



# BEHAVIOUR MANAGEMENT POLICY

## **Aims and expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We aim to create an open environment in which children feel confident to communicate with one another and with adults to discuss worries, to lead children to respect themselves, other people and their property and to show consideration to others.

We encourage children to learn to exercise a degree of freedom in a responsible way against a background of security and we expect staff to set the tone by good example of courtesy, care and fairness. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a Code of Conduct (see below), but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

There are weekly staff meetings in Upper School, Middle School and Pre-Prep, where concerns about children will be discussed. All staff have an opportunity to raise issues. If there is a concern about a child, then an action plan will be decided – for example, a tutor or other member of staff will be asked to check if a child has an unspoken worry or to try to ‘turn round’ someone who is creating a problem.

## **Behaviour Management**

This is intended to be kindly but children are expected to conform to sensible standards of courtesy and behaviour. It is very much based on the principle of positive encouragement and the creation of a friendly environment with a wide range of activity on offer. We praise and reward children for good behaviour in a variety of ways:

### Upper/Middle School

- teachers congratulate children;
- teachers give children credits either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. This leads to the awarding of 'house points', badges and headmaster's awards & certificates, and there is an annual house credit competition.
- the headmaster and head of the boarding house give positions of responsibility to those senior pupils who demonstrate that they are responsible, considerate and positive members of the school.

### Pre-Prep

- being aware of children's individual efforts and attainment.
- praise in front of peers – in class, in assembly in playground, etc.
- merit stickers, certificates and badges are used to praise individual children's efforts, and 'gold awards' are given at Friday assemblies for extra special work or behaviour.
- awards for being kind and helpful.
- Sharing and showing work to another adult eg a former teacher, Head of Pre-Prep or Headmaster.
- Comments written in Home Record Book and sent home to parent.
- Pre-Prep also uses 'Golden Time', a weekly reward session for children who have kept a set of school values called the Golden Rules.

The school acknowledges all the efforts and achievements of children, both in and out of school. Plans are in progress to produce a Record of Achievement File containing information regarding pupil achievement both in and out of school, for example, awards for sporting, musical or artistic endeavours.

Where sanctions are seen as needed, they might take such forms as the following:

- **Verbal reprimand** – perhaps by being sent to the headmaster or deputy headmaster
- **Contact with parents** – verbally or in writing
- **Removal of privilege or freedom** (e.g. temporary loss of outside break or, in Pre-Prep loss of Golden Time)
- **Referral to Deputy Head**
- **A job** – such as tidying an area of the school.
- **Detention** –for work issues such as failure to complete work on time (but only if staff are sure that this is not due to a lack of understanding) and misbehaviour.
- **On Report** – this may only be decided by the headmaster or deputy – rarely used but sometimes effective as a solution to a 'serial' offender. Pupils carry a card with them and are given a mark by staff for each lesson/section of the day. Each

morning they report to the deputy head who will be trying to help them get back on course.

*There is no form of corporal punishment.*

Wherever possible, we try to sort problems out by discussion and to avoid punishment as such. Very often, a pupil who has upset someone else will be required to write a letter of apology. If there is any form of bullying reported or suspected, this again will be tackled principally by discussion, as explained in a separate anti-bullying policy.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own to aid their concentration. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child may be punished. If a child repeatedly acts in a way that disrupts or upsets others, the school may contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Although children see less of them in the classroom at the top of the school, registration time provides daily contact time and there is a three-weekly year group assembly in Upper and Middle Schools. It is the responsibility of the form teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The form teachers have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The form teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the form teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the form teacher seeks help and advice from tutors, senior staff or the headmaster.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **Use of Restraint**

Restraint is to be used as a preventative measure only. The use of restraint on a pupil is only permissible when its use will:

- prevent the pupil injuring himself or
- prevent the pupil injuring another person or
- prevent very serious damage to property.

The use of restraint by the teacher must be:

- reasonable
- non-injurious to the pupil
- for the minimum amount of time necessary.

Restraint must never be used as a punishment or to force a pupil to do something against their will.

## **House staff and senior pupils**

There is a three-weekly house assembly and the houses take it in turns to have two weeks on duty, where numerous small routine tasks are performed.

## **Tutors**

All boarders and all top year pupils have a personal tutor of their choice (they are asked to nominate two or three staff whom they would be happy to have as a tutor and are guaranteed one of their choices – headmaster arranges list) The role of tutors will vary according to children's needs and according to personal style but most pupils use them in a very constructive way.

For pupils in the top two years, tutors are also used in connection with academic progress. The tutors will meet pupils regularly to review grades and reports, and to offer support and guidance as necessary. All weekly boarding pupils regardless of year group are allocated a tutor.

## **Houseparents**

The Houseparents have a key role in setting the tone of boarding. As the name suggests, they aim to recreate the style of a family setting and act as 'temporary parents'.

## **Headmaster/Deputy Heads**

Worries of or about children will often be passed on to one or the other.

It is the responsibility of the headmaster to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headmaster to ensure the health, safety and welfare of all children in the school. The headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by

supporting staff in the implementation of the policy. The headmaster keeps records of all reported serious incidents of misbehaviour.

It should be stressed that children are encouraged to regard all staff as approachable and as prepared to listen and to help. Staff are similarly encouraged to listen sympathetically to any concerns that children may voice to them.

### **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have serious concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the member of staff concerned. If the concern remains, they should contact the headmaster. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of governors**

The governing body is kept informed of guidelines on standards of discipline and behaviour, and supports the headmaster in carrying out these guidelines.

### **Fixed-term and permanent exclusions**

Only the headmaster (or the acting headmaster) has the power to exclude a pupil from school. If the headmaster were to exclude a pupil, he would inform the parents immediately, giving reasons for the exclusion. At the same time, the headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.

### **Monitoring and review**

The headmaster monitors and reviews this policy on a regular basis.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headmaster records those incidents where a child is sent to him on account of serious bad behaviour. We also keep a record of incidents that occur at break or lunchtimes: matrons, gap students and other break time supervisors give verbal accounts of any incident and this is then followed up and recorded in the incidents book that we keep in the staff rooms.

The headmaster keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

## **Code of Conduct**

### Around the school

1. Always stay within school bounds
2. Walk (don't run) around the school buildings
3. Make sure that your uniform and hair is always neat and tied back if long
4. Keep money, jewellery, toys, sweets and drinks at home
5. Walk along the left hand side of the staircases and corridors

### In the Classroom

6. Have the correct equipment with you and hand in your work on time
7. Arrive promptly, settle quickly and concentrate on your work
8. Stand behind your desk when the lesson begins and ends, and leave the room tidy
9. Raise your hand and wait to be invited when you wish to speak
10. Stand when a member of staff or visitor enters the classroom

### Behaviour towards others

11. Show good manners and respect at all times and in all places
12. Be kind to other pupils, especially younger ones
13. Treat others as you would like to be treated
14. Allow other pupils to work without you distracting them
15. Personal property should only be touched by its owner

GOLDEN RULE: Use common sense, think of others and if in doubt, ask a teacher.

*Reviewed: September 2011*

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