



BEHAVIOUR POLICY INCLUDING REWARDS AND SANCTIONS

This is a whole school policy and includes the EYFS provision.

Aim

The aim of the School Behaviour Policy is to promote a happy, caring and secure environment that allows each individual to develop with confidence. An environment in which children, staff and parents, understand and support one another. An environment where positive attributes of politeness, co-operation, communication and hard work, receive praise and encouragement. THE PRIOR WAY (introduced in September 2013 enshrines the code of conduct).

Objective

Good behaviour is to be expected, but also warrants praise. Unacceptable behaviour is to be reprimanded and can result in sanctions.

The Encouragement of Good Behaviour

We can encourage good behaviour by:

- Developing personal characteristics of self-discipline, responsibility, initiative, self-motivation and adaptability.
- Helping the children to experience, understand, control and direct their feelings and emotions.
- Developing personal skills and attitudes which will enable them to create their own better world.
- Developing social skills which support their attitudes and beliefs and enable them to share in the thoughts and feelings of others.
- Emphasising the importance of good manners.
- Stressing 'The Prior Way'

How do we Achieve our Aims?

- By setting a good example (encouraging the children to behave in a positive and caring way).
- By encouraging the children to participate in the monitoring and celebration of "good" behaviour.
- By giving the children the opportunity to take on responsibility for themselves and others.
- By praising and rewarding good behaviour in a personal and public way.
- By giving specials awards, eg, merits, house points and golden house points.
- By recognition in assemblies.
- Informing parents.
- By rewarding good manners.

The EYFS policy for behaviour management is:

- We have high expectations for children's manners and behaviour.
- We have a positive behaviour management ethos. We try to find children doing the right thing and praise them, rather than focusing on those doing wrong.
- We are specific in our praise and always name the thing they are doing right e.g. 'Thank you for holding the door Albert, you are a kind and helpful boy'. This also shows the 'Prior Way' that he is following.
- 'The Prior Way' is at the heart of our ethos.
- We have zero tolerance of people being unkind or hurting others in any way.
- Children are expected to do as they are told. Staff are expected to give reasonable orders/instructions and to explain why (where appropriate).
- We encourage parents to work with us and have the same expectations. We inform them about our policy at information evenings and interviews.
- Children who are spoiling an activity are withdrawn from it for an appropriate time, and told why.
- Visual signs are used (e.g. happy and sad faces) to help children understand when they have behaved badly.
- Parents are informed if there has been serious poor behaviour, so that there can be a joint strategy to support improvement.

When pointing out an error, we name the behaviour, not the child (e.g. 'that was an unkind thing to do' rather than 'you are an unkind girl').

Whole School Policy - Inculcating 'The Prior Way'

In our school community there is a need for clearly understood rules and explanations.

The purpose of 'The Prior Way' is to provide the essential structure within which individual pupils can confidently and happily develop a sense of responsibility. The School aims to foster and reward positive achievement, setting positive standards for pupils. Sanctions and punishments exist to correct unacceptable behaviour which includes bullying (see anti-bullying policy).

Aims

'The Prior Way' outlines the core rules - being presented as a statement of simple principles in the pupils' calendar/diaries.

These basic principles are backed up with explanations and examples in assemblies, tutor time and PSHCE lessons.

'The Prior Way' aims to encourage constructive, beneficial behaviour and to counter destructive or disruptive behaviour.

Guidance on Achieving Good Behaviour

Acceptable standards of behaviour, work and respect depend on the example of us all.

Good order has to be worked for: it does not simply happen.

- Set high standards.
- Apply rules firmly and fairly.

Most importantly expect to give and receive respect.

Everyone at School is here for a purpose.

- Respect every person.
- Treat everyone as an individual.

Relationships are vital: relationships between everyone and at every level.

Take the initiative:

- Greet and be greeted.
- Speak and be spoken to.
- Smile and relate.
- Communicate.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour.

Our success is tested not by the absence of problems, but by the way we deal with them.

Don't react: address the problem:

- Avoid confrontation.
- Listen
- Establish the facts.
- Judge only when certain.
- Use punishment sparingly.

Removal of privilege is the most effective strategy.

Never leave children outside rooms. The 'problem' needs a solution not complicating. Seek help if you need it and do all you can to:

- Use humour - it builds bridges.
- Keep calm - it reduces tension.
- Listen - it earns respect.
- Be positive and build relationships.
- Know your pupils as individuals.
- Carry out any threats you have to make.
- Be consistent.

Always refer to 'The Prior Way'.

Maintaining Discipline

Insist on acceptable standards of behaviour, work and respect.

Expect to:

- Apply School rules uniformly.
- Work to agreed procedures.
- Insist on conformity and School uniform
- Follow-up problems to their conclusion.

The majority conform and are co-operative. Deal immediately with the few who present problems.

- Establish your authority firmly and calmly.
- Separate the problem from the person.

If you cannot resolve the problem, refer it to the Headmaster or Deputy Head. Make sure it is pursued to a satisfactory solution.

Out and About

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity.

Expect to:

- Arrive before the class and begin on time.
- Be prepared for the lesson.
- Keep everyone occupied and interested.
- Extend and motivate all pupils.
- Mark all work promptly and constructively.
- Set homework regularly to schedule.
- Encourage creative dialogue - confidence in discussion is important.
- Keep an attractive, clean and tidy room.
- Maintain interesting wall displays.

Do all you can to avoid:

- Humiliating - it breeds resentment.
- Shouting - it diminishes you.
- Over-reacting - the problem will grow.
- Blanket punishments - the innocent will resent you.
- Over punishment - keep your powder dry, never punish what you can not prove.
- Sarcasm - it damages you.

Respecting the Environment

Our reputation for cleanliness, attractive rooms, excellent wall displays and a well kept environment is essential for our success. In order to 'recruit' into the School, we must offer a superior and appealing 'package' based on the quality of differentiation in the teaching, extra mural activities and excellent care of the children.

Encourage pride in the School:

- Insist on a clean room.
- Teach in tidiness, encourage tidiness.
- Leave desks in place and board clean after lessons.
- Report damage immediately to the Headmaster.
- Deal firmly with offenders - to ignore is to condone.
- Keep displays fresh and attractive.
- Keep desks, shelves and cupboards tidy.
- Insist on a litter free building and site.

7.2 REWARDS AND SANCTIONS

The School promotes a policy of positive teaching, seeking to foster and reward constructive pupil contribution. Underpinning this is a philosophy of assertive discipline, with clear and agreed standards and expectations. Our aim is to create a positive atmosphere that fosters achievement and the happiness of all members of the community.

Objectives

- A happy working and social atmosphere which nurtures good relations between staff and pupils.
- A stable community, resolute in its requirements for positive standards of work and behaviour.
- Clear guidelines known to all, so that objective and consistent decisions can be made, both in regard to positive behaviour and to breaches of School rules and regulations.
- A balance between community needs and individual needs.
- A staged response, with punishments and rewards appropriately allocated and recorded appropriately. A system capable of uniformed review and development.
- A clear process for handling major disciplinary issues.
- A clear process for appeals, available to parents and pupils as appropriate.

Rewards

There are rewards for achievement:

- Merits
- Special commendations
- Badges
- Half and full colours
- Academic prizes
- *Bookmarks/Golden Awards (Pre-Prep)*

Additionally there are Pastoral rewards:

- Merits
- Golden House Points
- Headmaster's commendation
- Celebration Day prizes

- Signals of approval and praise are required for all members of the community to feel valued. Verbal praise is the most important key to success.
- Prompt and informative marking of all written tasks, allow for effort and attainment to be recognized formally.
- The award of merits can be used to recognize effort and achievement above expectations.
- Merits are converted to House Points. The Headmaster commends high earners on a weekly basis in Headmaster's Assembly.
- Effort or achievement of a high order can be rewarded by the pupil being invited to show their work to the Headmaster or Deputy Head (or by being commended for a 'community' effort).
- An excellent effort for the 'community' (really going out of their way to be helpful / encouraging to another or somehow performing a valuable service to the community) can be rewarded by a Golden House Point. A paper slip accompanies this.
- Badges are awarded for good achievement in merits, music, art, drama, choir and sports. Colours are awarded for outstanding effort and achievement in one of the main games.
- Academic prizes and cups for effort and determination are distributed on Celebration Day.

➤ 7.2 (a) Merits

Members of staff are given a list for the recording of merits and conducts on a weekly basis. Sheets should be handed to the Deputy Head by 9.00am Friday in order for collating and circulating to tutors. This enables tutors to have an immediate feedback and to bring anything glaring to the attention of their tutees at their Friday tutorial. (The tutors total up their own groups merits and return these to the Deputy Head for processing.)

Awarding

These may be awarded for a variety of achievements.

They should be awarded for good effort by pupils rather than purely good work. Hence a child with a mark of seven out of ten, for example, may not be the recipient of a merit whereas his neighbour, with a lower score of six, might achieve a merit for improved performance.

Merits should also be awarded for effort outside of the classroom. Not just on the games field but in other activities which involve staff. Undertaking a task or duty with enthusiasm or efficiency may also warrant a merit. We demand that the children be punctual, polite and courteous; we should be seen to praise and at times reward this.

No more than two merits should be given to any individual for a single piece of work or task and this should be extremely exceptional! It is recognised that 'extra' merits can be awarded at the end of a long project but too much of this can skew the weekly read-outs. Should a bigger reward be felt necessary then merits should not be used and a special commendation sought (through the Headmaster or Deputy Head).

The children should be discouraged from actively seeking tuck rewards.

Achievement / Recognition

The merit system is seen as a positive incentive for the majority. It is important that all are encouraged to see merits as rewards by the way that staff operate the system and the importance that they attach to it.

Those pupils who receive a high number of merits (and no conducts) in a week receive praise from the Headmaster - who commends them by name in Monday's School Assembly. Those maintaining this over a term may be awarded a 'merit' badge.

Competition

As well as competing with each other, the pupils' merits are collated by house and house totals arrived at. This is cumulative competition. Totals are announced weekly and the term's winners receive a cup and sometimes a treat from their 'House Leader'. The House competition adds to the incentive as well as promoting loyalty and support for one's team.

An honours board in the Library lists the winning house by term.

House Points (See also House System)

It has been recognised that the junior pupils need more frequent rewards and usually earn more merits. Therefore in collating the weekly totals the Deputy Head converts the merits into 'House Points'. Pupils in the senior classes have their merit totals divided by two (halves rounded down); pupils in the junior classes have their merits divided by three (rounded up). This has proved to have a balancing effect across the school as a whole.

Golden House Points

These are awarded for 'special' service to the community - particularly with regard to 'The Prior Way'. Golden House Points are given out in Headmaster's assembly and noted in the newsletter. Three Golden House Points may lead to a Headmaster's Commendation (and book token).

7.2 (b) Sanctions

It is only natural that, from time to time, pupils will need correction. Pre-emptive pastoral care, clear expectations, good organisation and assertive behaviour management should reduce problems, but when they occur a clear consistent and effective response is needed. Offences must be handled appropriately, using a measured, step-by-step approach and involving relevant colleagues. All members of staff are required to respond to breaches of the Code of Conduct, taking action to support the ethos and expectations of the school. Teachers will use professional judgment, acting as part of a team, to effect the best possible outcome.

i. Initial Strategies

Pupils should be made aware of the offence and cautioned about the effect of their behaviour. Verbal correction and reprimand is sensible, moving beyond a look of reproach to a quiet word, a conversation after class (or removal from the problem area). Removal of a pupil from a difficult situation, for example by moving them in class or by intervening in the situation should be considered. See anti-bullying policy for further information and support if bullying an issue.

(N.B. Any situation that gives particular concern should be reported using an Incident Form. Where bullying may be a factor, an incident form must be completed to allow patterns of bullying to be established.)

ii. Teacher Punishment

- Inadequate work should be repeated at the earliest opportunity.
- Poor punctuality should be reprimanded with as little disturbance to the lesson as possible. If the offence is a repetition or warrants a sanction, then this should be imposed through a lunch break or after school detention.
- Failure to meet routine classroom standards must be corrected by a reprimand. Pupils who behave in a silly, unhelpful manner must be reminded of the expectations in 'The Prior Way'. Classroom tidying tasks (in pupils' free time) will help correct low level disruption. Teacher detentions and 'call-backs' should be given for poor work, poor behaviour and going 'off task' in a lesson. Persistent failure to meet routine classroom standards must be referred to the Form Tutor and to the HoD. All instances of failure to meet classroom standards should be entered in the pupil's planner.
- You must act to stop any rudeness, roughness, idleness, wandering 'off task' and classroom misbehaviour. Reprimand, moving of a pupil, setting of a task or classroom chore, or calling a pupil back later in the day can be used (in proportion to the offence). In extreme cases, pupils may be removed from the classroom. This is a response to a significant challenge. Pupils removed from class must see the DHM or the Head.
- Serious disruption is unacceptable. Any physical violence, swearing at a teacher, dangerous behaviour, vandalism, and gross insolence must be reported to the DHM (who will liaise with you).
- Bullying is unacceptable. This must be reported to the DHM or the Head.

iii. Acorns and EYFS

In the day-to-day life of the Acorns child, displays of poor behaviour are dealt with immediately by the class teacher. This might result in the child having to remove a team point or having to miss some Golden Time.

If a child displays serious unacceptable behaviour, the pupil's name and incident will be recorded in the Acorns Incident book. The Head of Pre-Prep will be informed and also the pupil's parents.

Parents are informed if there has been serious poor behaviour, so that a joint strategy can be negotiated and implemented to support improvement.

7.2 (c) Monitoring Punishments & Consequences

Consequences

Bad behaviour should not go unpunished. Sometimes it is only necessary to issue a small detention - staying behind, picking up litter, etc. If this misbehaviour warrants a 'loss of free time' or 'privilege' it should be noted as a P1.

Persistent misconduct or more serious misdemeanours should be recorded as a P2 and the pupil should be given a formal lunchtime detention.

Pupils who receive 4 x P1 (or 2 x P2) in a week will need to report to the Deputy Head at the end of the week (usually Friday lunchtime).

Pupils 'referred' to the Deputy Head for a very serious offence will likely incur a DHM detention recorded with a P3. A referral will also involve communication with the pupil's parents.

However, if staff award a sanction it is vital that:

- The pupil is told they have been given a detention (recorded as a P1, P2 or P3)
- The pupil is told why they have received this sanction.
- The information is recorded on the sanctions sheets provided with the merit sheets.
- For a serious offence a referral should be made using an 'Incident Form'

A P1, P2, etc. is not a punishment in itself. It will prevent a pupil being 'called out' for high merits in assembly. Try to avoid saying, "I'll give you a P1." This is the wrong approach.

7.2 (d) Referrals

Members of staff are expected to enforce a high standard of discipline without being over-regimented, officious or off-hand. In doing this they are trusted to exercise their own judgment in a professional manner and to use their own disciplinary sanctions as they see fit. Their communication with others over this may well come through the 'sanctions' system. The Deputy Head and Headmaster are available to advise on appropriateness of punishments if desired.

Should staff come across a serious breach of discipline they may well wish the matter brought straight to the attention of the Headmaster or Deputy Head. In doing this they bring into operation the 'referral' system.

An '*Incident Form*' should be completed and given to the Deputy Head (or Headmaster if the Deputy is not available).

The pupil will be formally interviewed and the Deputy Head will liaise with the member of staff.

In most cases the parents will be informed and receive a copy of the referral.

A very serious breach of discipline can result in exclusion from the school for a temporary period or permanently.

7.2 (e) Incident Forms

Communication plays an important part in ensuring that incidents are dealt with satisfactorily and it is also incumbent on us to record incidents - even when we have resolved them.

To this end we use an '*Incident Forms*' to alert the appropriate members of staff to any incident that we may have come across whilst on supervision duty - or which may have been reported by a pupil or referred by a member of staff or parent.

The form requests timing, people involved, brief details of the incident and action taken. This is to be signed by the member of staff and passed to the Deputy Head.

There may be need for senior staff or tutors to follow up the incident. However, all forms will be filed in the Incident for review by the DSL / Deputy Head to ensure all outcomes have been satisfactorily resolved. Forms will be filed alphabetically to see if there is a pattern to behaviour.

7.2 (f) Discipline

The standard of discipline throughout the school is essential to its smooth running and integral to the aspirations of all concerned. All members of staff share responsibility for ensuring a high standard of discipline. Whilst we aim to work in a happy and relaxed environment it is important to maintain high levels of respect, courtesy and consideration and it is vital that all members of staff are insistent on this.

Central to the ethos of the school is a code of conduct that centres on **care and consideration for each other - respect for each other and each other's property**. When this is not apparent action should be taken.

The most frequent action is the oral correction of pupils. However, there are further stages of correction. Staff should seek to make any punishment appropriate to the misdemeanour.

7.2 (g) Detentions

Sanctions should not be excessive. We are mainly caring for young children and overdoing punishments can have negative outcomes.

Detentions should deprive pupils of their 'free time'. However, the morning break is an important time for children to be outside in the fresh air. It may be appropriate for some supervised 'litter-picking' at this time. Indoor detentions should occur at lunch time. Detentions must not be given for times when pupils have a paid activity. Please distinguish between detentions for misbehaviour, poor conduct, late handing in of work from those that are purely academic (work needing to be repeated because it was well below expectations in quality or presentation).

Punishments should be constructive - cleaning duties, re-doing work, something that could benefit the individual and the community.

Loss of privilege is the main way children are penalised. Losing free time to be engaged on a task is a loss of privilege. *(As is 'early bed', but this must be done only with the agreement of the houseparent.)*

Children must be told what they are being punished for and staff must do all in their power to be firm, fair and consistent and treat boys and girls with equality.

There is no corporal punishment.

7.2 (h) Report Cards

For pupils that are finding it difficult to respond to correction or who are not performing to their potential in class due to a lack of effort, or who persist in low level disruption, it is possible to place them on a 'Report Card' after consultation with the Deputy Headmaster or Headmaster.

This Card can be used to monitor behaviour/attitude/effort in class and at other times of the day. The pupil has to have the card graded and initialed by the teacher at the end of each period/session.

7.2 (i) Headmaster

The Headmaster is the pinnacle of the disciplinary structure.

The Headmaster plays a role in cautioning students, assisting communication with parents when disciplinary situations are very serious. For example, the Headmaster would write a formal letter of warning if behaviour gave cause for concern and earlier actions (perhaps by tutors or the Deputy Head) had failed to effect improvement.

The Headmaster alone has the prerogative of exclusion. These serious sanctions are reserved for serious offences or persistent flouting of School standards which challenge the standards of the School and interests of the community. The separate **Discipline and Exclusion Policy** provides further explanation.

The Headmaster is at the top of our staged response, but serious offences necessarily involve the Headmaster early in the process.