

THE SCHOOL'S BEHAVIOUR POLICY



AIMS AND PRINCIPLES

(Please note that the general policy on behaviour throughout the school from the Early Years through to Year 8 is outlined below but more specific protocols and lists of rules are included in the appendices. Sections are also provided here that are specific to the Pre-Prep and EYFS)

The aim of discipline should be to guide children towards a set of values based on Christian principles and, in particular, to encourage *helpfulness, honesty, courage, responsibility, service* and *courtesy*. Discipline is built upon the premise that good manners and sensible behaviour are in the interests both of the individual and of the community. Rewards and sanctions exist to both motivate the individual pupil and sustain the harmony of the community. For discipline to be fair and effective, certain principles should be followed. These are:

- Rules and standards of behaviour and the reasons for them must be clearly explained and defined. Children must know the rules and expect to be reprimanded if they break them. The Golden rules are displayed around the school and in homework diaries. (see Appendix 3.d).
- Punishments should be appropriate for the crime, so if someone abuses a privilege, he or she should lose that privilege; if someone harms the community in some way, the punishment should, if possible, be restorative and help to make up for the harm done.
- If punishments are given, it is important that the member of staff ensures that punishment is indeed carried out. In the same way, promises or threats which are made dependent on future behaviour, must be adhered to.
- Punishments and attitudes which involve humiliation and sarcasm should not be used, nor should the giving of 'lines'.
- The use of corporal punishment or physically striking a child in any way is banned.
- It is school policy not to evict poorly behaved and/or disruptive pupils from the classroom simply to wait outside the room. If a pupil is sufficiently ill-behaved, unco-operative or disruptive to make his or her continued presence in the lesson a problem then:
 - He or she should be sent directly to Mrs. Long's office who will contact either the Headmaster, the Deputy Head, or the Head of Middle School (as appropriate) to deal with the matter.
 - The misbehaving pupil should be accompanied by another responsible member of the class who should report back to the teacher to confirm that the instruction has been carried out.
 - A note, written by the teacher, explaining the reasons for the pupil being sent to the office is obviously helpful.

- If nobody is available to deal with the problem, the office will hold the pupil until the end of the current lesson and then send them back into school. She will then inform the Headmaster, Deputy Head or Head of Middle School of the incident so that it can be followed up as soon as possible.
- In the Pre Prep the child should be taken by the teacher or classroom assistant to the Head of the Pre Prep. If the teacher or teaching assistant is unable to leave the class, then a written message should be sent to the Head of the Pre Prep asking her to come to the classroom to attend to the child.
- Most instances of bad behaviour should be dealt with by the member of staff involved using the recognised sanctions. However, more serious cases of bad behaviour should be referred to the form tutor or where applicable to the Head of the Pre-Prep School, Head of Middle School, Head of Year or the Deputy Head. In severe cases the Headmaster should be involved in the first instance. He might also be informed in more sensitive cases where contact with parents becomes necessary.
- Lists outlining acceptable behaviour in different areas of the school will be displayed. These are found in Appendix B of this policy.

GOOD MANNERS

It is also important that pupils are taught and encouraged by the Staff to observe normal good manners throughout the school. This includes displaying civilised table manners in the dining room (See Appendix H), standing back to allow an adult to pass through a door first, standing when an adult enters a classroom (Middle and Senior School), remembering the normal courtesies of saying please and thank you etc. Courteous and polite behaviour does not come naturally to children, and it is the responsibility of staff to ensure that standards are not allowed to slip. The School organises an annual MAD (eg. Manners, Addressing Adults, opening Doors etc.) week to encourage good behaviour. This is the responsibility of the Senior Leadership Team.

CLASSROOM BEHAVIOUR

Our expectations of classroom behaviour throughout the school will rightly vary according to teaching style, subject, activity, venue and various other factors such as the age and number of children. The key requirement is to ensure that the children's behaviour is at all times appropriate to their age, and to the learning activity being undertaken, with due regard to safety where it may be an issue. The Golden Rules in Appendix A and the Classroom rules in Appendix B2 should be observed.

PLAYGROUND BEHAVIOUR AND SUPERVISION

Proper playground supervision is extremely important and should be much more than a mere adult presence. Supervision should be pro-active, not re-active, and the duty teacher should be actively on patrol, and on the lookout for inappropriate behaviour (or other problems - the playground is, for example, a prime location for spotting bullying or other social issues). In determining the appropriateness, or otherwise, of particular behaviour, the duty teacher should use his or her own professional judgement and common sense: it is the duty teacher on the day who calls the shots, not the children by reference to what 'other teachers allow'!

A copy of the Playground rules for Prep school children is in appendix 2l. Supervision advice for duty staff and a list of Playground Protocols to follow are in Appendix 2m.

REWARDS

Recognition of good behaviour is a key factor in our behaviour policy. It is our aim to ensure that all positive actions are encouraged and, where possible acknowledged with a reward.

- **Verbal praise** is extremely important and should be prevalent in all our contact with the children.
- **Plus marks** are a useful method of rewards and can be awarded by any member of the teaching staff (including peripatetic teachers) and matrons to pupils in Year 1 and above. Plus marks, as well as being given for good work, are also awarded for responsible, helpful behaviour which, amongst other things, could include honesty, courage, both physical and moral, kindness, thoughtfulness, persistence, tidiness, initiative etc. They can also be given as a reward for participating in an extra activity which enhances the life of the community. However, they should not be offered as a bribe for carrying out an unpleasant task nor should they be used as a rubber stamp of approval for a pupil who has simply carried out his/her normal duties. Pluses are recorded in the homework diary in the Pre School and displayed in classrooms in Pre Prep. Form Tutors will accumulate these totals and submit their returns on a house sheet placed in the registers on Wednesday morning (Friday in the Pre Prep School). These are returned to the school office for collation ready for house meetings on Thursday morning (Monday in the Pre Prep).
- Any pupil receiving 10 (8 in Year 8) or more pluses in a week is rewarded with a **merit badge**. These are presented in house meetings in the Prep School and Chapel in the Pre Prep. Pupils receiving merits in successive weeks in the Prep School are awarded a prestigious **star merit badge**.
- In the Middle and Senior Schools children can also be rewarded with **Praise Postcards** (See Pastoral Policy) and **Headmaster's Commendations** (See Pastoral Policy) through positive celebrations of behaviour within forms and through presentations of awards in Chapel.
- **Citizenship awards** are made to pupils in the Prep School who are nominated, either by staff or their peers, for exhibiting consistently selfless acts for the benefit of their community.
- In Year 8 good behaviour is rewarded by recognition as a **senior** or a **prefect** (See Year 8 policy)

SANCTIONS

The school delivers two immediate kinds of sanction designed to encourage pupils to accept personal responsibility for their actions.

MINUTES

In conjunction with the Golden Time system (see Appendix 3.f) *minutes* are now used in Years 1 to 8 as the appropriate first sanction in most cases of discipline (See table below). These should always be given after an appropriate warning has been specified or where a published rule or recent warning has been ignored.

In the Prep School, minutes are written on slips distributed to staff at the start of the year. Extra slips can be found in the pastoral area of the staffroom or by requesting them from the Deputy Headmaster or Head of Middle School. The slip should record the number of minutes administered and the initials of the person giving them. Wherever possible a reason for the losses might also be briefly given to help form tutors spot patterns of poor behaviour. It should be placed in the form drawers in the pastoral area of the staff room. In the Pre Prep minutes are recorded on a wall chart.

In the Prep School Form tutors will collect their pupils' minutes from the drawers before Golden Time and ensure all accrued lost time is served properly. Tutors should also keep a record of these minutes in their form files so that patterns can be spotted and so they can reflect on behaviour in meetings with parents and in form reports. However, no exact record should be published and it is the intention of the system that, when time has been served, the sanction has expired.

MINUSES

Minus marks are for pupils in the Prep School only. Minus marks are now given only when an offence is seen as being more significant and where the Deputy Headmaster, Head of Middle School or Headmaster will need to be involved. These cases might also be ones where parents ought to be contacted or informed. This could include disobedience, rudeness, persistent poor behaviour, teasing, bullying, violence or dishonesty. Minuses are filled in on slips and left in the appropriate drawer in the pastoral area of the staffroom. These slips should include a full and detailed reason for the issue of a minus and should be initialled by the member of staff. Pupils with minuses will attend detention on Tuesday lunchtime (Senior School) or Wednesday lunchtime (Middle School) where the Deputy Headmaster or Head of Middle School will speak to each and designate a constructive task that can be done to atone for their actions. These might include letters of apology, lists of important rules or descriptions of incidents and their outcomes. The Deputy Headmaster or Head of Middle School will log all the incidents that led to minuses in the incident book.

At the end of detention all minus slips are put in form tutors' pigeon holes so that they can be recorded in diaries the following morning. Form tutors should check that these notifications are seen and signed by parents that evening or, at very worst, before the end of the week. Form Tutors should keep a log of the minus slips in their form folder as a record of the pupil's behaviour.

Where patterns of minuses exist or an offence is deemed to be more severe, a pupil may be referred directly to the Headmaster. In these cases parents will normally be informed.

GUIDELINES FOR CONSEQUENCES OF POOR BEHAVIOUR

To assist staff in the Prep School in giving the correct sanction for poor behaviour, the following guidelines should be followed. Please note that this list is not definitive:

Behaviour	Consequence / Sanction
A. Distracting behaviour in class (non-verbal) e.g. fidgeting, swinging on chair, tapping, doodling, fiddling with objects, sloppy sitting posture. B. Not lining up properly outside a classroom or on the court. C. Low level disruptive behaviour in class (verbal) e.g. calling out, talking to a neighbour, making silly noises D. Lack of punctuality or organisation	After warning, loss of one minute. Maximum loss of 3 minutes before a pupil is removed from class and sent to the office. He/she will then see the Deputy Head, Head of Middle School or Headmaster
E. Out of class e.g. running in corridors, being out of bounds, being in an area of the school without adult permission, pushing and shoving etc.	One minute – when school rules are broken a minute will be the first sanction. As rules are published and regularly reinforced, pupils will be expected to accept they have already been warned.
F. Rudeness to other children e.g. teasing, body language, arguing, lying, defiance.	One minus – reported to Head of Year, Class Teacher or Form Tutor. Depends on nature of incident but Class Teacher, Form Tutor, or Head of Year to contact parents if necessary.
G. Rudeness to adults	One minus – reported to Head of Year, Class Teacher or Form Tutor. Depends on nature of incident but Head of Year, Class Teacher or Form Tutor to contact parents if necessary.
H. Bullying of other children	Reported to Deputy Head, Head of Middle School or Head of Pre-Prep School as appropriate and refer to bullying policy. Head of Year, Class teacher and Form tutor to be kept involved
I. Violent behaviour to others e.g. kicking, spitting, swearing, punching. This includes violence as retaliation.	Referred to Deputy Head, Head of Middle School or Head of Pre-Prep School as appropriate and further to Headmaster if necessary. Parents contacted.

PROGRESSION

In the event of continued poor behaviour or more severe indiscretions, other actions may be considered.

Performance Cards are used to encourage effort in the classroom in cases of repeated poor work, but they can also be used in situations of repeated unacceptable behaviour.

Performance Cards are not always designed to be seen as a punishment, more a way of rewarding improvement or meeting agreed targets.

If a pupil commits a very serious breach of the school rules or persistently exhibits behaviour which is unacceptable in the community, the Headmaster has the right to suspend or expel him or her. The latter extreme measure would normally only be done after consultation with the Chairman of Governors and parents and would be extremely rare. A full copy of our Expulsion and Removal Policy can be found in Appendix 3.j.

BEHAVIOUR AND DISCIPLINE IN THE PRE PREP AND EARLY YEARS

In the Pre Prep and Early Years pupils are introduced to the “Golden Rules” which are promoted by the staff and reinforced during circle time, class time and Assembly/Chapel time. These can be found in Appendix 3.d. These rules are closely linked to the system of Golden Time (Explained in more detail in the Pastoral Policy)

REWARDS, SANCTIONS AND RESPONSIBILITIES

Our system of rewards, sanctions and responsibilities in the Pre Prep closely mirrors that used in the Prep School and introduced in full in Year 1. However a number of adjustments are made to ensure rewards and sanctions remain age appropriate.

Rewards

- Rewards are given in the form of “plus 1’s”. If a child gains 10 “plus 1’s” in a week, they are awarded a merit badge by the Headmaster in Chapel. They may wear the badge for a week. “Plus 1’s” can be given for good behaviour, praise for an action and for academic work.
- In Year 1 and 2, the children are divided in to House Groups – Elm, Willow and Oak. Any “plus 1’s” that they gain in the week count towards their house score. A shield is awarded to the house with the most number of points at the end of each term. Weekly house meetings are held.
- Stickers are awarded in lessons.
- Verbal praise and recognition is given.

Sanctions

- Loss of Golden Time (according to Appendix F)
- If necessary, a child may be spoken to by the Head of the Pre Prep
- A child’s behaviour may be brought to the attention of their parents by the class teacher or the Head of the Pre Prep

Responsibilities

Pennthorpe believes that giving children a measure of responsibility helps to build social skills and promotes positive behaviour. Positions of responsibility in the Pre Prep include:

- School councillor – one in each class (Year 1 and above)
- Helper of the Day or week (Reception to Year 2)
- House Captain (a girl and a boy for each house is chosen from children in Year 2).