HEADINGTON RYE
OXFORD

Behaviour, Rewards and Sanctions Policy

(This Policy includes material previously covered by the Behaviour, Misbehaviour and Rewards and Sanctions Policies)

Reviewed by:	Deputy Head Pastoral
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Meets:	ISI 9 NMS 15

Behaviour, Rewards and Sanctions Policy

Headington Rye Oxford School aims to provide a supportive, stable, safe, secure, happy and purposeful atmosphere in which pupils can thrive academically, socially, personally and spiritually. This policy is designed to promote and place value on good behaviour, whilst recognising that when misbehaviour occurs, the School's response will be prompt, proportionate, predictable and fair. There is a culture of positivity, praise, support and encouragement all of which 'reward' good behaviour. The natural expectation is that pupils behave very well because they know it is right to do so, and without the need for regular rewards as an incentive. Failure to meet the School's expectations of behaviour are dealt with on an individual basis and any necessary sanctions that are applied take into account the particular situation and the individual child.

The School Code of Conduct and Pupil Charter

- To treat everyone with kindness, respect and courtesy
- To work hard and develop good study skills
- Any breach of the law of the land is a breach of School rules
- No girl may put the welfare or safety of another in jeopardy

Additionally, we aim to develop pupils who are curious and creative, confident yet collaborative, courageous and always compassionate. These 6C's are key to our Headington Rye Pupil Charter which pupils sign up to at the start of the academic year (see Appendix 1).

At the start of every academic year we remind staff and pupils of our expectations and this is reinforced during induction and revisited throughout the year in form time, class and in assemblies as required. Teachers establish clear boundaries around acceptable behaviour in the classroom and model good behaviour to pupils. When pupils join the school mid-term we ensure that a buddy is on hand to help them understand and adapt to Headington Rye's expectations and routines as quickly as possible.

Policy Statement

Headington Rye Oxford School is a community, which expects its members to show kindness, respect, understanding and courtesy to one another and to work together to make the School as happy and stimulating an educational environment as possible. It is an expectation that everyone will take a common responsibility for maintaining only the highest standards of personal behaviour. We expect to trust everyone in School and any breach of trust is treated seriously, as it undermines the whole community.

Expectations of behaviour:

1. **Use and possession of illegal drugs is strictly forbidden**. Infringement of this rule may lead to expulsion. The school reserves the right to conduct searches and administer drugs testing if they have reasonable suspicion of possession and/or use.
2. **No alcohol** is allowed on School premises or on any outing or trip organised by the School. Pupils found to be in possession of alcohol are likely to risk

suspension or even expulsion if the circumstances warrant it. Occasionally, members of staff may permit social use of alcohol by Sixth Form girls, where parental permission has been given; any provision will be restricted, and the serving of alcohol closely monitored and supervised. The school reserves the right to conduct searches and to administer breath testing if they suspect possession or consumption of alcohol.

3. **No smoking or vaping** is allowed on School premises or on any outing or trip organised by the School. No pupil is allowed to be in possession of cigarettes, e-cigarettes or vaping paraphernalia, or snus pouches in School. Where there is legitimate reason to suspect a pupil has such items a search may be carried out. If pupils are found to be in possession of such items they will be sanctioned accordingly. In the case of frequent infringements, expulsion may follow due to the breakdown of trust.
4. No girl may bring the School into disrepute by her behaviour either inside or outside of School; this includes online behaviour. Good manners and a tidy appearance are an expectation at all times.
5. Every member of the School, both staff and students, deserves and expects respect. No bullying, threatening behaviour or aggression, discriminatory, derogatory or bad language are permitted. Everyone is expected to subscribe to the School's *Anti-Bullying Policy*. Persistent bullying or a serious isolated incident of bullying may lead to suspension or expulsion.
6. Child on child abuse (where one child or a group of children is responsible for abusive behaviour towards another child or children) of any kind will not be tolerated. This includes bullying, cyber-bullying, prejudice-based and discriminatory bullying, relationship abuse, violence (e.g. hitting, kicking, shaking, biting, hair pulling), harmful sexual behaviour (including sexual violence or sexual harassment), consensual and non-consensual sharing of nude and semi-nude images and/or videos, causing someone to engage in sexual activity without consent, gender-based violence, initiation type rituals, up-skirting, etc. Where child on child abuse is found to have occurred the School will investigate and follow the guidance set out in the *Anti-Bullying and Safeguarding Policies.*
7. No one may leave the School during normal school hours without permission, or in the case of the Sixth Form, without signing out. Boarders must comply with all signing in and out rules and have received the necessary permission. This rule is very important as infringements can jeopardise safety in the case of a fire.
8. Behaviour in prayers should be fitting, with silence or a time for reflection built in prior to the start of the service at the discretion of the member of staff leading prayers.
9. School uniform, with the appropriate type and style of shoes, must be correctly worn at all times including on journeys to and from School. Uniform must not be combined with mufti. All uniform must be labelled with pupil's name.
10. No jewellery is allowed to be worn with the School uniform with the exception that girls may wear a single pair of studs for pierced ears and a simple cross, or other religious symbol, on a chain. Full details can be found within the *Uniform Policy.*
11. Dyed hair is not allowed, unless it is a natural colour.
12. Mobile telephones are brought into School at their owner's risk but should be switched off; kept in locked lockers and must not be seen or heard during the school day. Separate rules apply in the boarding houses. See *Mobile Phone and Digital Devices Policies* for further details.

13. Standards of civilised behaviour are expected at all times. For example, chewing gum is discouraged; litter should be disposed of properly; eating and drinking are not allowed outside certain areas (e.g. no eating in classrooms or corridors); walk (do not run) on the left side in corridors; hold doors open for staff and one another; everyone should arrive for form time and lessons on time; classrooms should be kept tidy and clean and not used for changing.
14. Certain areas are out of bounds for girls in Years 7-11, e.g. Grays.
15. Behaviour on School trips must be co-operative, controlled and conducive to the aims and safety procedures of the outing.
16. Bags should be put in sensible places and not, for example, on the floor of corridors or cloakrooms where they are a danger to others. Property left lying will be confiscated.
17. All girls should always speak English in public places. It is the one language that unites our whole community – language should never be used as a barrier to open and considerate communication.
18. Good table manners are expected as the norm.
19. We encourage a culture of safety and through our form time programmes and PSHE provision we take a proactive approach to preventative education. We want our pupils to feel safe, to be safe and to seek help when it is needed.
20. Staff are encouraged to consider whether any misbehaviour or change in behaviour and presentation might be indicative of a safeguarding concern, and a child at risk of abuse, neglect or exploitation. Any concerns should be shared with the Safeguarding Team.

NB: online behaviour and cyber-bullying is covered in separate policy documents.

Rewards and Sanctions for breaches of discipline that do not merit exclusion

Rewards

At Headington Rye Oxford School, we encourage the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment. Our 'Future Ready Girls' strategy, anchored in the 6 C's is fundamental to our rewards process, with pupils encouraged to work towards, be able to evidence and reflect upon, the skills they develop which relate to Creativity, Compassion, Curiosity, Collaboration, Courage and Confidence. Our system of rewards includes:

- Verbal praise and written praise for good work.
- Academic merits for both effort and achievement, which are celebrated in the classroom.
- Merits which relate to the 6Cs, inside and outside the classroom.
- Points awarded to the House system.
- Termly recognition at Cups and Colours Assemblies where special awards are made.
- Annual subject and year group prizes.
- Posting examples of excellent work, success or achievement on the school's social media channels, in Heads Up newsletters and other publications and within Departments, so that the community can celebrate success.
- Public mention and celebration of success at Assemblies.
- Reports to parents, which are always worded to be as constructive as possible.

Merits are recorded by staff on ISAMS and counted by Heads of Year/Heads of Section so that recognition may be awarded in Key Stage assemblies.

Portfolios and Awards Recognising the '6 C's'

Pupils are encouraged to use their Headington Rye Oxford Portfolios (HROP) to log and evidence particular achievements and to reflect on the learning achieved. We encourage our pupils to demonstrate their active engagement with the 6 C's and to reflect on their learning and achievements within the HROP. Such reflections are recognised in the Sixth Form where students work towards their Headington Rye Diploma.

Sanctions

It is the aim of the School to be positive rather than negative, however, demerits (formerly known as penalty points) are awarded for any infringements, be they academic, pastoral or behavioural. Detentions may be issued as a sanction for poor work or behaviour.

The teacher or member of staff is responsible in the first instance for dealing with and recording minor infringements, such as lateness, casual rudeness in class, late or poorly completed work. With regard to late or poorly completed work, the teacher may set additional work or request that the pupil re-do unsatisfactory work. It may be that a demerit will be given at this stage. In all cases the member of staff will have an initial conversation with the pupil to explain the issue. It may be appropriate that a warning or reminder of expectations is given in the first instance and if the behaviour continues a demerit is then issued. In some cases a demerit may be given directly without prior warning.

A demerit is issued by notifying the pupil verbally, and then entering the details on ISAMS. The demerit is authorised by the Pastoral PA and this generates emails informing the pupil, Form Tutor and Head of Year. A record of this is then kept on ISAMS, although these are cleared at the end of each term and the slate wiped clean. Demerits which result in detentions (see below) should offer opportunities to modify poor behaviour and a reflection exercise will be set as part of the detention.

Demerits may be given for:

- Late prep on more than one occasion, or following a reminder.
- Being late for lessons without good reason on more than one occasion.
- Coming unprepared for lessons i.e. without books, kit, equipment etc.
- Any other minor misdemeanour or "nuisance" (list not exhaustive).
- Uniform infringement (including failing to correct uniform when asked or having corrected a uniform infringement returning it to its previous state).
- Missing prayers.
- Watching inappropriate material (not directly linked to the lesson) on an ipad or digital device.
- Mobile phone use contravening the expected policies.
- Inappropriate behaviour (list not exhaustive).

More serious misdemeanours:

- Unacceptable physical or verbal behaviour towards other pupils, a member of staff or a visitor.
- Serious damage to the School or personal property.
- Behaviour that brings the School into disrepute (including behaviour online and offsite)
- Missing lessons.

- Serious work infringements.

These are reported to the pupil's Head of Year/Housemistress and will lead to a discussion about appropriate behaviour and may result in immediate detention or more significant sanctions. (list not exhaustive)

After School Detentions are given for:

- The accrual of 3 Demerits in any one term.
- 3 phone confiscations in any one term.
- More serious misdemeanours (as above).

These are arranged by the Pastoral PA and supervised on a rota by members of the Pastoral Team and Academic Heads of Section and other staff.

Detention letters require a signature/confirmation response from the Head of Section and a Parent/Guardian/Housemistress. Letters detailing the reasons for any detention will be emailed to parents by the Pastoral PA. Detentions ordinarily take place on a Tuesday from 4.15 – 5pm in P2.

Should any higher sanction need to be imposed then the Head of Section will consult with the Deputy Head Pastoral, who may advise a Deputy Head's Detention. A letter will be sent home informing parents.

Any pupil who receives three detentions in one term will be given an internal suspension.

Alternative Measures:

On Report

Persistently poor academic performance or issues with attendance may result in the Head of Section or Head of Year requiring a pupil's teachers to make written comments on her performance/attendance and engagement at the end of every lesson she attends, for a period of one or two weeks. Parents will be informed if a pupil is placed on report.

Loss of privilege or responsibility

Occasionally a sanction may be given that removes a particular privilege – such sanctions will be time bound and proportionate. Where a pupil in a position of responsibility has demonstrated poor behaviour, set a poor example or demonstrated a real lack of judgement it may be appropriate to remove that leadership role for a finite amount of time.

School based community service

For minor misdemeanours or actions that have impacted directly on others it may be appropriate to instigate a sanction that requires school based community service e.g. tidying a classroom or year group area, litter picking.

Boarding Houses

Please see *Boarding Rewards and Sanctions Policy*.

Sanctions start at a level of gating or community service within the house. The Head of Boarding is always informed when sanctions are imposed and sanctions are entered into the Sanctions Book and signed by both the member of house staff involved and the girl. Should any higher sanction need to be imposed then the Head of Boarding will consult with the Deputy Head Pastoral and/or Headmistress and will record this in the Sanction Book.

Classroom Behaviour

Headington Rye Oxford has high expectations of its pupils in the classroom. Teachers and pupils expect the classroom environment to be conducive to learning – behaviour that disrupts the pupils' ability to learn is relatively rare and teachers explain the standards of behaviour they expect in their teaching spaces at the start of the academic year.

We expect pupils to arrive on time to lessons, correctly dressed and with the right equipment. Any absences from lessons must be explained – if a pupil knows they will be missing a lesson they should let their teacher know in advance and catch up promptly on any work missed. Pupils are expected to work hard at all times, contributing positively to their lessons, developing the 6C's and completing any set assignments on time. We expect our pupils to care for each other, and for the buildings, equipment and furniture.

Whilst it is understood that there will be variations in staff acceptance and tolerance of pupil behaviour in lessons, depending on the nature of the class and the content of the lesson, any behaviour which does not allow constructive teaching and learning is unacceptable and teachers have a duty to manage such ill-discipline. Well-planned, effectively paced, well-differentiated, interesting and challenging lessons make a major contribution to good discipline. All staff are expected to encourage good behaviour and respect for others, actively preventing all forms of bullying, unkindness and intolerance, and ensuring that the expected standards of behaviour are maintained at all times. All teachers are expected to maintain the highest level of professional behaviour at all times in accordance with the Teaching Standards.

Teachers will encourage and reward good work and/or behaviour as described earlier in this policy. They should also immediately address poor behaviour and/or work. In most cases this can be managed by the simple expression of disapproval or disappointment and reminding a child of the expectations and how they can rectify the issue. When managing poor behaviour staff should be mindful of the needs of individual children and make reasonable adjustments where it is appropriate to do so, as outlined in the Equality Act (2010). Headington Rye Oxford is committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, sexual orientation, special educational needs, disability or learning disability, or the fact that child is adopted, looked after, or is a young carer.

We recognise that every situation is different and requires the professional judgement and discretion of the teacher in the moment to decide how best to respond to behaviour which is disruptive. Staff are encouraged to employ a simple and consistent approach when dealing with low level disruption in order to try to de-escalate the situation: give a warning – give a reminder and reiterate expectations – issue a demerit.

If, having used the warning-reminder-demerit process and having tried de-escalation techniques, a pupil continues to be particularly disruptive and the teacher feels they are unable to carry on teaching the class and/or other pupils are being adversely affected by the persistent disruption, the teacher can escalate their concern and request that a pupil be removed from their classroom. Low level disruptions may include:

- Behaviours that interrupt the flow of teaching and learning but are not severe or aggressive
- Minor, frequent interruptions that distract pupils and teachers from the primary learning activities
- Low intensity behaviours that interrupt teaching

Headington Rye Oxford has a team of senior staff who operate an 'on call' system (referred to by staff as ICS) – when an alert is raised by a teacher who requires support, the staff member 'on call' will respond, and assist the teacher in dealing with the individual. The pupil may be given some time out of the lesson to reflect on their behaviour, may be removed for the remainder of the lesson and supervised elsewhere, or may return to the classroom with the member of staff. The aim of such interventions is to ensure staff and pupils feel supported and expectations around behaviour can be reinforced. Any such incident will be logged on CPOMS by the teachers involved and a demerit issued in the usual way. Following such incidents there should be opportunities for reflection and restoration – staff should be able to explain why the behaviour was problematic and the pupil should be given a chance to apologise or make amends as appropriate.

If disruptive behaviour goes beyond low level, or if there is any sense of aggression, the pupil will be removed from the classroom environment by the member of staff 'on call' and further discussion will take place involving the Deputy Head Pastoral and the Headmistress regarding the most appropriate sanction and parents will be informed immediately. In these rare circumstances careful thought will be given to how and when it is appropriate for the pupil to return to the classroom.

Supporting Pupils following Sanctions

Whenever a sanction is imposed staff will consider how they can help pupils to acknowledge how and why their behaviour was problematic, and to understand how their behaviour can be improved. There will always be a conversation or a targeted discussion and if appropriate the pupil will also be required to apologise for their behaviour. There may be a written or verbal reflective task set. Pastoral staff will monitor carefully the reintegration of pupils with their peers following any significant incident or misdemeanour.

Other Considerations

We acknowledge that pupils joining the School may find the transition particularly challenging and stressful, which may result in atypical behaviours being exhibited. The School takes care to nurture and support pupils through this transition with support including the Prefects and Sixth Form student leaders, House sisters/families (in boarding) and peer support and buddies within and across tutor and year groups.

We are also aware that neurodiverse pupils, those with SEND and/or with mental ill-health, or with any other specific vulnerability may present in a way that needs careful management and adjustments to be made to our expectations. In every case we consider the needs of the individual and the presenting behaviours before imposing sanctions. We recognise that some pupils will benefit from a supportive rather than punitive approach and may require ongoing additional support from designated staff in order to meet our expectations.

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. The Deputy Head Pastoral and Heads of Section work closely to ensure that any relevant information has been shared and considered when making any disciplinary decisions. The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Should any concerns regarding behaviour be related to safeguarding matters, the School's Safeguarding Policy will be followed and the issues will be discussed with the Director of Safeguarding. Any allegation of improper behaviour or unprofessional conduct by staff will be treated with the utmost seriousness and will always be managed in accordance with the *Safeguarding and Low Level Concerns policies*. The School will take very seriously any accusations against staff made by a pupil or pupils, which is proven to be malicious or deliberately invented, and will enforce appropriate sanctions – such accusations will be treated as an example of serious misbehaviour and may be referred to the Police and external services as appropriate or necessary (See *Safeguarding Policy*).

The School does not use Corporal Punishment.

Like all schools, Headington Rye Oxford reserves the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. More information can be found in our *Physical Restraint Policy*. Similarly, the School reserves the right to search pupils and their possessions. More information can be found in *Searching and Screening Policy*.

If significant breaches of discipline occur, a pupil may be:

- Temporarily suspended from lessons.
- Temporarily suspended from School.
- Expelled from School.

(See *Exclusions Policy*.)

The Role of Parents

Headington Rye Oxford School acknowledges the role that parents play, working in partnership with the School, in setting the standards and boundaries we expect in terms of behaviour. Parental support and cooperation with promoting and maintaining good behaviour (both inside and outside School and online) and supporting the School's ethos and overall expectations forms part of the parental contract. Parents are expected to encourage their children to be independent and self-disciplined. We expect parents to support our values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, co-curricular activities and homework/prep/private study.

To help enable School to manage the behaviour of its pupils, we request that parents inform the School of any change in circumstance that might affect their child's behaviour – this allows us to understand any changes in behaviour or attitude and to put the appropriate support in place to mitigate any individual needs.

Parents will be notified by email when demerits are issued. Where there are concerns about emerging or established patterns of behaviour parents should expect to be contacted by a teacher, tutor, Head of Year, Housemistress/master or Head of Section to discuss the issues identified and seek to find a solution or way of managing the situation. Where there are more significant breaches of discipline parents will be contacted by the Head of Year, Head of Section, or Deputy Head Pastoral.

In the event of any significant behaviour management issue the School will liaise closely with parents where it is practical to do so, and, if relevant will engage with other support agencies (Children's Social Care, CAMHS, the police). Such liaison with parents will not preclude or delay the repercussions of any agreed sanctions. We will seek to use the

support systems in place at School to support the needs of our pupils (this includes the pastoral and safeguarding teams, the School Nurses and Counsellors, the Wellbeing Support Supervisor and our Mental Health First Aiders).

The School will determine how best to investigate any behavioural incidents, whether to impose sanctions (or rewards), and where it is relevant is responsible for determining the content, shape and duration of any re-integration programme (see also the *Exclusion Policy*). Parents should be aware that for data protection reasons we will not disclose information about any other children involved in a behaviour related incident.

As with all other policies, Headington Rye Oxford welcomes feedback from parents on the effectiveness of our Behaviour Rewards and Sanctions policy and measures. The School hopes that parents will not feel the need to complain about the operation of this policy, and that any difficulty can be sensitively and efficiently handled before it reaches the stage where a complaint is necessary. However, parents should refer to the School's *Complaints Policy* on the School website should they wish to submit a complaint.

Monitoring

Behaviour of the individual is closely monitored by subject staff, tutors, Heads of Year and Heads of Section. The Headmistress is kept informed of any girl whose behaviour gives cause for concern.

Where it is found appropriate, the School may liaise with external agencies or recommend that parents seek appropriate external support, or may suggest that the pupil concerned sees a School Counsellor, or attends regular meetings with the relevant Head of Year/Head of Section or a designated mentor.

The School keeps a central file of sanctions imposed upon pupils for serious misbehaviour. Such incidents are discussed and shared with the Safeguarding Governor each term. The Deputy Head Pastoral monitors trends carefully and scrutinises the data available to consider what can be learnt from incidents so that future policy and practice can be informed, particularly when consideration is given to protected characteristics. A summary of behavioural issues is shared with Governors termly as part of the Safeguarding Report.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour amongst our pupils which may indicate that there are possible cultural issues within Headington Rye Oxford which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action to tackle such issues which may include more staff training, incorporating learning points into form time activities, Prayers, or PSHE lessons to educate and raise awareness amongst the pupil body, or amending this policy and ensuring changes are implemented in practice.

Further Guidance

Behaviour in Schools – Advice for Headteachers and School Staff (2024)
[previously published in 2022 replacing Non-statutory advice *Behaviour and Discipline in schools (2016)]*

Associated Policies

Safeguarding Policy
Boarding Rewards and Sanctions Policy
Exclusion Policy
Anti-Smoking Policy
Anti-Drug/Substance Abuse policy
Alcohol Policy
Anti-Bullying Policy
Preventing Cyber-Bullying Policy
Mobile Phone and Digital Devices Policies
Uniform Policy
SENDA Policy
Physical Restraint Policy
Searching and Screening Policy
Staff Code of Conduct

Appendix 1 – Headington Rye Pupil Charter 2025/26

I understand and agree to uphold the values and obey the rules of Headington Rye Oxford School:

Compassion and Collaboration

- I will treat others as I wish to be treated and demonstrate respect for others and their views.
- I will demonstrate good manners, such as holding doors open for others, and saying please and thank you.
- I will respect the school environment and will look after the space provided to me.
- I will behave in a way that allows my peers to work and learn.
- I will be quiet when the teacher or others are talking.
- I will arrive on time to all my lessons with the necessary equipment.
- I will uphold the school rules, including the policies on uniform/dress code and mobile phone/personal device use.

Courage and Confidence

- I will speak out if I see or hear anything that isn't kind.
- I will take opportunities to challenge and develop myself.
- I will take responsibility for my actions and my learning, and encourage others to do the same.
- I understand that if I need help, advice or support at school, I can speak to my teacher, tutor, Head of Year or Head of Section.
- I will develop my academic resilience by learning from my mistakes and any setbacks.

Curiosity and Creativity

- I will demonstrate an enquiring mind in lessons.
- I will ask questions to show my engagement with lesson material.
- I will explore my potential and commit to the co-curriculum provision.
- I will strive to go beyond the confines of the curriculum.
- I will work hard and to the best of my ability, and contribute to all aspects of school life.
- I will complete my homework and independent study according to the deadlines set by my teachers and build resilience when facing challenges.