



Rewards, Behaviour and Sanctions Policy

Policy date:	September 2023
Reviewed and Updated:	November 2024, September 2025
Date of next review:	September 2026
Owner:	Assistant Head (Pastoral Co-Curricular)
Intended audience:	All staff, parents and pupils
Location:	School portal and website

1. Introduction

1.1 At Haileybury Malta, we aim to:

- provide a spiritual, 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 sex, gender, identity, sexuality, disability, race, nationality, ethnicity, religion or belief);
- 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. Pupil behaviour

2.1 **Our expectations:** 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.

We provide a comprehensive pastoral support system for all pupils through which good behaviour is taught and modelled. Pastoral support is provided by pastoral tutors (form teachers) subject teachers, the Deputy Head and the Principal.

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.

Pupils are encouraged to recognise the importance of good behaviour in various ways including:

- in PSHE lessons where the values of friendship and tolerance are stressed;
- in assemblies where ethical values and the importance of love, tolerance and being a good neighbour are regularly taught;
- in tutor sessions where groups and also individuals meet with their form teachers and discuss incidents, issues, values and concerns;
- in House meetings, where the house staff will regularly praise achievement and will have many opportunities for one-to-one discussion with pupils.
- In subject lessons, where promoting good behaviour is essential for creating a positive learning environment for all;
- In Extra Curricular Activities, where clubs provide opportunities for social development, helping build peer relationships and encouraging students to conduct themselves appropriately.

All of these aspects work to support our Countering Bullying Policy by raising standards of behaviour and reducing the likelihood of bullying.

2.2 **Behaviour issues and child protection:** In assessing cases of poor behaviour, consideration should be given as to whether the behaviour in question gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Consideration should also be given as to whether poor behaviour could be the result of an unmet special educational need or disability or because a pupil is experiencing other difficulties, perhaps when moving from another country or school. Where these causes of bad behaviour might be relevant, parents, guardians and other agencies may be consulted and the appropriate school policy followed. Consideration will also be given to any mental health or wellbeing need.

2.3 **Rewards and incentives:** Pupils respond best to recognition, appreciation and encouragement and, with this in mind, there is a strong emphasis on praise, encouragement and reward at Haileybury Malta. Staff are encouraged to give praise where it is due, including providing feedback to a pastoral tutor or a member of the SMT when a pupil does well.

Various mechanisms exist for the recognition of positive achievement, as follows:

- Class Dojo Merits; Star of the Week (Pre-Prep & Prep only)
- Merits (Seniors); Star of the Week (Prep)
- recognition of achievements at House meetings;
- announcement of particularly prominent individual or team successes in assemblies on Friday, which will include the award of cups, trophies and prizes as appropriate;
- the presentation of certificates by the Principal in assembly;
- the award of prizes on Speech Day as a result of achievement and involvement in the activities of the School.

2.4 **Pupil leadership:**

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 as Prefects will be expected to lead by example in setting high standards of behaviour for others to follow. As emphasised in the Countering Bullying Policy, such pupils have a significant role in the prevention and reporting of bullying behaviour.

3. **The role of the teacher**

3.1 Teachers play a key role in encouraging and maintaining good standards of behaviour, developing good relationships between adults and pupils at the School; modelling respect and tolerance in their own conduct; and in upholding the School's Countering Bullying Policy. The School's expectations are set out during staff induction when a new teacher joins the School.

3.2 The School's expectations of teaching staff are that they will:

- have high expectations of pupils in their behaviour and achievement in lessons;
- provide consistent classroom management of the pupils in lesson time;
- model good behaviour in their own conduct and manner towards the pupils;
- insist on good conduct on the sports field;
- discuss issues with tutees in one-to-one and group sessions;
- challenge examples of poor behaviour, including child-on-child abuse, and any form of unconscious bias or discrimination.

4. Sanctions

4.1 **General principles:** 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:

- co-operate with their teachers and treat them with respect;
- co-operate 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.

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.

As part of the follow-up for poor behaviour, we believe that we have a responsibility to educate pupils about why their actions were inappropriate. 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.

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 Malta 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 or whilst off-site but in a local town. The full range of sanctions may be considered for use in responding to such cases.

The following system is in place at Haileybury Malta. This is not exhaustive and additional sanctions may be issued at the Principal's discretion.

4.2 **School sanctions:** Children in KS1 (Years 1 and 2) follow the 'Cloud, Rainbow, Sun system where they can move up or down during a school day depending on effort and behaviour. Students in Years 3-11 will follow the Consequence model that is outlined below.

- 4.3 **Classroom behaviour management:** It is always best for classroom teachers to try and resolve issues with pupils through dialogue. However, in some situations it is necessary for teachers to use sanctions. The School, and all members of staff, hold the highest expectations of all of our pupils. 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.

Accordingly, 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 will be awarded a merit.

Within an individual lesson, if a pupil is behaving poorly, it is expected that they will receive a verbal warning. If the behaviour continues, they will be given a second verbal warning. If a third verbal warning is needed, this will be recorded as a C1 (Consequence 1).

Consequences will be recorded as follows:

C1 Students will be given two verbal warnings in a lesson if their behaviour does not meet expectations. If a 3 rd verbal warning is given, it will be recorded as C1 (Consequence 1). They will be told after their 2 nd warning, that if a 3 rd is given, it will be formally recorded.
C2 If a student receives 3 C1s, they will receive a C2: this will mean that they will miss 15 minutes of their lunch break with the Assistant Head. A follow-up meeting will be held with the Form Tutor, the student and the Assistant Head to discuss the appropriateness of using a report card. Parents to be informed by email. C2s will be dealt with by Form teachers and the Assistant Head.
C3 If a student receives 3 C2s, they will receive a C3: this means that they will miss 30 minutes of their lunch break and will be required to write a reflection during this time. Parents will be notified by e-mail or phone call. C3 will be dealt with by the Deputy Head in conjunction with subject/form teachers.
C4 If a student receives 2 C3s, they will receive a C4 sanction which means they will sit a day's internal suspension with the Principal.

Teachers will note whether a C1 is given for B (behaviour); O (organisation); U (uniform).

- 4.4 **Immediate Consequences:** In some circumstances, the process outlined above will need to be adapted and students may be given a sanction as follows:

Direct C2 Behaviours:

- Inappropriate behaviour during social times, such as rough play or conflict that risks safety

- Academic integrity violations, including plagiarism, cheating on assessments, or submitting work that is not the student's own
- Vandalism of property, such as drawing on desks or defacing school equipment, even if minor

Direct C3 Behaviours:

- Intimidation towards another student, including verbal, physical, or online harassment
- Verbal abuse involving offensive or discriminatory language
- Truancy or unauthorised absence from class or school premises without permission
- Intentional defiance of authority, including refusing reasonable requests from staff

Direct C4 Behaviours:

- Physical violence or any intentional physical harm toward students or staff
- Serious breaches of school policy, such as possession of prohibited items (e.g., weapons or substances)
- Malicious accusations, particularly if these cause significant disruption or harm to school operations

4.5 **Additional sanctions:** The following additional sanctions may be used:

- **Suspension:** A pupil may be sent home for a period at the Principal's discretion.
- **Permanent exclusion:** This is issued for an extremely serious offence or following written warnings to parents by the Principal that further offences may result in permanent exclusion. Cases of potential exclusion should be dealt with under the School's Serious Disciplinary Cases Procedure.

4.4 **General guidance to teachers:** 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 Deputy Head or Principal if they require guidance on appropriate sanctions for pupils in such circumstances.

4.5 **Keeping records:** All merits and consequences are recorded electronically; this record can be found in the Staff Shared Area. Concern Forms are kept on file in children's individual files. The Assistant Head keeps a behaviour log that can also be viewed in the Shared Area.

Electronic records of serious incidents and the disciplinary sanctions imposed are kept to evaluate the effectiveness of the approach adopted, to enable the identification of any patterns (for example in bullying, and if related to any protected characteristics) and enable remedial actions to be taken where necessary. The Deputy Head will report any findings to the Principal who will, in turn, report findings to Governors at Board meetings.

The use of, and any threat to make use of, corporal punishment is forbidden.

5. Use of restraint by teachers¹

5.1 **Reasonable force:** All staff should be aware of Section 550A of the Education Act 1996 which confirms 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:

- where action is necessary in self-defence or because there is an imminent risk of injury to the pupil or to others;
- where there is a developing risk of injury, or significant damage to property;
- where a pupil is behaving in a way that is compromising good order and discipline.

There is no legal definition of 'reasonable force', so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. 'Reasonable in the circumstances' means using no more force than is needed.

Force must never be used as a punishment. Staff should never lock someone into a room as a form of restraint.

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.

5.2 **Recording incidents:** It is important 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 Deputy Head, Principal 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;

¹ For further information please refer to the Department for Education document, ['Use of reasonable force – advice for headteachers, staff and governing bodies July 2013'](#).

- 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.

- 5.3 **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 Principal, Deputy Head 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.

6. **Confiscation of pupil property**

- 6.1 The Education Act 2006 gives teachers the authority to confiscate pupil property so long as three conditions apply:

- 1) the person acting in this way has the appropriate authority, which any teacher does;
- 2) the confiscation was on school premises or while the pupil was under the School's control;
- 3) the confiscation was reasonable.

Teachers should use this authority carefully and with common sense. An obvious example is in relation to mobile phones. It would probably be judged reasonable to confiscate a mobile phone that was being used during a lesson to send or receive texts or play games, but it would probably not be reasonable or proportionate to keep that phone after the end of the school day on which it was confiscated (see the School's Searching and Confiscation Policy for further information).

7. **Malicious allegations against staff**

- 7.1 Haileybury Malta 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.

Version history		
Date	Reviewed by	Notes
September 2023	Deputy Head	Policy prepared for 1 st year (Years 3-8)
September 2024	Deputy Head	Reviewed and updated; no material changes made
November 2024	Deputy Head	Key changes made to reflect the work of the 'Rewards and Sanctions Committee' in Michaelmas Term 2024. Committee: GAF, NJ, AW, TR, SLP
September 2025	Assistant Head	Key changes to reflect the use of SIMS and Class Dojo systems. Key changes to use of report card documented in a C2.