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# **BEHAVIOUR MANAGEMENT POLICY**

## **Part 1 EDUCATING FOR CHARACTER**

## **Part 2 BEHAVIOURAL MANAGEMENT**

This policy applies to all areas of the school, including Early Years Foundation Stage.

*“The characters and the lives of men determine the peace, prosperity and life of nations.”*

*Mary Baker Eddy – My 277: 14-15*

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# INTRODUCTION

## Life skills for 21<sup>st</sup> century

Our Character Education programme is designed to promote a structured programme to the teaching and understanding of values in today's world. The programme provides the foundation for our behaviour management policy and procedures and develops a common language within the community for dealing with behavioural issues. Students are able to see the relevance of right thinking and acting when there is a link made between values and the consequences of behaviour attitudes. Moral reasoning begins when the individual is equipped with the language needed and the training in taking responsibility for his/her actions.

Values teaching must be relevant to the students' lives and experience if it is to become meaningful. The core values of the programme have been drawn up and agreed upon by our community as ones which we believe are essential for the well-being and success of our community. These core values need to be continually reassessed to ensure that they are up-to-date and providing the 'tools' for right decision-making.

Programmes are drawn from the values education programme and are structured around the students' own experience. Real-life issues form the basis for discussion and thereby provide the life skills which allow for right choices. Strengthening character is essential in managing behaviour and enables individuals to see that they are in control of their own experience.

The values taught in our programme provide the foundation for independent learning. Taking responsibility for their own learning and experience is an essential life-skill for 21<sup>st</sup> century students to enable them to successfully and safely navigate their way through the complexities of the technological information-based society and to prepare for life-time learning. In today's society the values taught need to be seen from a global perspective.

### Key elements of the programme

- Positive approach to the managing of behaviour
- Language-based programme for teaching values
- Foundations laid for moral reasoning
- Emphasis on personal responsibility
- Core values and teaching drawn from students' own experience
- Programme continually relevant to students' experience
- Preparing students for independent learning
- Globalisation of values

## **1.0 EDUCATING FOR CHARACTER**

### **1.01 POLICY STATEMENT**

Character Education is at the heart of the educational programme at Claremont. Educating the whole person necessarily involves every aspect of the individual- the intellectual, the creative, the social, the moral, the physical and the spiritual. The ethos of a school is determined by what it prioritises. At Claremont we place values education at the centre of the educational process, thus creating a foundation for developing the God-given potential of our pupils. Growth in right thinking and acting opens the way to a more truthful and expansive way of looking at oneself and others, thus providing a new perspective on perceived limitations and capabilities.

Our educational programme is structured to make the learning process relevant to the needs of the 21<sup>st</sup> century and therefore a new set of basic 'tools' are developed in the children to allow them to take charge of their own learning. From the start of their school programme at Claremont students are trained in the skills of independent learning to equip them for lifetime learning.

We focus specifically on a developed set of Character Quality Teaching Points for our community and recognise that developing these qualities requires an intentional and comprehensive educational approach. Developing and strengthening these core values in each individual is a process which relies on genuine and close relationships within the community. The strength of these relationships provides the foundation for developing good character within the context of real life issues. We utilise teachable moments to continuously model, discuss and reflect on the school's core values. We encourage all members of our community to act as good role models in living harmoniously with the community and the natural world.

### **1.02 PSHE PROGRAMME**

Our PSHE Programme includes four main areas:

- A. Values awareness
- B. Character education
- C. Citizenship education
- D. Moral education

A. VALUES AWARENESS: to help us determine, recognise and achieve our values in life.

eg

Knowing oneself- feelings, beliefs and priorities

Self-esteem

Personal health

RIDE programme in Drug Abuse prevention  
Sex education-relationships and feelings  
Recognition of influence, pressures and sources of help  
Parenting  
Loss and bereavement  
Time/stress management

Skills

Goal-setting ability  
Thinking skills  
Decision-making skills  
Communication skills  
Social skills  
Conflict resolution

B. CHARACTER EDUCATION: to teach traditional values which we believe are essential in achieving a personally satisfying and socially constructive life. Our community has drawn up a set of core values which we believe are fundamental to the harmony and success of the School, our families and our staff. This set of values provides a two-year cycle of character qualities. Each month a new quality is focused on throughout the school community in assemblies, discussion groups, in family talks at home and in classroom lessons. Each quality is broken down into specific focus points for individual development, to emphasise the fact that values need to be practised and worked within our everyday lives.

See appendix for complete list 1.02 B

C. CITIZENSHIP EDUCATION: to teach civic values

eg.

Knowledge – understanding history, democratic system, significance of media in society  
Appreciation – heritage, rights and responsibilities, cultural diversity  
Financial literacy  
Careers  
Politics and the law  
Community awareness  
Critical thinking skills  
Communication skills  
Cooperation skills  
Conflict resolution skills

D. MORAL EDUCATION: to teach young people the knowledge, attitudes, beliefs, skills and behaviours to be good, kind and fair individuals.

eg.

Moral knowledge – understanding moral tradition, justice, fairness, ethics  
Moral reasoning – higher level reasoning, reversing roles, consequences  
Compassion and altruism

Moral tendencies – conscience, loving the good, self-control, humility, moral habits

Issues of ethics

Global understanding

### **1.03 PRACTICAL APPLICATION OF TEACHING CHARACTER**

Student government, community service, leadership and adventure education, mentoring programme

- A. A Student Council is established to involve the pupils in the organisation and success of the School. The Council comprises elected representatives from the Upper Juniors and Senior Department of the School. Issues which are of importance to the pupil body are discussed and action taken in consultation with staff and senior management. The student Councils meet regularly.
- B. A programme of Community Service operates throughout the School and pupils are encouraged to become involved in a wide variety of fundraising and charity events. Sixth Form students are required to become involved in community work as part of their Sixth Form programme.
- C. Leadership and Adventure education is available for pupils from Year 5 through to the Sixth Form. Leadership opportunities are available throughout the School in the form of form representatives, house captains, team captains, senior prefects and Head Boy and Head Girl roles. Friday assembly time in the Senior School is an assembly entirely run by the senior prefects. The content of the assembly continues the theme of the character quality of the month but from the students' perspective.
- D. A system of student mentoring operates in the Senior School in which Year 11 pupils are selected to act as mentors for Year 7 and Year 8 pupils. These pupils have specific training for these duties and are available to assist tutors and to provide a 'listening ear' for the younger pupils.

### **1.04 PLANNING FOR CHARACTER EDUCATION IN THE CURRICULUM**

Opportunities for developing right habits of thinking in the pupils are built into the curriculum and should feature in short and long term planning.

See Appendix 1.04 PHSE and cross curricular planning.

Opportunities for character training and reinforcing values are actively sought in all areas of the educational programme.

See Appendix 1.04 Suggestions for encouraging an awareness of values in the curriculum

### **1.05 SPACE ON THE CURRICULUM FOR DAILY CONTACT TIME**

Tutor Group time is scheduled on the daily time-table. One tutor time slot is extended to allow for PSHE work.

In the junior years specific time is set aside for circle time where issues affecting individuals and the group are openly discussed and support given.

## **1.06 HOLDING STUDENTS ACCOUNTABLE FOR INAPPROPRIATE BEHAVIOUR**

We aim to foster a caring and supportive environment for all and we recognise that at times pupils can make poor choices and bad decisions in the process of their development. It is essential however that all pupils are held accountable to a set of rules and a quality of behaviour. Therefore, when a pupil at Claremont, breaks a rule or fails to meet the standards of respectful behaviour, he or she will be confronted immediately and dealt with justly, directly and according to the School's Discipline Codes as set down in the Handbooks. In any disciplinary situation, the School will strive to respond with consistency.

Above all else, when disciplinary situations occur, our school culture demands that the pupils in question respond with full co-operation and honesty. Anything less will escalate the seriousness of the situation. When appearing before the Head, the pupil or pupils are required to provide a full report of the incident in question, including the names of all individuals involved. Failure to co-operate with fact-finding investigations will result in a higher level response than would have otherwise been the case. Such a scenario includes separation from the School.

See Discipline Codes.

## **1.07 REWARDS AND ACKNOWLEDGEMENT**

Positive behaviour and excellent achievement is acknowledged and rewarded in all areas of the School. In assemblies, in Tutor periods and in general classroom practice, staff are encouraged to use a positive approach to pupil behaviour.

See Awards and Prizes – Junior School Section, Senior School Section

## **1.08 PUPIL PROFILING AND ASSESSMENT**

The School's pupil profiling and assessment reflects the importance we place on the development of character.

Sections of each child's annual report should indicate progress on the development of qualities.

Through the Upper Juniors and the Senior School, character growth and individual involvement in the community are recorded in pupils' Record of Achievement.

## **1.09 CHARACTER EDUCATION AS A WHOLE COMMUNITY COMMITMENT**

It is important that the whole community is committed to supporting the character programme and all school departments are encouraged to use the character qualities. This allows for total school involvement in the programme and reinforces the vital importance of modelling values throughout the organisation, in order for the programme to be effective and relevant to the students.

The programme of monthly character qualities is shared with the parent community for reinforcement in the home.

All members of the governing body of the school receive the monthly character quality.

## **APPENDIX**

### 1.02 B Character Quality Teaching Points

#### ***Respect for Self***

Self Worth

Self Control

Health

Self Confidence

Mental Poise

Striving for Excellence

- I value myself and my ideas – I don't put myself down
- I don't give up when challenges come
- I am pleasant and polite
- I don't complain over disappointments
- I think before I speak and act
- I use my time wisely
- I eat healthy food
- I respect my body and treat it well
- Personal hygiene is important to me
- I find ways to keep calm in difficult situations
- I don't react when I am hurt and angry
- I am not influenced negatively by my peers
- I demand high standards from myself
- I don't accept harassment from others

#### ***Responsibility***

Reliability

Obedience

Accountability

- I follow through if someone asks me to help or do a job
- I come prepared for my lessons and activities
- I keep to deadlines
- I look after my possessions
- I keep my commitments to clubs and activities
- I always keep my word
- I follow rules at home, school and in the community
- I can be trusted
- I take responsibility for my actions
- I admit my mistakes without making excuses
- I try to learn from my mistakes
- I think about the impact of my words and actions
- I fulfil the responsibilities which I have been given

## ***Industry***

Efficiency  
Thoroughness  
Accuracy  
Focus & Concentration  
Initiative  
Motivation  
Punctuality

- I work in an efficient manner and am well organised
- I use my time wisely
- I set goals and stay focused in order to meet them
- I get things done
- I am thorough in what I do
- I avoid distraction in order to accomplish the task
- I ask for help when I need it
- I do what is needed without being reminded
- I try to think of original solutions to problems
- I check that my work is accurate
- I meet deadlines
- I seek to develop the talents I have been given

## ***Peace***

Harmony  
Forgiveness  
Peacemaking  
Serenity

- I use peaceful language and look for peaceful solutions to problems
- I try to include everyone
- I try not to be bossy
- I speak gently and respectfully
- I understand and appreciate that we are all different
- I am forgiving of others and of myself
- I am willing to be forgiven by others
- I don't insist on my own way but am willing to listen to others' points of view
- I don't make fun of others
- I am nice to others even if they are not nice to me
- I look for ways to be a peacemaker

## **Love**

Caring  
Kindness  
Sincerity  
Friendship

- I am sincere in my dealings with others
- I am inclusive rather than exclusive
- I try to be a good listener
- I share my time, ideas and feelings
- I appreciate the good in others and share compliments
- I am happy for others when good things happen to them
- I think and care about the feelings of others
- I give my friends their personal space when they need it
- I am considerate and gentle in my thoughts, words and actions
- I show concern for others and try to be supportive
- I look for ways to express kindness to others
- I am forgiving instead of holding a grudge

## **Wisdom**

Maturity  
Knowledge  
Judgement  
Detachment  
Understanding  
Logical Reasoning

- I base my judgements on fact not rumour or gossip
- I value learning because of what it enables me to do
- I am aware of my feelings but do not let them control me
- I am learning to respond rather than to react
- I try to see the whole picture before making a judgement
- I try to see other people's points of view
- I concentrate and pay attention so that I can think clearly
- I use logical reasoning to guide my decisions

## **Co-operation**

*Team Work*  
*Team Building*  
*Leadership*  
Relationships  
Participation  
Readiness to Compromise

- I willingly follow directions given by a group leader
- I do my fair share when working with others

- I take turns in a group
- I share my ideas when working in a group
- I am able to work effectively as a team leader
- I am happy to let others lead
- I co-operate willingly and peacefully in a group or on a team
- I listen to and appreciate the ideas of others
- I am agreeable and able to make appropriate compromises

### ***Patience***

Empathy

Resilience

Calmness

Perseverance

- I don't give up, but keep trying even when it is difficult
- I work hard in order to see progress or meet a goal
- I do things carefully, one step at a time, instead of rushing
- I am able to handle delays without complaining
- I wait calmly for my turn to speak, instead of interrupting
- I try to keep my composure instead of becoming frustrated
- I speak kindly and calmly with others
- I try to empathize with others' feelings and circumstances
- I am flexible and accommodating with others

### **Freedom**

Vision

Equality

Fairness

Social Justice

- I treat all people fairly, regardless of their differences
- I stand up for my rights and the rights of others
- I understand and honour the laws of my community and country
- I take responsibility for my mistakes and make amends
- I do not take part in any form of gossip or spreading rumours
- I do not prejudge others according to their looks or abilities
- I investigate the truth instead of relying on what others say
- I am accepting of others' beliefs and their right to follow them
- I do what I can so that tomorrow can be better than today
- I value each person and support equal opportunities

## **Respect for Others**

Acceptance & Tolerance

Appreciation

Courtesy & Politeness

Listening to Others

Respectful Language

- I accept others for who they are and try to see what is good
- I appreciate the ideas and differences of others
- I return the things that I borrow in good condition
- I am respectful of the property of others
- I am courteous and polite in my actions with others
- I treat others the way that I would like to be treated
- I listen actively to others
- I show others that I value and respect them
- My conversation is kind and constructive
- I don't use inappropriate language

## **Honesty**

Integrity

Truth

Trustworthiness

Ethical Standards

- I am genuine by being truthful about who I am
- I am honest in my speech and actions
- I tell the truth kindly, with consideration for other's feelings
- I own up to mistakes or the truth, even in difficult situations
- I avoid exaggeration and lies of all sizes
- I don't take anything that isn't mine without asking first
- I do the right thing with others and when no one is watching
- I do not spread rumours or gossip
- I keep my word and promises by doing what I say I will do
- I care about the rights of others and treat them fairly
- I stand up for and live by high moral standards

## **Compassion**

Generosity

Community Service

Gentleness

- I try to be aware of the needs of others so I can support them
- I try to imagine and understand the feelings of others
- I concentrate on the good in others instead of judging harshly
- I am generous and unselfish in my giving of service to others
- I forgive others when they make mistakes

- I look for ways to be helpful instead of waiting to be asked
- I find ways to volunteer in my community and world
- I am gentle with my words and actions
- I notice if someone looks left out and then try to include them

### **Joy**

Humour

Enthusiasm

Spontaneity

- I feel a joyful sense of wonder about the world
- I am usually cheerful in my interactions and activities
- I do things eagerly and wholeheartedly
- I am able to laugh at myself, instead of being overly sensitive
- I find ways to include a sense of humour in each day
- I enjoy joking and having good fun, but do not tease others
- I use humour that is appropriate, not sarcasm or put-downs
- I can appreciate the twists and turns that come about in life

### **Creativity**

Resourcefulness

Innovation

Imagination

- I am willing and happy to try new things
- I try to think of original ideas and solutions
- I am open to inspiration and new ideas
- I explore and pursue my talents and creative spirit
- I find ways and time to express and develop my imagination
- I am willing to develop my special gifts and talents
- I appreciate many forms of creative expression

### **Courage**

Tenacity

Conviction

Facing fears

Moral courage

- I don't give up when things get difficult
- I recognize my own uniqueness and use courage to be me
- I speak up about things that are dangerous or not just
- I try to think clearly, instead of letting fear control me
- I face my fears and try to find ways to conquer them
- I stand up for my sense of right, even if it is not popular
- I find ways to fill my heart with courage

## **Faith**

Trust  
Hope  
Expectation  
Conviction

- I am learning to trust in good.
- I try to keep my promises.
- I am trying not to worry or to always take control of others
- I am optimistic and always try to see the good.
- I have faith in my friendships.
- I am trying to understand that I am never alone.
- I try to be a person that others can have faith in.
- Even when I fail, I still try to learn from the experience

## **Commitment**

Loyalty  
Effort  
Dedication

- I keep the promises I make to the best of my ability
- I show that I care about others by keeping my commitments
- I am willing to be unselfish for the benefit of others
- I support my friendships, though there may be disagreements
- I complete the projects and activities that I begin
- I stay focused on my present tasks
- I give my best to my friendships, tasks, and thing I believe in
- I am willing to work hard in order to accomplish goals

## **Environmental Awareness**

Beauty  
Sacrifice  
Conservation  
Moderation and balance  
Preservation

- I take time to appreciate the beauty around me.
- I keep spaces around me organized and free from litter.
- I think about how my actions will affect the future.
- I use supplies wisely instead of being wasteful.
- I recycle and reuse things instead of throwing them away.
- I am willing to give up some conveniences in order to preserve our environment.
- I honour laws that protect resources and the environment.
- I take part in projects that help to protect our ecosystems

## **Humility**

Gratitude

Selflessness

Grace

Inner Strength

- I am grateful for the good all around me
- I take time to express thanks
- I am grateful for situations that help me grow
- I often put the needs of others ahead of my own
- I help others joyfully, not expecting something in return
- I am self-confident, but modest. I do not brag
- I appreciate other people's strengths and talents

### **1.04a**

#### **Planning and cross-curricular links**

### **1.04b**

#### **Suggested opportunities for developing habits of right thinking and acting**

Whole School Assemblies:

Tutor group discussions:

PSHE

All curriculum subjects:...the 'how' of learning needs to have as much importance as the 'what' of learning eg. Punctuality, meeting deadlines

Team work: Pupils should be expected to understand responsibility to the group.

Opportunities exist in PE, Drama, school trips, concerts etc

Acceptable use of technology: Pupils are required to comply with standards of behaviour when using technology

Collaborative learning and grouping

Awareness of spirituality

In developing character, we are also developing in the child a greater awareness of their spirituality. We see spirituality as qualities of goodness operating in thought. This awareness can develop through the following:

- Personal reflection
- Pupils to be 'still' and 'more aware'
- Pupils to express their own creativity and imagination
- Learning to listen with awareness
- Valuing the feelings of others
- Appreciating and valuing the beliefs of others
- Establishing positive school relationships based on tolerance, acceptance and appreciation

- Exploring commitment and positive social relationships
- Exploring lives which exemplify qualities universally valued
- Raising awareness of the hurt caused by injustice or aggression
- Recognition that individuals can change things for better or for worse
- Discernment of values by which we live assembly
- Experiencing and valuing the environment
- Exploring ideas about the origin of the world and the universe
- Exploring order and pattern in the natural world
- Looking for meaning and purpose in the world
- Encouraging a sense of awe, wonder and mystery in the natural world
- Exploring how humans use language to convey inner meaning

Time can be found to develop all of the above in assemblies, tutor or circle times, lessons and teaching periods, reward systems and PSHE.

## **2.0 BEHAVIOURAL MANAGEMENT**

### **2.1 JUNIOR SCHOOL**

2.1 Junior School

2.11 Awards and Prizes

2.12 Behaviour Code

2.13 Discipline Code – see Junior School Information Booklet

2.14 Behaviour Management procedure

### **2.11 AWARDS AND PRIZES**

#### **REWARD SYSTEM FOR ACHIEVEMENT AND GROWTH IN CHARACTER**

##### **Aims:**

1. To establish an atmosphere of learning and a culture of achievement.
2. To acknowledge and reward real progress and success.
3. To emphasise goal setting and the degree of commitment, determination and hard work required to reach targets.
4. To positively recognise and reinforce positive behaviour

##### **PROCEDURE**

###### **Lower Juniors:**

Rewards need to be immediate both for good work and behaviour.

Stickers are given by class and subject teachers for:

- good work
- improvement and effort
- good behaviour
- thoughtfulness and kindness
- displaying behaviour in support of the Character Quality

On two mornings a week, children who have done something especially well will be sent to the Head's Office to receive a sticker and show their work or tell of their good deed. Once a child has received three stickers from the Head teacher a Lower Junior Award Certificate will be written out and awarded to the child in the next Celebration assembly. The aim being that each child receives a certificate once a term.

Each Tuesday we have a Celebration Assembly. During this assembly, teachers select children who have exhibited any of the above qualities to receive a Celebration Sticker.

There are no Houses in the Lower Juniors. Children are put into colour teams each year for Sports Day and a cup is awarded to the winning team.

## Upper Juniors:

### House Points:

House points are tallied each week by the House Captains and read out in Assembly at intervals through the term.

House points should be awarded generously to children for good work and should be also be given for consistent effort, improvement and kind and thoughtful behaviour. The standard of work is judged in relation to the ability of the child. House Points need to be recorded in a secure manner.

As a simple guide one, two or three house points should be given for daily work. More can be given for more lengthy work, e.g. projects The following is a guide to awarding house points:

### DAILY WORK

House Points: Level of work/attitude/behaviour required:

- |   |  |
|---|--|
| 1 | Perfect scores for example, a spelling test<br>Great response over a series of tasks<br>Good piece of work for child concerned<br>An act of helpfulness for teacher or pupil |
| 2 | Exceptional test results<br>Exceptional piece of individual work relevant to the ability of child<br>An act of kindness etc. for the class                                   |
| 3 | Superb individual work relevant to the ability of child<br>An act of kindness etc. for the school community  |

### LONGER WORK (where more effort is required)

House Points: Level of work required:

- |         |   |
|---------|---|
| 1 - 3   | Completed their own work<br>Act of kindness etc. sustained over a period for teacher or pupil   |
| 3 – 5   | Work showing commitment, going further than immediate sources for information<br>Act of kindness etc. sustained over a period for the class |
| 5 – 10  | Originality of research using new sources<br>Act of kindness etc. sustained over a period for the community                                 |
| 10 – 20 | Extraordinary project, far beyond their (not their parents) previous standard showing special interest in their area of study               |

The work should show the development of such qualities as thoroughness, perseverance, concentration, application of thought and accuracy.

The act of kindness should show qualities of unselfishness, awareness of others needs, thoughtfulness and willingness.

## **RECOGNITION FROM HEAD**

Individuals who merit special mention over and above house points, including sustained effort over a longer period than a day, even though they have not done one single exceptional piece of work, shall have this recorded in his/her awards record book. Acts of public service, responsibility and contributing to the community will also be recorded. When three commendations have been given in either category they are sent to the Head's Office during the form period to have an Upper Junior award signed by the Head. These awards are given out by the Head in assembly.

There are two types of award:

Academic and Creative

Citizenship

### **TERMLY AWARDS**

Reward for Individual Needs Pupils

At the end of each term 2 cups are given:

The Claremont Cup to reward notable improvement

The Fellows Endeavour Cup for trying consistently hard

Sports Colours are given for significant contribution to sport on and off the field.

### **ANNUAL AWARDS**

Given at the end of the year

The Oscroft Handwriting Cup

Given at the Dance and Drama Concert

Fiona Hayward Ballet trophy for excellence in dance

Trophy for contribution to dance

Baby Oscar for excellence in Speech and Drama

Baby Oscar for greatest progress in Speech and Drama

Responsibility positions within the school:

Responsibility for whole school taken from Year 6:

Sports Captains

House Captains

Post Monitors

Assembly Monitors

Responsibility within class:

Form Spokespersons

Classroom Monitors

Board Monitor.

## **Summer Meeting Awards**

All awards and prizes will be decided by all teaching staff and presented at Summer Meeting.

### **LOWER JUNIORS**

Lower Junior Annual Award (sponsored by David Pratten) Book Tokens are given to 4-6 outstanding pupils from Year 2 for outstanding contributions to the school-courtesy, kindness, contribution to the group, hard work.

Sports cups are awarded to the boy and girl who have contributed most to PE in the Lower Juniors at Summer Meeting.

### **Upper Juniors**

The following awards (book token) are given to two pupils from each year group:

Romer Lee	to reward improvement
Academic Award	to reward the highest academic achievement
Creativity Award	to reward creativity and presentation across the curriculum
Citizenship Award	to reward good community spirit (not given to Year 6)

The following awards are given to Year 6 pupils:

Frazer Award	to reward a pupil who has fully entered into and participated in the spirit of school life and all that it has to offer. (carved trophy-engraved)
Barker Award	to reward a pupil who most embodies the ethos of the school. (partial scholarship for one year on entry to the Senior School)
Scott Endeavour Award	to reward two pupils who have striven in their academic work over their time in the school
The Art Award	to reward a pupil who shows great artistic talent in a range of media
Stenning Chess Cup	to reward a child who shows excellence in chess

## **2.12 Behaviour Code**

### **Code of Conduct**

This code of conduct has been formulated with the safety and well being of the pupils in mind, and to enable the school to function efficiently as a place of learning.

- All pupils of the school community will respect their teachers, other adults and fellow pupils.
- All pupils will respect their own and other people's property and to take care of books and equipment.
- Pupils will be well behaved, well mannered and attentive.
- Pupils will be punctual.
- Pupils will walk not run when moving inside school buildings.
- Pupils will wear the correct school uniform and abide by the dress code.
- Pupils will not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Foul, abusive, racial or discriminatory language will not be used.
- If a pupil has a grievance against another pupil it will be reported to a member of staff who will deal with it and if necessary notify the Deputies or Head.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will be dealt with according to the Anti Bullying Policy and will lead to exclusion.
- Pupils will conform to the school rules concerning bullying, the illegal use of drugs and the Acceptable Use Policy for ICT. (These policies are to be found on the Z Drive under School Policies)

### **Care and control of pupils**

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a pupil including shouting aggressively at them.

If physical restraint is needed to prevent a child from harming his/herself or other people a report must be written of the incident and sent to the Head to be put on file. This should be signed by staff members that are present.

## 2.13 DISCIPLINE CODE

**This is updated annually and may be found in the Parent Handbook**

### 2.14 Behaviour Management Procedure

It is very unusual for children in the **Lower Juniors** to fail to respond to the standard teacher strategies for maintaining good behaviour. In the event of a repeated non response the class teacher would discuss the situation with the Head. From a discussion with the child and the classroom teacher, specific targets and if needed an individual programme would be worked out for that child. The parents would be contacted.

**For Upper Juniors this document is to be read in conjunction with the Junior School Discipline Code and Anti Bullying Code**

**Blue Incident Report Form** -- contains teacher's comments about initial concerns of child's behaviour. This may also be used to record several incidents of a similar nature within a day, or a few days

#### **Incidents of Concern**

If a pupil behaves disruptively in class affecting other pupil's learning, touches another's laptop or uses inappropriate behaviour around the school, the teacher will issue a **warning** of a misdemeanor sticker into the prep diary. If a number of warning have been received without improved behavior a blue incident report form will be completed.

All blue **Incident Report Forms** are then handed to the Deputy Head, who shares it with the Head, (both Head and Deputy initial the Form) before placing it in the childs' file.

#### **Level One**

If a child is the subject of several blue **Incident Report Forms** in a relatively short time or if the incident is of a serious nature, then the form teacher will discuss the situation with the Deputy which may lead to the child going to **Level 1** of the Discipline Code. The form teacher then informs the parents the child is on **Level 1** (see Discipline Code). Targets are set and agreed with parents and child and written on a **Target Report Card**, initially for one or two weeks. These are reviewed with parents regularly. All other staff informed and check targets as appropriate. A Letter is sent to parents confirming that the child is on **Level One** of the Discipline Code.

The IN Coordinator may be asked to test and assess the pupil to see if there are any language or learning problems of which the school and/or parents need to be made aware.

It may be appropriate to call upon a colleague to observe lessons where continued misbehaviour occurs.

A range of possible strategies to improve pupil's behaviour will be discussed.

These may include:

- Daily reports for some/all subjects
- Individual targets for improvement
- Loss of privileges if poor behaviour continues
- Review as to whether inappropriate teaching material is contributing to the problem
- See the Deputy Head at the end of the week to review report comments

## **Level Two**

**Form B Record of Meetings with Parents** – which records the notes of discussions with parents and pupil, including new targets set. (on shared area)

If the targets on the **Target Report Card** are not being met in due time then the Deputy talks with the pupil about the seriousness of the situation.

Parents are called in to review and reset targets with the Deputy and class teacher that must be carried on a **Weekly Report Form** for a specified period of time. The pupil's behaviour is monitored regularly. This is to be shared with parents at the end of each week. The Deputy will confirm these targets and the fact of the child being on **Level 2** by letter.

A serious incident may result in a child going straight to **Level 2 or 3**. Any observations made and targets set will be recorded onto the **Form A Behavioural Record** and kept in the child's file.

Parents are encouraged to implement a similar supportive action at home.

All discussions, actions agreed and review dates are recorded on the **Form B Record of Meetings with Parents**.

## **Level Three**

If the level of misbehaviour is totally unacceptable then the Head and the Deputy will call in the parents to discuss the situation.

**Temporary suspension** may be given to indicate to all parties the seriousness of the situation.

A decision will be made between all parties as to whether an educational psychologist's report is required and/or (medical check) other professional support or intervention.

Parents, child and school will negotiate a short-term **Contract for Behaviour Management** clearly stating what behaviour the child is expected to have and the consequences of failing to maintain that contract. A letter sent to parents confirming this (see Discipline Code).

All discussions, actions agreed and review dates are recorded on the **Form B Record of Meetings with Parents**.

### **Level Four**

See Discipline Code procedure

### **Discipline Book**

This is used to record significant disciplinary measures taken by the Head against a pupil resulting in placing that pupil on a level of the Discipline Code. Exclusion must always be recorded. This book is not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour. The Discipline Book will be kept in the Head's office and only be used with his knowledge. The Discipline Book will also keep a record of complaints and incidents of bullying.

A very serious breach of discipline may result in the normal procedure being abandoned and a pupil being removed from the school immediately. Procedures for dealing with major breaches of Discipline see Level 3 or 4 of the Discipline Code.

Parents have the right of appeal to the Principal and Governing Body of the school against any decision to permanently exclude.

## **2.2 SENIOR SCHOOL**

2.21 Awards

2.22 Summer meeting Prize Giving

2.23 Behaviour Code

2.24 Behaviour Management Procedure

2.25 Code of Conduct – see Senior School Information Booklet

2.26 Privilege Code - see Senior School Information Booklet

### **2.21 AWARDS**

#### **HOUSE POINTS**

House Points will be awarded to pupils for work, attitude or behaviour of a high standard. These then count towards green slips.

#### **GREEN SLIPS**

Green slips will be given for an excellent piece of work, or for a significant improvement in progress or effort in any area of work, including behaviour. They may also be awarded for support for the school, in sport, music or drama. These slips will contribute to a House Score. Green slips should not be given more than approx. one per lesson per average teaching group.

#### COMMENDATIONS

At the end of each term, commendations will be given to those pupils producing a consistently high standard of work. To maintain a high standard, only approx. four per subject per year group should be awarded. These commendations will be taken into consideration when awarding Summer Meeting prizes.

#### BOOK OF EXCELLENCE

Achievement of excellent quality will be entered in the Book of Excellence, which is kept in the Principal's Study. Recommendations for entries must come from members of staff who will send the pupil to the Principal to sign the Book. Notification of this award will then be sent to the parents.

#### DISPLAY FOR REWARDING ACHIEVEMENT

In all areas of the School excellence is recognised in classroom displays. All work on display will be mounted and indicate the name of the pupil. These displays must be constantly updated to encourage pride and anticipation.

#### RESPONSIBILITY POSITIONS

Head Boy and Head Girl.

In the Summer Term members of the Lower Sixth are invited to apply for prefect positions. A short list of potential candidates is presented to staff and current Senior Prefects to comment on. Sixth Form Tutors will make recommendations directly to the Head of Sixth Form.

Following an interview with the Head of Sixth Form and the Head of Senior School a short list is compiled and the chosen candidates will have a second interview with the Head of Senior School and the Principal. Prefects and the new Head Boy and Girl will be announced to the School at Summer Meeting

The Head Boy and Head Girl attend an INSET run by SHMIS at the end of the Summer holidays to prepare themselves for the position that they will take as the Senior members of the student body.

#### Prefect committee

The Committee and Sixth Form Tutors meet regularly to discuss matters of concern and interest to the Sixth Form and to co-ordinate a variety of social functions, from school discos and the Sixth Form Pantomime to carol singing and charity events, as well as the running of the Sixth Form Centre.

#### Lower Sixth Students

All Lower Sixth Pupils are expected to perform duties during the school day. They therefore are able to develop their management skills and their relationships with younger pupils.

#### House Captains and Deputy House Captains.

House captains are elected by the houses each year with Senior, Intermediate and Junior house captains for both boys and girls.

#### Mentors

Members of Year 11 are invited to apply to be mentors to Year 7 and 8 pupils.

This is a prestigious position and greatly sought after. Only pupils meeting the criteria stated on the application form (see attached) will be appointed following interview with the above panel of staff. Announcements of all of the above appointments will be made in the School Newsletter and announced in assembly where their badges will be presented from the Head of Senior School.

#### Tutor Group Representatives

These are appointed by the pupils of each tutor group following elections. Their role includes representing the tutor group on occasions such as the School Council; taking responsibility within the tutor group to represent the wishes of the group and to support the tutor as and when is necessary.

### **2.22 SUMMER MEETING PRIZE GIVING**

The following awards and prizes will be given out at Prize Giving at Summer Meeting.

Two Academic Prizes for each Year Group (not including the public exam years)  
- Book Tokens.

One Progress Prize for each year group (not including the public exam years) -  
Book Token.

#### The Eileen Thackrah Travel Award

Awarded annually to the girl considered to be most likely to benefit from travel who would otherwise be unable to do so. It will be awarded on the basis of a concise essay to justify the need for travel for research, or study on any subject, for voluntary service, for sport, or for adventure.

#### MCGREGOR EXHIBITION

Awarded to an outstanding pupil with a project which needs funding.

#### HENS FOLEY WAGSTAFF AWARD

For an outstanding project, or for overall excellence of a pupil in Design Technology.

#### DEREK COE AWARD FOR SCIENCE AND TECHNOLOGY

To encourage pupils to develop their interest and ability in Technology and the Sciences.

#### MCINDOE CUP

For endeavour in Home Economics.

#### ART TROPHY

Excellence in Art.

#### Laura Margaret Art Cup

Award for endeavour

#### Margaret Romer-Lee Award

For Watercolour painting (new July 2001)

#### Bell Cup

Overall excellence in Science

Mills Award

Excellence in Biology

Hannon Cup

Enthusiasm, industry and achievement in Chemistry

Tewson Cup

Overall excellence in Geography

Ramsay Award

Awarded for a combination of consistently high standards of written and spoken English, good performance in examinations and genuine interest in both language and literature.

MCAFEE AWARD

Excellence in Maths.

Fortune Trophy

Excellence in Drama.

WILLIS CUP

Awarded for a pupil or group of pupils who make a significant contribution to the School in one or more artistic or creative fields, including music, drama (performing or backstage) art, literature etc. Special consideration is to be given to pupils who demonstrate commitment to the School as a whole.

Westlake Cup

For endeavour (given to a pupil who has been made significant progress in Individual Needs)

Bowden Music Trophy

For performance

Eileen Brocklehurst Prize for Music

For a deserving pupil

Longyear Award

The Longyear Foundation present an award in the form of a Bible, Science and Health or Prose Works to a boy or girl for outstanding service to the community, upholding the spiritual values of the School through demonstrating Christian Science in their lives.

Cooper Award

Awarded for overall academic excellence. This is the most prestigious academic award.

## **2.23 SENIOR SCHOOL BEHAVIOUR CODE**

Code of Conduct

This code of conduct has been formulated with the safety and well being of the pupils in mind, and to enable the school to function efficiently as a place of learning.

- All pupils of the school community are to respect their teachers, other adults and fellow pupils.
- All pupils are to respect their own and other people's property and to take care of books and equipment.
- Pupils are to be well behaved, well mannered and attentive.
- Pupils are expected to be punctual.
- Pupils should walk, not run, when moving inside school buildings.
- If a pupil has a grievance against another pupil it must be reported to a member of staff, mentor or senior prefect who will notify the pupil's tutor or Year Head.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul, abusive, racial or discriminatory language must not be used.
- Keep the school and grounds clean and tidy so that it is a welcoming place we can all be proud of.
- Pupils must not bring offensive weapons into school, including BB Guns, catapults and sharp instruments.
- Pupils should wear the correct school uniform and abide by the dress code.
- Pupils should conform to the school rules and to those concerning bullying, the illegal use of drugs and the Acceptable Use Policy for ICT.

#### Care and control of pupils

At all times staff should encourage good behaviour through praise and rewards.

No member of staff must in any way physically chastise a pupil including shouting aggressively at them.

If physical restraint is needed to prevent a child from harming his/herself or other people a report must be written of the incident and sent to the Head to be put on file. This should be signed by staff members that are present.

If there is a need for sanctions then refer to the Discipline Code. Depending on each pupil's need staff may also respond as follows:

- Redirect to another activity
- Talk to the pupil-discuss what has happened
- Move pupil from the group to work on his/her own
- Repeat work
- Miss break-time
- Give a referral slip
- Give a detention
- Give a study hall
- Send a pupil to consignment room
- Send pupil to the Head of Department/Faculty
- Send pupil to the head of School

Serious incidents are recorded in the incident or discipline book.

## Discipline Book

This is used to record significant disciplinary measures taken by the Year Head or Head against a pupil resulting in placing that pupil on a level of the Discipline Code. Exclusion must always be recorded. This book is not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour. The Discipline Book will be kept in the Head's office and only be used with his knowledge. The Discipline Book will also keep a record of complaints and incidents of bullying.

A very serious breach of discipline may result in the normal procedure being abandoned and a pupil being removed from the school immediately. Procedures for dealing with major breaches of Discipline see Level 3 or 4 of the Discipline Code.

Parents have the right of appeal to the Principal and Governing Body of the school against any decision to permanently exclude.

## Specific Code of Conduct for Lessons.

### Beginning of lessons

- If appropriate remain outside the classroom until the teacher arrives
- Enter the classrooms sensibly
- Remain standing behind chairs until the teacher requires you to sit, if appropriate
- Prepare yourself for lessons by having the necessary equipment
- Answer the calling of the register politely, using the teacher's name

### During lessons

- Maintain a good working environment allowing everyone the opportunity to learn
- Do not distract or annoy others with unacceptable behaviour
- Always raise your hand to speak
- Do not call out or speak when the teacher or a pupil is speaking
- Work in silence when required to
- Always speak politely to others and listen when others are speaking to you
- Always look at the person who is speaking to you
- Have your prep books with you and write down preps daily. It is your responsibility to make up any missed work.
- Stand politely when another teacher or visiting parent enters the room and remain standing until you are asked to sit by the teacher who is taking the lesson.

## End of lessons

- The lesson ends when the teacher tells you, at which time you tidy your desk area, stand quietly and pick up any litter. Teachers should pupils are correctly dressed at dismissal.
- Remain standing behind your chair until you are told to leave.
- Leave the room quietly and move without delay to your next lesson.
- When moving around the School do so courteously, never running, barging or shouting. Always be ready to help by opening doors, standing back to let people pass and helping to carry things. In corridors and on stairs, please keep to the right.

## OUTSIDE THE CLASSROOM and PLAYGROUND.

(Boundary rules already written in School Rules.)

Pupils misbehaving during these times will be reported to the Year Head or punished by the teacher on duty. Staff will refer to the discipline code should the need arise.

## BEHAVIOUR CODE FOR SPECIFIC DEPARTMENTS.

See Subject Handbooks.

## **2.24 BEHAVIOUR MANAGEMENT PROCEDURE**

This document is to be read in conjunction with the Senior School Discipline Code, the Anti-bullying Policy, the Acceptable Use Policy and the Drug Awareness and Education Policy.

### Incidents of concern

These are recorded on a referral slip which is then sent to the pupil's tutor. On this is stated what action the teacher took and the seriousness of the offence. Concerns range from lateness to lessons to being rude or disruptive.

Year Heads will give morning break detentions to pupils for each referral received.

If the tutor receives three referrals for the same pupil parents will be informed by the Year Head. After five or six referrals the pupil will be given an after school detention and parents are once more informed.

If pupils are sent to the consignment room the Director of Studies will inform the Year Head who will take consequent action.

### Level One

If a pupil receives seven or more referrals during the first term the Year Head will inform parents and the pupil will be put onto Level One of the Discipline Code. He or she will also be put onto report initially for two weeks.

Senior School staff will be informed.

Pupils who are sent to the consignment room for the second time will also be put onto Level One. The Director of Studies will notify the Year Head who will inform the parents.

All referrals issued in the second term will be carried over to the third with the same consequences.

Severe behavioural issues in the classroom will result in the pupil being sent to the consignment room. The Director of Studies will inform the Year Head who will notify the parents. The pupil will be put onto Level One of the Discipline Code and also be put on to report initially for two weeks.

### Level Two

Pupils receiving ten referrals will be put onto Level Two of the Discipline Code. The Year Head will initiate a round robin to all staff who teach the pupil. The parents/guardian will be asked to come into school for an interview when individual targets will be set. The parents /guardian will be informed of these targets by letter and that their child is now on Level Two of the Discipline Code.

Pupils who are disrespectful to staff or who refuse to cooperate with reasonable requests and pupils involved in fights or are bullying others may be given an internal or an external suspension. The Year Head will inform parents after consultation with the Head. An interview will be arranged with the Year Head and parents/guardians informed that their child is now on Level Two of the Discipline Code. With regards to bullying incidents please refer to the School's Anti-bullying Policy for more details as to how this is managed.

### Level Three

Pupils who do not achieve the targets and objectives set at Level Two will be given an external suspension and parents informed by letter that unless there is an immediate improvement in attitude and behaviour then they will be asked to seek another school for their child. They will also be informed that their child is now on Level Three of the Discipline Code.

Pupils who become involved in the following serious incidents: smoking, drinking alcohol whilst at school, on school trips or whilst representing the school, serious damage to school property, stealing continual bullying or fighting, using abusive language to a member of staff employed by the school, interference to the school's network system, deliberate damage to an individual pupil's laptop will be dealt with as follows:

The Head and Principal will be informed. The pupil concerned will be interviewed by the Year Head and Head. The Year Head will then inform the parents/guardian who will be asked to come into school to discuss the incident. Depending on the seriousness of the offence the pupil will be given an external suspension and or/up to 15 hours of community service. A letter will be sent to parents/guardian stating clearly that a repetition of this or a similar offence will lead to permanent exclusion and that their child is now on Level Three of the Discipline Code. The school also will reserve the right to make comment on future references to schools and colleges.

Please refer to the School's Anti-bullying Policy and the Drug Awareness and Education Policy for more details as to how these issues are managed.

#### Level Four

If pupils repeat any of the incidents recorded at Level Three, bring illegal drugs into school, use illegal drugs whilst at school or representing the school or are involved in sexual misconduct either in school or representing the school there will be the following consequences:

The Principal and Head will interview the pupil concerned and the parents/guardian after receiving a full report from the Head. Cases proven will result in permanent exclusion. The School however will support the parents/guardian in providing references and will speak to other Heads in order to facilitate the child moving to another school.

Parents will also have the right of appeal to the School governors.

The school reserves the right to deal with cases listed above if they occur out of school and are brought to the attention by parents or the police.

Staff will take into account diagnosed behavioural and social difficulties when implementing this policy/code of practice.

**2.25 CODE OF CONDUCT – see SENIOR SCHOOL INFORMATION BOOKLET**

**2.26 PRIVILEGE CODE - see SENIOR SCHOOL INFORMATION BOOKLET**

## **3.0 WHOLE SCHOOL**

### **3.01 Anti Bullying Policy**

### **3.02 Drug Awareness Policy**

**3.03 Information, communication and Learning Policy**  
**3.04 Acceptable Use Policy**

**Policies 3.01 – 3.04 can be found on the Z Drive under policies**