

Code of Behaviour Philosophy

The aim of our Behaviour Policy is to create an environment where pupils may work purposefully, feel secure, happy and confident and where relationships between Staff and pupils and between the pupils themselves are based on mutual respect and tolerance. The Code of Behaviour is promoted around the school with the clear display of the 4 Rs, through the PSHE Scheme of Work and in the Anti Bullying Policy.

1. Positive Behaviour Management

If we are to achieve the above aims we believe that everyone in our community must be encouraged to work together positively to achieve them. We are committed to developing a positive climate which places learning as the number one priority and realizes that we do need to teach good behaviour and respect for one another. This includes having regard to our Anti-Bullying Policy.

We believe that a strong ethos of achievement and good behaviour comes from us all working together within a clear framework. Every member of Staff has a responsibility to uphold the procedures outlined in this policy.

The 4 Rs provides the framework underpinning our behavioural approach

2. Rights Responsibilities Rules Routines

The 4Rs framework helps:

- pupils make better choices
- keep the focus on learning
- give a sense of fairness to both praise and correction
- pupils take responsibility for their own behaviour and learning
- create a consistent and predictable framework
- adults to share a common theme and common language
- pupils know where they stand
- pupils feel safe
- support our Anti-Bullying Policy

Rights

All members of the School have the following rights:

- to come to School free from fear of bullying (physical violence, threats, intimidation, name-calling - especially racist and sexist name-calling, ridicule, unkindness);
- to be treated with fairness, courtesy and politeness;
- to be listened to and taken seriously;
- to operate within a calm atmosphere.
- Teachers and Classroom Assistants have the following rights (in relation to pupils):
- to have all reasonable instructions obeyed without question;
- to be told the truth (for example, when investigating incidents of unacceptable behaviour)
- to expect that work set will be done and handed in on time.
- Pupils have the following rights (in relation to teachers):

- to be taught and set work which is appropriate to their ability and as challenging and interesting as possible;
- to have their work marked and assessed frequently and to be offered constructive criticism and, whenever possible, the chance to discuss it;

Responsibilities

All members of the School have the following responsibilities:

- to treat other members of the School with fairness, courtesy and politeness;
- to listen to others sympathetically;
- not to lie or deliberately mislead;
- to assist in the maintenance of a calm atmosphere;
- to ensure that no bullying incident is ignored.
- Teachers (and, where appropriate, classroom assistants) have the following responsibilities (in relation to pupils):
 - to plan lessons in which pupils are taught and set work which is appropriate for them and as interesting and challenging as possible;
 - to provide (as far as possible within the constraints of the budget) appropriate books, equipment and facilities of good quality;
 - to begin and end lessons punctually;
 - to manage their lessons so that pupils are not prevented from working by poor organisation, bad behaviour or unnecessary noise;
 - to mark and assess pupils' work frequently, offering them constructive criticism and, whenever possible, opportunities for discussing it;
 - to promote the School's behaviour policy at all times, not just in their own lessons.

Pupils have the following responsibilities (in relation to teachers):

- to arrive at lessons punctually with the right books and equipment, and to leave promptly when asked to do so;
- to obey all instructions without question or answering back (if a pupil genuinely believes an instruction is unreasonable, s/he should obey it anyway. Later, s/he should discuss the matter with the teacher who gave the instruction or with another teacher, and then, if necessary, with the Year Co-ordinator or Headmaster);
- to complete the work set and hand it in on time (if a pupil has genuine problems about completing a piece of work, s/he should discuss this with the teacher as soon as possible - not wait until it is due to be handed in);
- to behave in and around the School in such a way as to maintain the calm atmosphere and to ensure the safety of others. This means, for example, not running or shouting indoors.

The 4Rs are displayed around the school and in classrooms and are discussed in a PSHE lesson with all children at the start of each academic year and wherever deemed necessary are refreshed.

1.2 School Rules

- I will respect other people and their property

- I will do as I am told by all members of staff
- I will be well-mannered and helpful at all times
- I will always work hard and try to do my best
- I will not hurt other people

These rules support the school's Anti-Bullying Policy.

1.3 School House System

The four houses into which children are placed, namely Greeks, Normans, Romans and Trojans and their names date back to the 19th century. It is likely the School started with just Greeks and Romans, but later added Trojans and, anachronistically, Normans. Each house has a colour (Greeks = Green, Romans = Red, Normans = Blue and Trojans = Yellow) and a flag and insignia are currently being researched for each house. Traditionally, pupils were placed in the same houses as other family members, a practice we still try to adhere to where possible.

Since 1998, a system of positive reinforcement in the school (The School merit system) has been linked to the four houses and is a key part of the points accumulation that underpins the house competition. When 20 points are collected by a pupil, a merit card is presented in assembly. On the completion of 100 merits, the pupil is then awarded with an Honours card. Each time a card is achieved by a pupil, house points are allocated to their respective house.

Each house has a Boy and Girl Head of House whose role is to encourage their house members and to organise any house functions or activities (Sports day being the most important single occasion). Staff members are also allocated to a house and further support the system.

Apart from sports day, swimming sports, cross-country championships, tennis championships and other tournaments (football, sevens, hockey, netball can be used to further foster the house spirit and house competition. Chess is the single most regular non-sporting activity that has been tied into the house competition. The Bronze, Silver and Gold Award scheme is also acknowledged by the award of points for the house competition.

The House Structure gives the children a sense of belonging, of being in a team and provides a collective group for internal competitions. It provides a source of leadership training and the opportunity for children to participate in many different ways for a single goal. The school is constantly looking at further ways of increasing the role of the Houses in other areas of school life.

1.4 Major School Offences

While the day-to-day discipline in the School is vested in the 2nd Master, major offences are, either before or after investigation, referred to the Headmaster.

Serious offences include:

Theft

Assault

Consumption of tobacco, alcohol or drugs

Serious Bullying

The breaking of bounds

These are dealt with procedurally, according to the seriousness of the situation. In such instances, it is normal for advocacy to be provided (usually the pupil's tutor / form teacher or housemaster / mistress,

but by any other teacher or outside advocate chosen by the pupil. It is normal, also, for parents or guardians to be notified as soon as the Headmaster is in full possession of the facts and it is clear that there is a case to answer that they may result in a significant punishment (gating, short / long term suspension, expulsion)

In any discussion of this nature, full notes will be taken of any meeting, pupils will be allowed to have proper representation and, if necessary, recourse to appeal, which can be by a body including at least one member of the governing body. In all instances, the School's duty is twofold: First, to safeguard the well-being and best interests of other pupils; and, second, to ensure that the pupil is dealt with fairly and equitably

The School philosophy of behaviour acknowledges our responsibility as a school not to over-react in giving punishment, that we acknowledge that children make mistakes and are encouraged to learn from these mistakes; and that we believe that there must be an educational component to any punishment given.

Exceptions are:

Where the School can no longer safeguard the safety of a pupil (such as a pupil who is set on self-harm or running away from the school)

Where the happiness, safety, health and / or well-being of other pupils is affected or

Where the relationship of trust between the School (including its pupils) and the offender has deteriorated to the degree that the possessions of others and the rules of the School are not respected.

1.5 Rewards & Sanctions

Rewards:

Premise:

The merit system is a system of positive reinforcement of good work, effort, attitudes and behaviour. It is positive in function and is not connected to the school consequence system which operates separately.

System: All pupils have their own merit sheet in their planners. There is space for 100 merit points in total. Each point is dated and signed for by the teacher with the subject or reason, eg 'good work,' 'good effort' 'good manners' 'helpfulness'. The record cards are regularly checked by form teachers to see if they are being used properly.

Award of Cards: On the receipt of 20 points, the pupil is awarded a merit card. These cards are given out in assembly. On the receipt of five merit cards (an event which should rarely occur before the third term) an honours card is awarded. These should be difficult to achieve and perhaps a third of all children should achieve this total by the end of the year. Their points roll over from term to term. The Headmaster will pass a list of those getting cards to the member of staff in charge of house points so that house points are accumulated. Each card is worth 20 house points, with honours cards worth an extra 20 points.

Consistency and Equity: It is crucial that a measure of consistency is achieved in the use of this system. Teachers over-using or under-using the system will make it unfair. It is suggested, therefore, that each teacher should average between 25 and 40 points a week. This will not always happen, but if it can be set as a 'desired average' it would be useful. Merits should be given out singly except for a major piece of work or achievement, such as "saving a teacher from drowning ". Reasons for giving merits include:

improvement, anything embodying the concept of 'personal best'; achievement; exemplary and commendable behaviour; unsolicited help with tasks.

Checkpoints: Form teachers and Tutors must monitor the system carefully to check that the system is being implemented fairly and consistently. If it is not, the Headmaster's attention will be drawn to the matter.

Sanctions:

Philosophy: The main purpose of the school consequence system is to correct and improve behaviour, ie it is essentially educational, not punitive in nature. The system should not be used in isolation; indeed, the best means of solving problems should be through teachers working with the pupils themselves or through form teachers. It is important that the consequences system, therefore, is not used as the first mechanism, but the last, ie it should not be seen as a way for teachers to pass on management and control problems they should deal with themselves in the first instance. The term consequence is used to establish the link between the child's action and the reaction that can ensue if the behaviour is not deemed appropriate.

The Second Master has overall responsibility for the disciplinary system but will receive communication regularly from the Head of Pastoral Care so that special circumstances regarding any individual child are handled sensitively and in a supportive manner.

The School consequences will take three main forms:

Consequences: (otherwise known as strikes – as in '3 strikes and out'). These are for minor infringements and act as a warning regarding a trend in a child's behaviour which may be developing. A list of these types of infringements will be issued to all staff members and may be amended from time to time. When any child accumulates three 'strikes' (in a reasonably short period), a detention is issued. For instances of bullying which have been identified under the Anti-Bullying Policy guidelines, a strike is not an appropriate sanction.

Repeats: If teachers are unhappy with the standard of work or work not being completed, then they can ask for a repeat. This requires the child to repeat or complete the work during a supervised session.

Detentions: These are issued for more serious offences as well as an accumulation of three minor offences. Staff must be able to give valid reasons for each child for whom a detention is issued, so detentions 'en masse' are not encouraged or supported by the school.

The Detention will take place on the first Monday following its issue and will be supervised by a senior manager.

When the well being of any child is at risk, parents may be asked to give their child some time out at home. A parent interview with the Headmaster, or in his absence a member of the Senior Management Team, will take place before the child goes home to ensure that the parent understands and supports this action. School work will be set for this period so that academic issues are not affected and the time out would only be for a very short period, usually no more than a day or two.

Please see the Anti Bullying Policy (16.4) for details of the approach to be taken by staff in instances of bullying.

In cases of serious physical bullying, full suspension may occur.