

BEHAVIOUR POLICY

Roles and Responsibilities

- The Board of Governors and Senior Management Team (SMT) will establish, in consultation with the students and other staff, a policy for the promotion of desired behaviour and keep it under review. They will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. Staff should also be aware of, and have consideration for, any students with SEN/learning difficulties or disabilities.
- The Board of Governors, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and guardians will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Mission Statement

We believe that New Hall, a Catholic boarding and day school, enables pupils to meet confidently the challenges of the wider world.

Here pupils from many traditions are educated in an environment where academic excellence is achieved.

This is brought about in surroundings where relationships are based on the Gospel values of trust and respect.

PREPARATORY SCHOOL

At New Hall Preparatory School we recognise that everyone in our school family has rights and responsibilities to make our school a happy place:

- The right to be respected and the responsibility to respect others.
- The right to learn and the responsibility to help others to learn so that our God-given talents can be fully developed.
- The right to be safe and the responsibility to keep others safe because everyone in our school family is special.

As members of our school family all adults, children, parents and carers are expected to support fully the rights and responsibilities as laid out in this policy.

A right to respect

A right to learn

A right to safety

Rewarding Good Behaviour

At New Hall Preparatory School we encourage good behaviour by:

- Making our expectations clear
- Praising the children when they have behaved well
- Awarding stickers, stars, certificates linked to our house system and other classroom based incentives
- Rewarding good behaviour and work using our "Golden Book" (see Appendix 1)
- Our Lunchtime Superstars Award Scheme (see Appendix 2)

Intervention and Prevention Strategies

Whilst we aim always to reward positive behaviour, we acknowledge that there will be times when we have to deal with behaviour which is unacceptable. As a school we use a combination of intervention strategies to prevent unacceptable behaviour (see Appendix 3). Staff should always remind children of their rights and responsibilities.

The list is not exhaustive and should be used as a guideline only.

Bullying and Racism

Bullying and Racism will not be tolerated in our school. (*See Anti-Bullying Policy and Preparatory School Code of Conduct*)

Behaviour Consequences

Level	Examples of Behaviour	Consequences
1	<ul style="list-style-type: none"> Calling out Interrupting Ignoring instructions Silly noises Pushing in line Talking in assembly Running in the corridor 	<ul style="list-style-type: none"> Rule reminder Warning if continues, move to next level
2	<p>Repeat occurrence of above</p> <ul style="list-style-type: none"> Not working Being disruptive Cheeky Silly name calling Threatening gestures Taunting/teasing/winding others up Rough play 	<ul style="list-style-type: none"> Warning and choice Apology At playtime walk around with member of staff or stand by the wall
3	<p>Repeat occurrence of above/not making the right choice when on amber</p> <ul style="list-style-type: none"> Throwing small objects Harming someone Damage to property Swearing Verbal abuse to staff/children 	<ul style="list-style-type: none"> Sent to Head of Key Stage or Deputy Head if not available, complete time out sheet Parents informed verbally by class teacher Loss of playtime (supervised in the library)
4	<p>Repeat occurrence of above</p> <ul style="list-style-type: none"> Fighting/biting Throwing dangerous objects Serious verbal abuse to staff/children Refusal to do as asked and defiance Serious damage to property 	<ul style="list-style-type: none"> Sent to Deputy Head and Head notified Meeting with parents Internal exclusion Pastoral support plan put in place/report card issued
5	<p>Repeat occurrence of above</p> <ul style="list-style-type: none"> Extremely dangerous/violent behaviour Running out of school Stealing Serious physical abuse to staff/children 	<ul style="list-style-type: none"> Head/Deputy Head called via another child Meeting with parents Fixed term exclusion Required removal

Under no circumstances does any member of staff use corporal punishment.

A Code of Conduct, outlining our Behaviour Policy in child friendly language, is given to all pupils, parents and staff annually. (Please see Appendix 4)

APPENDIX 1

Golden Book

Each class has their own "Golden Book". Up to 4 children per class can be put in the Golden Book each week.

Children can go in the Golden Book for completing outstanding work, for excellent behaviour or for acts of outstanding kindness and generosity.

The teacher fills in the name of the child in the book and records why they are in it. The Golden Book is then given to the School Office on a Thursday. The overall list is typed up and children's names will be displayed in the newsletter.

Children's names are read out in the Friday assembly. They stand up and receive applause from the rest of the school and a golden sticker from the Headteacher. They also receive two stamps/stickers in the appropriate Bronze, Silver or Gold Award Book.

APPENDIX 2

Lunchtime Superstars Award Scheme

The school has a set of 'Lunchtime Superstar Stickers'. They are presented to deserving children during the lunch hour by the Midday Assistants (MDA).

- Each classroom has a lunchtime superstar sticker chart and at the end of lunchtime the pupil places the sticker on the appropriate house section.
- Once a week one of the MDAs tallies the number of stickers for each house from the individual classroom charts.
- At the end of each term a Lunchtime Superstars Trophy is awarded to the house receiving the most stars within that term.

In order to achieve consistency when awarding the stickers, the following examples of good behaviour have been highlighted and are regularly discussed with the MDAs.

- **Politeness** - e.g. holding doors open for others without being asked, regularly saying 'please' and 'thank you';
- **Helping** - e.g. for those children who offer to run errands or do small jobs instead of carrying on with their games;
- **Friendly Behaviour** - e.g. looking after new children to the school, telling an adult if their friend is having some difficulty with others or simply playing nicely in a group;

- **Including Others** - e.g. allowing others to join in their games, especially those who don't normally play together or those who rarely play with anyone;
- **Following Rules** - consistently following dining room rules and procedures without a reminder, especially keeping their voice down and not running in the dining room
- **Improvement in Behaviour** - e.g. for those children who may not be the ideal examples of good lunchtime behaviour but who have obviously made an effort to follow rules, instructions and take into account the rights of others

This initiative was designed to recognise and reward those children who always show good lunchtime behaviour; offer an incentive to those who need one and provide a useful management tool to all MDAs, while increasing their prestige in the eyes of the children.

APPENDIX 3

Intervention and Prevention Strategies

- Win/win choice - "thinking" spot, table points
- Get attention before speaking (use actions)
- "Give me 5" - ears listening, lips still, mind awake, eyes looking, hands still
- Counting backwards - setting time limits
- Acknowledge good behaviour
- "The look"
- Jar with corks (helps team spirit, full jar = treat)
- Preventative measures e.g. activity to do when the children come in, it gives them 5 minutes to calm down
- Stickers
- Invading space
- Stop/think/do

SENIOR SCHOOL

Introduction

This Behaviour Policy is summarised as a Code of Conduct booklet which is issued to staff, parents and students at the beginning of each academic year. It is developed and amended in consultation with students through the Student Council and staff through the Pastoral Leaders' Group.

The Governors and staff believe that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. We seek to create an inclusive caring, learning environment in the school by:

- promoting desired behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and guardians to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve

Promoting good student behaviour

- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students will remember what is asked of them
- Rules are consistent, fair, and will be kept
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter of commendation, parents' evening, or informally via a note in the student's journal or telephone call)
- When students have worked hard to support others, in or out of school, they will be commended – for example in year group assemblies

Rewards

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour.

- Good behaviour should be consistently rewarded
- Staff will praise a student/class immediately upon their good behaviour and say why they are pleased
- Staff will regularly inform each other and the student's parents of praiseworthy actions
- Staff may give privileges to students who behave consistently well, and to those who have made a special effort to do so
- All staff will use the house points system

Unacceptable behaviour

- Sanctions are needed to respond to undesirable behaviour.
- Under no circumstances does any member of staff use corporal punishment.
- A range of sanctions is clearly defined in the Code of Conduct and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.
- Students will always be given a chance to consider their behaviour.
- They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation.

Detention may be used as a sanction in appropriate circumstances. A member of staff using detention as a punishment should consider the following points:

- the punishment should be proportionate to the student's misbehaviour
- the detention should be reasonable in all circumstances. It would not be reasonable for a student to miss lunch or transport arrangements
- parents should be given at least 24 hours' notice in writing and the reason for the detention, as well as the length and date on which it is to occur. A standard letter is available on the K:drive or from the School Secretary. Staff may wish to use this and should use a method of delivery, which as far as possible, ensures arrival. 'Student post' may not be reliable
- it is prudent to allow two days between notification and carrying out the detention. This allows parents to make representations about the detention if they wish, but does not give them the right to refuse the sanction
- very careful consideration must be given to whole class detentions. In most cases there will be innocent students in the class and by that fact the sanction would be inappropriate
- consideration must be given to the student's circumstances: age, any special educational needs, any religious considerations, travel problems
- retention of a class for 5 or 10 minutes after a lesson without prior notification should be avoided, particularly if it would disrupt travel arrangements

See separate Code of Conduct booklet which is issued to all students, parents and staff annually. See also the Anti-Bullying Policy and Anti-Cyberbullying Policy. All of these documents are also available on the school website.