



## **BEHAVIOUR AND DISCIPLINE POLICY**

<b>Person(s) responsible for this policy</b>	<b>Head Master, Head of Prep, Second Master, Deputy Head Mistress, Deputy Head Prep</b>		
<b>Last review by</b>	<b>G Cross, T Mylne</b>	<b>Review date</b>	<b>September 2019</b>
<b>Date of next review</b>	<b>September 2020</b>		

### **Rationale**

The school's expectations in terms of pupil behaviour and discipline are directly tied to the stated aims of the school:

- To provide a liberal and challenging education, stimulating intellectual curiosity
- To promote high standards of achievement across a wide spectrum of activity
- To nurture the personal development of the individual
- To enable pupils to develop civilised values, attitudes and standards

In order to achieve this climate in school must be one in which learning can occur in an orderly, positive and harmonious environment marked by tolerance and respect. We actively support respect and tolerance with regard to the protected characteristics of:

- age
- gender reassignment
- pregnancy
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

We want the learning experience to be one of opportunity, endeavour, achievement and excellence. The school respects every individual: courtesy and consideration for others and care for the school, property and facilities are expected at all times. Behaviour is never somebody else's responsibility: it is all of ours. The school acknowledges its legal duties under the Equality Act 2010.

### **Aims**

- To provide an effective learning environment in an orderly community
- To promote an ethos of inclusion for all pupils
- To provide a system in which pupil attitudes and actions support effective learning
- To encourage an atmosphere of mutual respect

- To reward good work and effort in all aspects of pupil life
- To investigate thoroughly and fairly all misdemeanours, including all forms of bullying
- To work with pupils and parents to resolve behavioural and disciplinary conflicts effectively and supportively

## **Entitlements and Responsibilities for Pupils, Staff and Parents (Behaviour and Discipline)**

The Head Master has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head Master, together with the Senior Leadership Team, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens consistently across the school.

The member of staff with day-to-day responsibility for behaviour management is Mrs Gillian Cross (Deputy Head Mistress Pastoral) in the senior school, Mrs Jane Hayes (Assistant Head Prep School) and Miss Ruth Lockyer in the EYFS.

### **Screening, searching and confiscation**

The School acknowledges its duties and responsibilities under the applicable education legislation and guidance in respect of screening and searching pupils, and confiscating items.

School staff may search pupils' clothing, bags or lockers without consent for any prohibited item, and for any item, which we believe, could cause injury to any person or damage to property. This process will be governed by internal procedures and will only be undertaken by designated staff. As above, the school may give due regard to police involvement or initiating safeguarding processes as appropriate.

As a general rule, school staff can seize any prohibited item found as a result of a search, and any item however found which they consider harmful or detrimental to school discipline. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

### **Malicious accusations against school staff**

The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The School will also take seriously inappropriate use of technologies including mobile and social networking sites, which are targeted at members of staff.

Pupils are **entitled** to:

- Educational provision that meets their needs and enables them to enjoy learning
- Be taught in classrooms that are conducive to learning and free from disruption

- Be free from circumstances in which they are bullied, ignored or subjected to any form of discrimination
- Have their voices heard, to be listened to and to know how to share their concerns

Pupils have a **responsibility** to:

- Work to the best of their ability
- Show, through their behaviour and language, respect for all staff and other pupils
- Take proper care of books, equipment and the fabric of the building
- Avoid behaviour which is intimidating, open to misinterpretation, is loud or results in physical contact
- Accept and support the Behaviour and Discipline policy and the Code of Conduct

Teachers (or any other members of staff) are **entitled** to:

- Be able to enjoy teaching, or to carry out their job, without unacceptable pupil behaviour
- Clearly defined disciplinary measures and sanctions (see below)
- Guidelines on what to do in a disciplinary crisis
- Be free from verbal abuse, threats or physical assault
- Consultation in the review of the Behaviour and Discipline policy and procedures
- Work in an environment where the ethos is supportive of teaching and learning

Teachers (or other members of staff) have a **responsibility** to:

- Respect the pupils they teach, encouraging good behaviour and respect for others
- Keep their pupils safe and prevent all forms of bullying
- Promote positive behaviour
- Keep parents informed of a pupil's progress, both educationally and socially
- Reward good behaviour
- Work as part of a team to implement the Behaviour and Discipline policy
- Keep secure records of incidents on CPOMS

Parents are **entitled** to:

- Full information on their daughters' progress
- Information on how positive behaviour is promoted and what they can do to help
- Know what rewards and sanctions are given
- The facility to discuss and resolve any concerns

Parents have a **responsibility** to:

- Encourage their daughters to recognise the importance of good behaviour as an integral part of effective learning
- Support the application of the Behaviour and Discipline policy and systems of rewards and sanctions
- Respect all members of the school community
- Encourage their daughters to be properly prepared for school each day

# Senior School

## Guidelines for pupils and staff

- To use the pupil planners, and form tutors, as the daily monitor of good discipline
- To observe the school Code of Conduct that is included in the pupil planner
- Good discipline is essential to effective learning: it is the responsibility of all classroom teachers to create the correct classroom environment required to maintain a consistent approach to behaviour management, teaching and learning
- Positive reinforcement is a key to achievement: rewards and praise are given regularly and as appropriate
- Teacher and pupils are expected to be prompt to registration and to lessons
- Pupils are expected to behave appropriately in lessons, to treat each other and all members of the school community with respect and to catch up with work missed because of absence or any other reason
- Pupils are expected to wear their uniform with pride in Upper Third to Upper Fifth and to dress appropriately to a working environment in the sixth form
- Pupils are expected to follow the school rules and to move around the building sensibly and safely, keeping to the side of the corridors and waiting quietly when required to do so
- Staff will follow the duty rota which supports the quality of behaviour in school
- Pupil disciplinary problems will be noted and recorded in order to build a satisfactory record. Heads of Year will monitor this
- The delivery of this policy is the collective responsibility of all staff: the Second Master and Deputy Head Mistress will act as coordinators to promote effective implementation

It should be noted that:

1. No corporal punishment is ever administered or threatened: please refer to the use of force policy
2. Chewing gum is forbidden at all times
3. Eating only takes place in the dining room: pupils must not eat in classrooms, corridors or other public areas
4. Silence must be observed in and out of assembly
5. Bullying and harassment of any kind will not be tolerated: please refer to the anti-bullying policy

A full list of school rules and the uniform list are posted in the pupil's planners and the curriculum booklet sent out at the beginning of each academic year.

## Rewards and Sanctions

### Rewards

Praise is given for good work in lessons and for helpful and polite behaviour both inside and outside the classroom. Successes in all areas of the school are regularly celebrated in assemblies, displayed on notice boards and published in school publications or the website as appropriate. Parents are kept informed through communication in the planner, by telephone or email. In addition, house points, distinctions, certificates and prizes are awarded.

**House points:** may be awarded for good work or behaviour. They are given to the pupil who places them in the House Point tubes. House Points count towards the House Trophy.

**Distinctions:** are awarded for exceptional pieces of work and are worth five house points. Staff award the distinction on a paper form, which girls bring to the Head Master during break on Thursday, or other day as designated.

**House Mistresses/House Masters:** award certificates, points and prizes at their discretion

**Prizes, trophies and scholarships** are awarded at the annual Speech Day.

## **Sanctions**

**Detentions** may be set for poor work, poor punctuality, either to school or lessons, or for poor behaviour. Staff may use lunchtime detentions or the after-school detention on a Thursday between 4.00 pm and 5.00 pm. After school detention requires 24-hours' notice to parents: they will be emailed. Girls will not be detained without parental consent.

Serious cases of misbehaviour will be referred to the House Mistress/House Master in the first instance: appropriate action will follow after discussion with the Head Master and/or deputies. Parents will be kept fully informed as necessary.

**Exclusions**, both fixed term and permanent, are detailed in the school's Exclusions policy, based on the GDST Exclusions policy. Smoking, possession and/or handling of drugs, violence, physical abuse, serious theft or other misdemeanours in school are likely to result in exclusion, either fixed term or permanent.

This policy is to be read in conjunction with the Anti-Bullying Policy, the Exclusions Policy, the Code of Conduct, the Complaints Procedure and the School Uniform Policy and rules.

# **PREP. SCHOOL (including EYFS)**

## **Expectations**

We recognise that children are still developing and need to be supported to understand and comply with the expectations for behaviour in the school community. We also understand that the individual circumstances of a child such as their age, their developmental needs, their culture needs to be taken into account in understanding why they may have behaved in a particular way and how we should respond to that.

We create a shared understanding of what is acceptable and unacceptable behaviour through the day to day interactions between members of the school community and through specific teaching in the curriculum. To do this we use a range of incentives and sanctions to achieve our aims.

We have a code of conduct that gives guidance to pupils as to what is and is not acceptable behaviour. When children's behaviour falls below our expectation we respond in a proportionate way and work in the belief that children should recognize their behaviour was unacceptable, make amends, and then be forgiven.

No corporal punishment is ever administered or threatened in the Prep School (including EYFS): please refer to the use of force policy.

## **Pupils**

- In their interactions with other children, members of staff and parents, they will uphold the shared values of the school community as expressed in the Pupil Charter. They will follow reasonable instructions by school staff, abide by the code of conduct and accept sanctions in an appropriate way.
- They will attempt to resolve difficulties with other children by using non-aggressive strategies but will tell school staff or their parents if they are having difficulty or if they are concerned about other people's behaviour towards themselves or others.

## **Parents**

- Parents have a key role in supporting their child to develop appropriate social, emotional and behavioural skills. Parents are asked to help their child understand and respect the school's behaviour policy and the disciplinary authority of school staff and where there are concerns to work with the school to resolve these.
- In their interactions with the children, members of staff and other parents they are asked to uphold the shared values of the school community.
- They are asked to inform school staff of any factors which may impact on their child's learning or result in their child having difficulty in complying with the code of conduct or displaying behaviours outside the norm.
- They are asked to inform the class teacher if they have any concern about the way that their child has been treated and contact the Head of Prep if the concern remains. If unresolved a formal complaint can be lodged.

## **Staff**

- All members of staff have a role to play in promoting positive behaviour including teachers and assistants, administrative and support staff. They model appropriate behaviours in their interactions with the children, other members of staff and parents. They praise children for appropriate behaviours and challenge inappropriate behaviours by dealing with it themselves or referring to teaching staff as appropriate.
- Staff apply the behaviour policy including rewards and sanctions fairly, consistently, proportionately and reasonably. Any concerns or where there are repeated incidents of unacceptable behaviour are reported to the form teacher who monitor children's behaviour and keep appropriate records. The

form teacher seeks help and advice from the Deputy Head, the Assistant Head (Pastoral), the Head of Foundation Stage or the Head of Prep when necessary.

- Form teachers will use the code of conduct as a basis for discussion within the class to establish 'rules' that are expressed in language that pupils will understand and that are appropriate for their age. The code of conduct will be displayed in the classroom and shared with staff and parents.
- Records will be kept securely using CPOMS.
- Staff use the Early Years Foundation Stage guidance for Personal Social and Emotional Development for pupils in the Nursery and Reception classes and PSHCE guidance for pupils in Years 1 to 6 as well as the Social and Emotional Aspects of Learning (SEAL) framework as a basis to plan activities and lessons that will foster the knowledge, skills and attitudes of pupils so as to create a positive ethos within school and beyond.
- Class teachers facilitate regular Circle Times with their form to address any negative behaviour or issues which are affecting the girls.
- Staff keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them to help their child to develop appropriate social, emotional and behavioural skills.
- Staff work with parents, colleagues and external agencies as appropriate in order to help a child understand and comply with the behavioural expectations of the school.
- Staff understand that corporal punishment is never to be used.
- Staff understand when the use of restraint is and is not appropriate.

### **Senior Leaders**

It is the responsibility of the Foundation Stage Co-ordinator to help formulate and implement the school behaviour policy so it is appropriate to the needs of young children.

It is the responsibility of the Pastoral Team to help formulate and implement the school behaviour policy consistently throughout the Prep School.

The Assistant Head (Pastoral):

- Supports staff in managing the behaviour of pupils by offering advice and guidance
- Supports pupils who are experiencing difficulties and where necessary drawing up a pastoral support plan in consultation with pupils, staff and parents.
- Supports parents whose children are experiencing behaviour difficulties
- Assists the Head of Prep in investigating complaints of bullying.

It is the responsibility of the Head of Prep and Deputy Head of Prep, to formulate and implement the school behaviour policy consistently throughout the Prep School.

The Head of Prep:

- Promotes an inclusive atmosphere of mutual respect between all members of the school community
- Disseminates the policy to members of the school community including volunteers
- Sets the standards of behaviour and supports staff in the implementation of the policy
- Includes behaviour expectations in staff induction and monitors behaviour management through lesson observations and informal observations of pupils
- Ensures complaints of bullying are investigated and dealt with effectively
- Disciplines pupils for serious incidents of unacceptable behaviour and liaises with parents
- Records serious incidents of unacceptable behaviour
- Reports to the Head of School serious breaches of the behaviour policy.

It is the responsibility of the Head of School to ensure the policy fosters an effective learning environment in an orderly community.

The Head Master:

### **Creating Shared Values and Promoting Positive Behaviour**

Staff will:

- Listen to children and give them a means of making suggestions and raising concerns
- Encourage children to be reflective and to accept responsibility for their actions
- Encourage children to take on duties and responsibilities
- Encourage children to be involved in school activities
- Use incentives wherever possible rather than sanctions
- Keep parents informed
- Listen to parents, consider their suggestions and act on concerns

### **Code of Conduct**

The code of conduct is based around 4 principles:

- Forming good relationships with peers and adults
- Exercising self-control
- Having a positive attitude to learning
- Taking responsibility

These following six elements create the pupil charter that was created by the pupils. The charter was devised in 2013 through the Prep. School Council and Prep. School pupil voice. It is displayed in all classes and creates the basis for whole-school behaviour and conduct. It is pupil-created.

- We are kind and helpful.
- We listen to others.
- We are responsible for our own learning.
- We look after property.
- We move about gently.
- We include everyone.

### **Incentives to encourage appropriate behaviours**

- Through non-verbal encouragement such as smiling, nodding
- By praising verbally or in writing
- By other teachers congratulating children
- By giving house points
- By giving stickers and certificates
- Through displaying work
- By telling parents or sending a note home
- By highlighting achievements publicly in Merit and other Assemblies
- By mentions in Tempo
- By sending to the Head of Prep School

### **Sanctions to discourage inappropriate behaviours**

- Through non-verbal discouragement such as frowning, shaking the head

- By reprimanding the child
- By asking the child to make amends for example by apologising either verbally or in writing
- By using a system of time out – of the activity or the teaching space
- By keeping the child in at a break
- By informing parents
- By setting targets
- By giving a lunchtime detention
- By sending to the Deputy Head or Assistant Head (Pastoral)
- By putting on behaviour report
- By sending to the Head of the Prep
- Internal suspension
- Fixed period exclusion
- Permanent exclusion

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

The school has a specific policy on fixed-term and permanent exclusions, which is available to parents.

### **Related Policies**

This policy is to be read in conjunction with the Anti-bullying policy, the Use of Force policy, the Safeguarding policy, the Exclusions Policy, and the Complaints Procedure