

BEHAVIOUR POLICY - SENIOR SCHOOL

(This Policy relates to EYFS)

The ethos of the school declares that children should have a sense of decency, tolerance and understand the needs of others. Good behaviour is to be promoted at all times. This policy should be read together with the school's Anti-bullying policy, Equal Opportunities and Special Educational Needs and Disability policies.

In line with the advice of the DfE document, 'Behaviour and discipline in schools' (2014) children should observe the following code of conduct:

- Be kind to others
- Be gentle
- Show good manners
- Be sensitive to other people's feelings
- Be honest
- Be thoughtful in behaviour

House points (positive reinforcement) can be awarded to a pupil by any staff member for good conduct/behaviour. House points are collated weekly by Form Tutors and the Director of Studies totals these into House groupings for mention in assembly.

Commendations linked to either an outstanding single piece of work, or into the grading system (effort based). Three or more subjects result in the rewarded being presented in assembly by the Headmaster; all commended pupils are named in assembly.

Most poor/inappropriate behaviour can be dealt with on the spot by any teacher, either in the classroom or outside. However he/she may deem it necessary to inform the Form Teacher. Depending on the seriousness of the incident it may well be passed on to the Head of Junior School, Head of Middle School or the Deputy Head. It should by this time have been recorded in the pupils' homework diaries and the Incident Book, which is located in the Staff Room. The case may then be taken further by informing parents, the use of Report Card and/or taking the case taken to the Headmaster.

There are however, pupils whose needs and circumstances must be taken into account when implementing the school's behaviour policy. There are pupils with Special Educational Needs [SEN] or disabilities and other groups defined by Ofsted as at risk within the education system. This also includes pupils in minority ethnic or faith groups, pupils who need support to learn English as an additional language [EAL], sick children, children from families under stress and any other pupils at risk of disaffection or exclusion. Pupils moving on to secondary schools (school pupils' transition) sometimes have their own particular needs. Pupils in all these groups may at some point require the school to take account of their individual needs and circumstances when applying the school's behaviour policy.

Moving on to secondary school (school pupil transition) can be unsettling for children. The school may need to take this into account.

The following list provides a guideline as to the offences and the disciplinary procedure which might be used by staff bearing in mind the above:

Reprimand/Caution (Usually first or second offences)

1. Disruptive behaviour
2. Failure to bring appropriate books/materials/equipment to a lesson
3. Not handing in Homework on time
4. Bad language
5. Being in an area deemed out of bounds without a member of staff present
6. Going against the Code of Conduct (full version in the front of Homework Diaries)

Physical Intervention

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE's *Use of reasonable force: Advice for Head Teachers, staff and governing bodies (July 2013)*. Staff do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children. In addition, staff are to have regard for the School's Child Protection Policy and the Staff code of Conduct.

Where physical intervention is required, staff will inform Head of Junior School / Head of Middle School / Deputy Head or the Headmaster immediately, and will record details of the incident. The school will inform parents when it has been necessary to use physical restraint on the same day, or as soon as reasonably practicable.

The school prohibits the use of corporal punishment. Corporal punishment is neither used nor threatened at Gayhurst. (This includes EYFS).

Referral to Senior Management

The following misdemeanours which occur during lesson times, break times or elsewhere should be referred to the Head of Junior School, Head of Middle School or the Deputy Head. These incidents should be recorded in the Incident Book which is kept in the staff room. The following are guidelines as to what should be reported:

1. Persistent lateness to a lesson
2. Persistent disruptive behaviour
3. Rudeness
4. Defacing/damaging school property (any damage must be reported to the Deputy Head; reparation will need to be made)
5. Behaviour which is a danger to others
6. Refusal to co-operate
7. Persistent bad and/or inappropriate language
8. Teasing/bullying
9. Incorrect School Uniform.
10. Being off the School premises without permission.

11. Bringing a forbidden item into school.

Sanctions

Staff may use sanctions such as writing letters of apology, loss of break time, clearing or tidying up, litter collection. The sanction should 'fit the crime' so that offenders are made aware through the sanction given, of the wrong which has been done. Sanctions such as standing outside the classroom or running around the field are inappropriate.

When considering sanctions staff must be aware that punishments which could be construed as personally humiliating are inappropriate and this clearly includes derogatory references especially where any form of discrimination is concerned. Corporal punishment is against the law and any form of direct physical punishment is inappropriate although this obviously does not include tidying, cleaning and sundry similar tasks.

The use of reprimand is always the most effective and this could be underscored at the end of a lesson, activity, break time etc.

Referral to the Form Teacher, Head of Department or a member of the Senior Management Team in addition to the reprimand might be necessary.

Depriving children of an activity due to poor behaviour during that activity might be appropriate.

Repeating or completing academic work during break times due to poor work or attention during lesson times might be appropriate bearing in mind that the child/children must be supervised by a teacher.

Contacting the parents might be necessary. This would usually be by telephone or by a face-to-face meeting. A note in the homework diary might also be appropriate.

A class, year group reprimand might be appropriate and this would normally be carried out by or under the supervision of a member of the Senior Management Team.

Verbal apologies and/or letters of apology are eminently suitable for certain misdemeanours.

Instances of anti-social behaviour must be recorded in the incident books so that a record can be kept and a follow-up carried out particularly if there is a pattern or a persistent nature to the entries.

Report Card

This is used where a pupil persistently offends. It may also be used where work is poor, either in class or at home or homework is repeatedly not done. There must be evidence to support the use of this procedure.

Report Card Procedure

When a pupil is put on report it is for either persistent misbehaviour in school OR persistent failure to satisfy the staff as far as academic work is concerned OR a combination of the two.

The object of the report system is to monitor the pupil as closely as possible with regard to specific problems.

When the decision is made to put a pupil on report the Deputy Head or Head of Middle School will contact the parents explaining the reasons. She will also explain the report card procedure emphasising the importance of parental involvement. Staff are advised via their regular meetings.

The pupil will present the report card to the member of staff at the beginning of the period. This applies to all academic lessons.

Where breaks, lunches and games/P.E. are concerned the member/s of staff responsible will ask for the report card to be presented to them if there is a problem within that/those period/s.

At the end of the day, before the pupil goes home, the report card will be presented to the Headmaster/Deputy Head/Head of Middle School or Form Teacher depending on the circumstances and who is overseeing the report. At this stage progress and regression will be discussed before it is signed. The pupil will then take the card home daily to be signed by a parent or guardian. This is important because it means all parties are aware of the situation and the steps being taken to remedy it.

At all stages the aims for keeping the report up to date will be on the pupil. Likewise, the pupil is responsible for the condition of the report card itself.

The length of time a pupil is on report might vary. In most cases the report would be for a week. If no progress has been made the report might continue but undoubtedly, in such cases, a discussion with the parents would be in order if not imperative.

The report system, while in essence punitive, is also a means by which extra support can be given to a pupil from staff, parents and senior teachers and it is in this context that it should be viewed.

The completed Report Card must be filed in the Office with a copy in the Pupil's File in the Staff Room.

Suspension or Exclusion

The headmaster reserves the right to suspend for a fixed period or exclude permanently a pupil for extreme bad behaviour such as persistent disruption, malicious or anti-social behaviour. This might also include malicious accusations against staff. In such instances the Chairman of Governors is always informed.

Quick Reference Guide to Forbidden Items

- Watches (except Year 7 and 8)
- Matches/lighters
- Radios/personal stereos
- Knives
- Jewellery (unless on religious grounds)(girls are permitted one pair of plain gold or silver stud earrings)
- Sweets of any kind - staff must not make use of sweets as a form of reward to pupils. Sweets may be brought to school on the last day of term and only eaten after Final Assembly under the supervision of the Form Teacher.Or,on a birthday and given out at the end of the school day. If a Form Teacher does give permission for this then he/she must be fully aware of which pupils, if any, may have allergies
- Tippex
- Any item which may be damaging to health and safety

Mobile Phones

A pupil may bring a mobile phone to school if he/she travels on public transport or walking/cycling home. The phone must be handed into the Office on arrival at school and collected on departure.

BEHAVIOUR POLICY- JUNIOR SCHOOL

Behaviour is maintained in the Junior School by a system of reward and praise for good work and behaviour. 'Good Conduct' and 'Merit' badges are awarded each week in assembly. These badges are earned for achievement in academic work, particular acts of kindness or showing good citizenship. The pupils wear the badges for one week before they are returned and passed to other pupils. A letter is sent to parents informing them of the reason for their child receiving the badge.

Junior School Rules (Golden Rules)

1. Do be gentle
2. Do be kind
3. Do be honest
4. Do work hard
5. Do look after property
6. Do listen to people

The following systems are used to encourage good behaviour and positive attitudes to learning.

Rewards used are:

- Merit badges
- Good conduct badges
- Golden time
- House points
- Stickers
- Stars
- Stamps
- Cup for kindness (end of year 2)

The class teacher deals with behaviour and the appropriate action taken. Play time incidents are dealt with by the teacher on duty. These are reported to the class teacher. **Consequences** are needed to discourage unacceptable behaviour and to ensure the safety of other children and staff. All staff should ensure that the punishments are proportionate to the offence and that they are constructive, enabling children to make reparation. These might include:

- 'time-out'
- Loss of break time
- 'clouds' (Nursery and Reception only)
- Loss of Golden Time

Parents are informed in more serious cases. Occasionally it may be necessary for the Head of the Junior School to write to the parents.

As in the Senior School the headmaster reserves the right to suspend for a fixed period or exclude permanently a pupil for extreme bad behaviour such as persistent disruption, malicious or anti-social behaviour. In such instances the Chairman of Governors is always informed.

Support Systems

To help some pupils achieve a certain level of behaviour or improve their attitude to work, they may be given support systems which are put in place when a child needs guidance and support to manage their behaviour. These might include target books or specific guidance for key staff. These systems will be drawn up with the parents/children/class teacher.