

## Behaviour Policy

**This policy applies to all pupils, including EYFS.**

Our aim is to educate our girls to become responsible members of the school community and the wider environment. We promote social responsibility, respect and tolerance, encouraging high standards of behaviour in all aspects of school life, including when representing the school on trips etc.

**This Behaviour Policy aims to help to;**

- Create a community in which each member is respected and encouraged to reach her full potential.
- Be a community in which the values of integrity, compassion, tolerance and justice are fostered.
- Provide a secure framework in which pupils can grow towards independence and self-discipline and take their place responsibly in society.
- Establish an ethos where girls set a good example to younger pupils.
- Encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it.
- Encourage the girls to lead a healthy lifestyle and have the confidence and skills to make good lifestyle choices.

**We promote positive behaviour through;**

- Modelling it as staff.
- Raising awareness of positive behaviour through all areas of school life e.g. tutor time, assemblies, lessons and extra-curricular activities.
- PSHCE time.
- Using positive praise.
- Appropriate rewards and sanctions.

All staff are expected to help promote good behaviour, to take responsibility for upholding high standards of behaviour in the School and to challenge girls whenever they do not follow the Behaviour Policy.

### **SEN Pupils**

This policy recognises its legal duties under the Equality Act 2010 in respect of SEN pupils. All staff are aware of pupils with SEN needs or disabilities through the SEN register or individual pupil plans.

Staff should seek advice from Head of Educational Support to work out the appropriate action. Sanctions should be tailored to an individual's needs, taking into account their disabilities. See Accessibility Policy for more detail.

### **General behaviour**

We believe that a pleasant environment is essential if we are to provide a good atmosphere for teaching and learning. Behaviour should be such that it demonstrates consideration for others; it should not cause annoyance or disturb other people.

Specifically:

- Any homophobic or racist language will be recorded and the appropriate sanctions issued.
- Chewing gum is not permitted.
- Food and drink should be consumed in the Dining Hall (or in fine weather on the tables just outside it) or the common room areas. In the Junior School food may be consumed at break times on the playgrounds or in supervised classrooms.

### **Arboretum Street**

Arboretum Street is a public road and students should not gather there during lunchtimes or within the school day. Girls should cross carefully and quickly only on the raised traffic hump area, paying due consideration to drivers.

### **Rewards and Sanctions**

To support high expectations of behaviour, rewards and sanctions will be issued.

### **Junior School**

#### **EYFS Rewards**

Positive rewards such as stickers, verbal praise and 'cubes in a jar' are used. Once the jar is full of cubes the children have a choice of rewards. A system for recognising the school values includes the use of 'WOW' walls, where outside and school achievements are celebrated. Certificates are used to promote the desired behaviours of our 'School Recipe'.

#### **EYFS Sanctions**

Sanctions for inappropriate behaviour will include the following:

- Reminders about good behaviour
- 'Talk time' to decipher the root of the behaviour which may escalate to 'think time' if required.
- Discussions with parents
- If necessary, setting targets for specific behaviour concerns

#### **Years 1-6 Rewards**

Positive written and verbal praise is given to the pupils at appropriate opportunities on an individual basis. House points are awarded for demonstrating the school's Recipe for Success, including:

- Completing academic work to a high standard relative to the student's ability.
- Consistently participating in classroom activities with enthusiasm.
- Performing good deeds around school / outstanding commitment to charitable events.
- Commitment to extra-curricular activities in school.

This list is not exhaustive and so house points will be issued at the discretion of individual members of staff. Recognition of following the School's Recipe for Success is also celebrated in a weekly whole school assembly where certificates are awarded to individual girls.

### **Issuing of House Points**

When a house point is awarded it is logged on individual house point cards and accumulated termly for house awards.

### **Individual Rewards**

Number of House Points	Award	Prizes
100	Bronze Award	Certificates and badges presented in a celebration assembly.
200	Silver Award	
300	Gold Award	
400	Platinum Award	

### Years 1-3 Sanctions

- Initially, individual girls will be reminded about expectations and what is good behaviour.
- If the behaviour persists, the class teacher will discuss the behaviour with the child giving them a clear positive target to work towards. If required, teachers will inform other members of staff, this enables all staff teaching a particular class to be aware of recent behaviour. This may be done in Phase meetings, staff briefing or communicated through CPOMS.
- If the behaviour continues, incidents may be logged on CPOMS and the pupil sent to see a Phase Leader or Deputy Head Teacher. The message that inappropriate behaviour has been displayed will be reinforced.
- The pupil will be made aware that parents will be informed at this stage and a meeting arranged with the class teacher/phase leader.
- Any further incidents of inappropriate behaviour will be referred to the Head of the Junior School and parents invited in to school to discuss the matter with the head.
- If appropriate, targets will be set such as using a behaviour chart or log.

### Year 4 – 6 Sanctions

Sanctions are to be issued for minor misdemeanours in school. Misdemeanours fall into seven categories.

1. Behaviour - inappropriate behaviour both in the classroom and around school.
2. Homework - not handing work in, not completing work, or not completing work to a satisfactory standard.
3. Late – prompt to lessons e.g. PE after lunch.
4. Uniform - infringing uniform regulations.
5. Equipment – forgetting books / equipment e.g. PE kit for lessons.
6. Equality - Use of racial slurs, homophobic terms or language that shows discrimination to any groups.
7. Other.

A sanction is a record of a misdemeanour. However, the most effective deterrent is in the immediacy of the punishment. Therefore, when issuing a sanction, please use it as an opportunity to make a record of the misdemeanour, along with the punishment given. Individual teachers should use the following structure as a guide:

- 1<sup>st</sup> sanction – verbal warning.
- 2<sup>nd</sup> sanction – record sanction.
- 3<sup>rd</sup> sanction – record sanction and contact parents.
- 4<sup>th</sup> sanction – remove 15 minutes of the students' time and inform parents either by telephone or e-mail.  
(If e-mailing, please CC in Junior SLT).
- 5<sup>th</sup> sanction –parental meeting.

This structure should be followed by each individual member of staff rather than as a cumulative approach. Ultimately, individual staff must act immediately to deal with poor behaviour.

### **Issuing of Sanctions**

When a sanction is issued, the member of staff will add a sanction on SIMS. On SIMS, go to the register, click on the student's name. Select 'Behaviour' from the list on the right hand side. Choose the correct category from the drop down box. E.g. No Homework, Uniform, Late, Behaviour or Other. Add details to the comments box below. E.g. Initials – Subject – Punishment / KMH – History – Verbal Warning. Please remember to add details of how you have dealt with the misdemeanour.

On the SIMS App, go to the register, select the student, swipe right, and select 'Behaviour'. Fill in the appropriate details as above and save. Please remember to add details of how you have dealt with the misdemeanour.

The Upper Phase Leader (Years 4-6) is responsible for monitoring the number of sanctions and ensuring consistency of this policy and the supervision of any lost pupil time.

### **More Serious Behaviours:**

- If the incident is a significant behavioural problem then the head teacher or deputy will be informed immediately and parents will be contacted straight away and appropriate steps taken and if required:
- Temporary exclusion or exclusion (see whole school (GDST) policy).

### **Year 7 – 11**

#### **Rewards**

Recognition of any praiseworthy action will be rewarded using a merit system. For example, actions range from:

- Completing academic work to a high standard relative to the student's ability.
- Consistently participating in classroom activities with enthusiasm.
- Performing good deeds around school / outstanding commitment to charitable events.
- Commitment to extra-curricular activities in school.

This list is not exhaustive and so merits will be issued at the discretion of individual members of staff.

### **Issuing of Merits**

When a merit is awarded, the member of staff will add a merit on SIMS. On SIMS, go to the register, right click on the student's name and select 'Add Achievement' and then 'Merit'. You may select Academic, Sport, Extra Curricular or Other.

On the SIMS App, go to the register, select the student, swipe right, select 'Achievement' and save.

### **Individual Rewards**

Number of Merits	Award	Prizes
30	Bronze Commendation	Certificates. Year 7 - Badges. Achievements board to recognise Head Teacher Award. Postcards. Half Termly Celebration Assembly. Hot chocolate and biscuits with Head for Head Teacher Award. Year 10 and 11 to be entered into a termly prize draw.
60	Silver Commendation	
100	Gold Commendation	
150	Head Teacher Award	

### Monitoring of Rewards

A report will be generated weekly to calculate how many rewards a student has gained. Tutors and Heads of Sections can use this information to recognise achievements or send postcards.

### Firefly

Students can see the number of merits received on the Dashboard of Firefly on their iPads.

### House Rewards

At the end of every half term, a house report will be generated to display the total number of merits per house. At the end of the year, the winning house will receive the Merit Trophy.

### Sanctions

Sanctions are to be issued for minor misdemeanours in school.

Misdemeanours fall into the following categories.

- Behaviour - inappropriate behaviour both in the classroom and around school.
- Homework - not handing work in, not completing work, or not completing work to a satisfactory standard.
- Late - being late to registration or lessons.
- Uniform - infringing uniform regulations.
- Equipment – forgetting books / equipment for lessons.
- Equality - Use of racial slurs, homophobic terms or language that shows discrimination to any groups.
- Other.

A sanction is a record of a misdemeanour. However, the most effective deterrent is in the immediacy of the punishment. Therefore, when issuing a sanction, please use it as an opportunity to make a record of the misdemeanour, along with the punishment given. Individual teachers should use the following structure as a guide:

- 1<sup>st</sup> sanction – verbal warning.
- 2<sup>nd</sup> sanction – remove 15 minutes of the students' time.
- 3<sup>rd</sup> sanction – remove 30 minutes of the students' time.
- 4<sup>th</sup> sanction – remove 30 minutes of the students' time and inform parents either by telephone or e-mail.  
(If e-mailing, please CC in tutor, Head of Section and Head of Department.)
- 5<sup>th</sup> sanction –parental meeting.

This structure should be followed by each individual member of staff rather than as a cumulative approach. E.g. one member of staff may give a verbal warning on the first offence, followed by

removing 15 minutes of time on the second offence. This may run in parallel to another member of staff's punishments.

**Ultimately, individual staff must act immediately to deal with poor behaviour.**

### **Issuing of Sanctions**

When a sanction is issued, the member of staff will add a sanction on SIMS. On SIMS, go to the register, click on the student's name. Select 'Behaviour' from the list on the right hand side. Choose the correct category from the drop down box. E.g. No Homework, Uniform, Late, Behaviour or Other. Add details to the comments box below. E.g. Initials – Subject – Punishment / KMH – History – Verbal Warning. **Please remember to add details of how you have dealt with the misdemeanour.**

On the SIMS App, go to the register, select the student, swipe right, and select 'Behaviour'. Fill in the appropriate details as above and save. **Please remember to add details of how you have dealt with the misdemeanour.**

### **Sixth Form**

#### **Rewards**

Sixth Form achievements can be recognised by praise postcards, praise emails, and hot chocolate and biscuits with the Head.

In addition, students can log their volunteering hours using VInspired, and are rewarded with certificates after a number of hours.

#### **Sanctions**

Sixth Form Tutors will follow the Late Assignments procedure when behind on work.

If students are late handing in work to their subject teachers, then the subject teacher will follow the late assignments procedure which means they can take all the student's free time until the work is completed up to the desired standard. The student simply works with the teacher or in the library in all of their free periods until the task is done.

Every term, if a student is late for registration five times without a good reason, they get a detention from their Form Tutor. After five times, they have a detention with the Head of Sixth for every time they are late. Each detention lasts for one of their non contact periods and they will be asked to bring work to complete.

Use of racial slurs, homophobic terms or language that shows discrimination to any groups.

Tutors will respond to incidents on an individual basis, in conjunction with the Head of Sixth Form.

#### **Monitoring of Sanctions**

For Years 7 - 11 a report will be generated of all of sanctions issued and sent to Form Tutors and Heads of Section once a week to show how many sanctions each student has received. Tutors should use 1:1s to open a dialogue with the student about their misdemeanours. For example, if all sanctions are received for a lack of organisation, the tutor should use the 1:1 to look at organisation strategies.

For Years 7-13, Heads of Section will intervene when necessary and will take action where appropriate. Heads of Section may intervene in the form of:

- Pastoral Support
- Mentoring
- Referral to Learning Support
- Sixth Form Buddying
- Supportive Friends
- Mediation
- Behaviour Report
- Parental Meeting
- Lunchtime detentions
- After school detention
- SLT detentions
- Confiscating iPad / mobile phone / jewellery
- Isolation from lessons
- Internal exclusion
- Fixed term exclusion

### **Firefly**

Students can see the number of sanctions received on the Dashboard of Firefly on their iPads.

### **Additional Sanctions**

Students may be put on report at the discretion of the Head of Section and the Senior Leadership Team.

For a serious breach of the school expectations, the Head of Section or the Senior Leadership Team will be involved without going through the sanctions procedure. This includes, drugs, alcohol, smoking, persistent bullying, violence, bringing the school into disrepute, inappropriate use of social media, swearing at a teacher, any form of racial slurs, homophobic terms or language that shows discrimination to any groups.

### **Use of Force to control or restrain pupils**

This section of the policy is based on guidance outlined in the [Department of Education Use of reasonable force Advice for head teachers, staff and governing bodies July 2013](#)

#### **Reasonable force is only necessary to prevent a pupil from:**

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school

#### **Reasonable use of force may be:**

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing or pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away

All teachers are empowered to restrain, however the use of restraint should always be a last resort.

Any incidents where use of force has been necessary must be reported to a member of the Senior Leadership Team as soon as is reasonably practical. Any incidents where force has been necessary must be logged in writing in the pupil file and communicated to parents as soon as is reasonably possible.

Staff must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

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

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

See ICT Acceptable Use Policy.

### **Related policies**

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- NGHS IT and iPad Agreement
- Drugs Policy
- Exclusions Policy
- Uniform Guidance
- Accessibility Policy
- ICT Acceptable Use Agreement

Policy last reviewed: February 2021

Next review: February 2022