Senior School, achievement is recognised and applauded in Assembly, at Speech Day, through the awarding of Praise Postcards, House Points and Colours, in written reports and publications, and through appointments to positions of responsibility including Form Prefects and Senior Prefects.

In the Junior School and at Hymers Hessle Mount, House points are awarded for effort, attainment and commitment to the CARE code. In addition, there are Commendation certificates which are presented in the weekly Commendation Assembly and also Head Teacher's Commendations for outstanding work which are presented each half term.

Support Systems

Hymers aims to support the management of behaviour by:

- promoting positive and mutually respectful relationships between pupils and staff
- publishing and periodically reviewing school rules and the Anti-Bullying Policy
- promoting positive, supportive and respectful behaviour through Assemblies, conducted both by staff and pupils
- promoting awareness of the wellbeing of both oneself and other members of the school community
- using older pupils, both as Buddies and Form Prefects, to support younger pupils and to act as mentors to them
- providing guidance and training to staff including on behaviour strategies and the teaching of good behaviour
- regular liaison with parents through tutor phone calls, reports, Head's letters, Parents' Evenings and Presentations, information letters and personalised meetings with individual parents as required
- the delivery of a comprehensive programme of PSHE
- pastoral support from Form Tutors, Heads of Year, counselling and medical staff (see also *Child Protection Policy*), and where appropriate liaison with external agencies eg. Social Services, Police, Educational Psychologists etc.
- regular meetings between Heads of Year and the Deputy Head (Pastoral) at which individual pupils are discussed
- keeping and reviewing the minutes of Pastoral Minutes and the Bullying Log to help discern patterns of behaviour.

Sanctions

Sanctions are applied when they are deemed to be appropriate. All staff must seek to ensure that sanctions are proportionate to the offence, taking account of a pupil's age and any specific circumstances (including SEND). When possible, the punishment should be constructive and support the pupil in adopting good behaviour in the future.

For minor offences, sanctions are imposed at the discretion of individual members of staff, but in accordance with the principles outlined above. In these instances, subject teachers and Form Tutors in the Senior School may:

- Discuss transgressions with pupils to help them to understand why they are unacceptable
- Discuss the offence with parents
- Impose a Lunchtime or Tuesday Detention
- Refer the matter to the relevant Head of Year or Deputy Head (Pastoral)

In the Junior School, minor misdemeanours are recorded in the each Year Group's Warning Book which is managed by the Team Leaders. If a child receives five warnings, they must then go the Head of the Junior School for a discussion. More serious offences result in a D-Merit and parents are contacted.

In the Senior School, for more serious or repeated offences, Heads of Year and members of the Senior Management Team may impose the following sanctions:

- A Friday Detention (Heads of Year)
- A Head's Detention (Senior Management) *

Only the Head, or in his absence the Deputy Head (Management), Deputy Head (Pastoral) or Head of the Junior School, may impose the following sanctions:

- Internal Suspension *
- Suspension from School (also known as Temporary Exclusion) *
- Expulsion (also known as Permanent Exclusion) *

* See also *Discipline and Exclusions Policy*.

Other sanctions may be deemed necessary which fall outside the main sanctions listed above e.g. the removal of a pupil from a group/class or particular lesson, withholding participation in educational visits or sports events which are not essential to the curriculum, or temporary exclusion from the school network. Liaison with parents over sanctions and strategies to deal with poor behaviour is an integral component of our implementation of this policy.

Hymers College will seek to ensure that all rewards and sanctions are applied fairly, consistently and in accordance with our equal opportunities policy, taking into account the specific circumstances of the pupil and/or other relevant reports (including SEND). Where the misbehaviour of pupils is related to a mental or physical disability, the Head

will make reasonable adjustments to enable those pupils to be included within the school community.

The School keeps a register of sanctions for more serious misbehaviour, and there is a separate policy for major disciplinary issues (*Discipline and Exclusions Policy*).

Corporal Punishment

In accordance with section 131 of the School Standards and Framework Act 1998, it is the policy of Hymers College not to use corporal punishment.

Reviewed and revised: January 2020 (by Head and Governors' Pastoral Committee)

Reviewed and revised: November 2020 (by Head and Head of Junior School)

Reviewed: January 2021 (by Governors' Education Committee)

Reviewed: September 2021 (by Head)

Reviewed and revised: May 2022 (by Governors' Education Committee)

Reviewed and revised: May 2023 (by Head)

Reviewed: June 2023 (by Governors' Education Committee)

Reviewed: April 2024 (by Head)

Reviewed: May 2024 (by Governors' Education Committee)