



Behaviour Policy

Aims and expectations

It is a primary aim of the school that every member of the school community feels valued and respected, and is treated fairly. Our values are built on mutual trust and respect for all. This 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, feeling happy, safe and secure.

The school has a number of rules, but our behaviour policy is not solely concerned with rule enforcement. 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.

The school expects every member of the school community to behave in a considerate way towards others.

Pupils are expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others;
- arrive on time to lessons;
- bring equipment appropriate for the lesson;
- follow reasonable instructions given by the teacher;
- behave in a reasonable and polite manner to all staff and pupils;
- show respect for the opinions and beliefs of others;
- complete all class work in the manner required;
- hand in homework at the time requested;
- show respect for the working environment; and
- follow the school rules.

Staff are expected to:

- arrive on time to their lessons;
- create a swift and purposeful start to the lesson;
- reinforce clear expectations of behaviour;
- deliver a suitably planned and structured lesson which reasonably meets all individual needs;

- deal with incidents of inappropriate behaviour by following the school's procedures; and
- promote and reinforce positive behaviour in the classroom.

Parents are expected to:

- work in partnership with staff to ensure good behaviour;
- inform staff of any concerns;
- respond to concerns raised by members of staff; and
- ensure pupils come to school correctly equipped and prepared to work .

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

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

Rewards and praise

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

We value courtesy, integrity, good manners and self-discipline, all of which are promoted through the individual tutorial programme.

Pupils are praised and rewarded in a variety of ways:

- Pupils are congratulated on achievements;
- House points and commendations are awarded for good work;
- Certificates are given when certain thresholds have been met.

All teachers are also expected to use additional positive rewards. These will be used frequently to reinforce a positive culture within the school. Suggestions include:

- verbal praise;
- acknowledging good behaviour by thanking pupils;
- stickers in books;
- postcard or email sent home;
- phone call home; and
- by valuing achievements publicly.

Planner

The term planner is used primarily by pupils to record homework tasks and important messages. It is also used by teachers to award house points and commendations. It is expected that both parents and form teachers should sign the planner each week. Each Monday morning form teachers record any house points or commendations for the week previous.

Dealing with misbehaviour

Informal Resolution

Instances of minor misbehaviour may be dealt with informally by the classroom teacher or, if the incident takes place outside lessons, the teacher who first becomes aware of it.

Such informal strategies include, for example, a discreet word, reiteration of expectations and a change of seating plan. In many cases, it will be appropriate issue a *non satis* (see below).

Correction should be given with calm courtesy and where possible, good humour. It is advisable to avoid public confrontation. Instructions should be clear and concise and a positive tone maintained where possible.

At times a teacher may wish to keep a pupil or number of pupils during break, lunch or after school in order to speak with them about some issue arising in class. This informal approach to minor issues, as an alternative to escalating them, is to be encouraged as a way of building a relationship with pupils and establishing the teacher's classroom culture. The recommendation for this is as follows;

- Break time 10 minutes
- Lunch time 15 minutes
- After school 15 minutes

Non satis or referrals (see below) should be issued at the same time.

Where informal strategies do not have the desired effect, or in the case of a more serious instance of misbehaviour, a number of formal strategies are available. These should be followed in order although they will not necessarily start at the lowest level.

Homework Demerits

If homework is judged to be late, incomplete or of poor quality without good reason, a homework demerit should be awarded via ISAMS. The pupil should then produce the missing or sub-standard homework for the teacher concerned. Should a pupil fail to produce the homework at the second time of asking a referral should be made to Pastoral Board. Any boy receiving five or more homework demerits will be issued a Friday evening detention from 4pm to 5pm.

Non Satis

A *non satis* is a way of communicating to boys that their conduct is in need of correction without the need for referral. They should be given for minor matters that on their own are trivial but grouped together over a number of days might be a cause for concern. These include but are not limited to;

- forgetting a work book or textbook;
- forgetting a planner;
- no equipment;
- late to class without good reason; and
- calling out.

If a pupil receives five *non satis* in a week he will be issued with a Friday detention.

Referral

A referral via ISAMS is required where a pupil has failed, in a serious way, to meet the standards of behaviour and conduct required by the school. These may include, but are not limited to;

- deliberately disrupting the lesson;
- failure to correct ones behaviour after the issuing of a *non satis*;
- insolence;
- dangerous behaviour; and
- any other serious cause for concern.

Upon receiving a referral the pastoral staff will follow up with both pupil and teacher before deciding upon a sanction.

School sanctions

Formal school sanctions such as detentions are set by the Pastoral Board meeting that takes place once a week. They are as follows;

Friday detention

Friday detentions are given by Heads of Section. Pupils will usually be placed on the Friday detention list for the following reasons:

- several *non satis* in a week;
- five lates to school;
- five homework demerits; and
- more serious isolated incidents referred to the pastoral staff.

Friday detentions can also be set at the discretion of the SMT and pastoral staff.

Friday detention is held from 4pm to 5pm. Failure to attend a Friday detention without good reason will automatically result in the issuing of a Saturday detention.

Saturday Detentions

Saturday Detention is given for serious offences or for persistent failure to meet the expectations of the school and may only be awarded by members of the SMT and Heads of Section. This is usually held from 8am to 9am each Saturday.

Headmaster's Detention

A Headmaster's Detention may be given at the discretion of The Headmaster or Deputy Headmaster in more serious cases. Headmaster's Detentions take place on Saturday mornings but are distinct from 'Saturday Detentions'. This is usually held from 8am to 9am each Saturday.

Inclusion

In certain cases it may be appropriate to 'include' a pupil for a day or more. In such cases pupils will be provided work as normal by their classroom teacher but will be required to spend time out of lessons with a member of the pastoral staff.

Exclusion

In very serious cases, or where misbehaviour is persistent and lesser sanctions have proved ineffective, a pupil may be excluded either permanently or for a fixed term. This must be sanctioned by the Headmaster. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion.

Disciplinary Points

Each sanction will carry with it a number of disciplinary points that are kept on record by the school. The accumulation of 12 or more disciplinary points within any 12-month period will usually result in permanent exclusion from the school. In the case of isolated incidents leading to points, the date of the offence, rather than the date on which a sanction was imposed, will be used. Where points have been received as a result of repeated behaviour which has taken place over a period of time, the date of the most recent instance will be used.

The disciplinary points tariffs are as follows;

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|----------------------------------|---|
| Friday detention | 0.5 |
| Saturday detention | 1 |
| Headmasters detention (Saturday) | 2 |
| Inclusion | 3 |
| Exclusion | 4 to 8, depending on the severity of the offence. |

It is important that all pupils are treated fairly and that, where appropriate, reasonable adjustments will be made for boys with special educational needs or disabilities, in accordance with the Equality Act 2010. This may mean leniency in the application of the points system or imposing a sanction at a lower level. These decisions will not be taken lightly though and will involve discussions with relevant senior staff such as the Headmaster, Deputy Headmaster and Assistant Headmaster.

Use of force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in The Use of Force to Control or Restrain Pupils (November 2007). Staff in our school do not hit, push or slap pupils. They only intervene physically to restrain a pupil to prevent injury to a pupil, if a pupil is in danger of hurting himself, where action is necessary in self-defence or because there is an imminent risk of injury or significant damage to property. The actions that we take are in line with government guidelines on the restraint of children. Any such incidences are recorded in the Incidents log book in the Head's office.

Corporal punishment is prohibited during any activity (whether or not within the school premises). This applies to all members of staff, including volunteers. 'Physical intervention' may only be used in exceptional circumstances as outlined above.

Role of the Headmaster

It is the responsibility of the Head, under the School Standards and Framework Act 1998, to implement the 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 Head to ensure the health, safety and welfare of all children in the school.

The Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head keeps a central record of all reported serious incidents of misbehaviour.

The Head has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may exclude a child (either temporarily or permanently). It is the policy of the school to notify governors whenever an exclusion is considered.

Role of governors

The PACT governing body has the responsibility of setting out these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head in adhering to these guidelines.

The Head has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.

Monitoring and review

The Head monitors the effectiveness of this policy on a regular basis, reporting to the governing body on the effectiveness of the policy and, if necessary, making recommendations for further improvements.

The school keeps a variety of records concerning incidents of continual misbehaviour.

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

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality and ensure that no child is treated unfairly because of race or ethnic background.

The PACT governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: R Teague

| This policy will be reviewed every 2 years | |
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