



Glendower Preparatory School

Behaviour Policy

2017-2019

Reviewed: September 2017

Next Review: September 2019

BEHAVIOUR POLICY

Glendower Preparatory School acknowledges the assistance provided by guidance documents prepared by the following public bodies:

- **'Behaviour and Discipline in Schools' (DfE 2016)**
- **The Independent Schools Inspectorate (ISI)**

Date: September 2017
Review: September 2017
Staff responsible: Mrs S Knollys, Headmistress,
Mrs S Maher, Deputy Head
Mr D Tucker, Head of Lower School, Assistant Head,
Class Teachers, Teaching Staff and Teaching Assistants

Person responsible for review: Mrs S Maher/Mr D Tucker

This policy also relates to Early Years.

Policies linked to: Anti-Bullying Policy, PSHEE Policy, Discipline and Exclusions Policy, Terms and Conditions contract, Pupil Sanctions Record, Bullying Log, Behaviour Log, Complaints Procedure, Glendower Guide to Good Behaviour.

This document also appears in: School Website
Documentation provision for Parents
Staff Handbook
Parent Handbook

INTRODUCTION

Glendower School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

Glendower School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person, equipping them to take their place in the modern world.

CODE OF CONDUCT

Glendower School's community of Governors, staff, parents and pupils adhere to a code of conduct, rather than to lists of rules. Glendower School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. Staff at Glendower will not threaten or use any form of corporal punishment when setting out its

sanctions for poor behaviour. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Behaviour Code.

Glendower School takes its duties under the Equality Act 2010 seriously. Pupils with SEN and/or disabilities may display disruptive or challenging behaviour for a range of different reasons. Where a child has an identified need, the school will always review whether the individual needs are being met, since any unmet additional needs may be the cause of the disruptive or challenging behaviour. The school will always work with the SENDco and other appropriate agencies to devise a PLP that addresses these needs and reasonable adjustments will be made as required.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-Bullying Policy is set out in the Parent Handbook. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

The school reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which may include any of the actions listed below up to and including suspension/exclusion:

Loss of break time,

Removal from a specific club/team/extra-curricular activity/position of responsibility (only to be done following discussion with the Headmistress and agreement with the club/team leader),

Disallowed from attending a trip (only to be done following discussion with the Headmistress and agreement with the trip leader),

Internal suspension (only to be done following discussion with the Headmistress),

Suspension (only to be done following discussion with the Headmistress,)

Expulsion (following the Discipline and Exclusions Policy)

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Glendower School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We will always telephone the home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is the Governors' policy usually not to allow holiday to be taken during term time.

INVOLVEMENT OF PUPILS

Our experience shows that the ethos of, and respect for, the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, e.g. via the School Council, which meets regularly.

TEACHING AND LEARNING

Glendower School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teachers offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

SCHOOL RULES AND REGULATIONS

The school's Behaviour Code is designed to encourage positive behaviour. The school's emphasis is on rewards to reinforce positive behaviour, rather than the use of sanctions. We believe that rewards have a motivational role, helping the girls to see that good behaviour is valued. Rewards are earned by the maintenance of positive behaviour as well as particularly noteworthy effort or achievement.

Rules and procedures should be designed to make it clear to the girls how they can achieve acceptable standards of behaviour. Whole school rules will be explained in assemblies and through tutorial time. Rules and procedures for other situations like educational trips or activities will be explained in an appropriate forum by the member(s) of staff involved. They should:

- be positively stated, telling the girls what to do rather than what not to do,
- actively encourage everyone involved to take part in their development,
- promote the idea that every member of the school has responsibilities towards good behaviour,
- have a clear rationale, made explicit to all,
- be consistently applied and enforced,
- be kept to a necessary minimum.

The range of rewards used at Glendower Preparatory School are listed below:

Verbal and written praise for good work

Displaying work in the classroom

House points
Open mornings/afternoons
'Praise on a postcard' sent home, overseen by subject coordinators
Speaking with parents/guardian at the end of the day or phone call home
Certificates for eg 'star of the week', 'times tables', 'playground monitor', 'helper of the day', 'classroom monitor' being awarded weekly in assembly
Posting of good work on school notice board and on the website in the weekly 'Whitehouse' publication
Pupils nominated by individual class/subject teachers to bring outstanding work (in terms of both academic excellence and/or effort/most improved) to show Mrs Knollys on Friday morning 8:45 – 9:10 during 'Headmistress's Breakfast'
Parent/Teacher Consultation meetings
End of term report
Termly certificates for eg 'kindness', 'golden rules', 'most stars', 'pupil of the term', 1 st in maths, English and science. These are awarded at the end of term whole school final assembly
Annual prizes awarded at 'Speech Day' in July of each academic year

SANCTIONS

Although rewards are central to the encouragement of positive behaviour, realistically there is a need to use sanctions to help us register the disapproval of what is deemed unacceptable as we manage challenging behaviour. Copies of the 'Glendower Guide to Good Behaviour' are set out in the Parent Handbook and may change from time to time. Parents and guardians undertake to support the authority of the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Head for her part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Therefore, the use of sanctions should be characterised by certain features:

- unacceptable behaviour should be handled discreetly and might require no escalation beyond the teacher's immediate action,
- it should be the behaviour rather than the person that is being commented upon,
- it must be clear why the sanction is being applied,
- it must be made clear what changes in behaviour are required to avoid future punishment,
- group punishments should not be used as these can generate resentment.

A record is kept of sanctions for serious misbehaviour (such as physical violence, all forms of bullying and damage to school property) so that the school can track the behaviour of individual pupils during their time at the school. To date, we have had no behaviour which would warrant entry into a register of sanctions. However, going forward, should this be the case a record would be kept of the pupil's name, the behaviour and the action taken including any sanctions. This record of sanctions would be appropriate for the following: exclusions, major detentions and disciplinary meetings involving parents.

Corporal Punishment or the threat of it will not be used under any circumstances.

The following sanctions are used in the Upper School:

Verbal warning
Move place, work alone
Ask form teacher to speak to pupil
Loss of break time Pupils should always have at least 5 minutes of their break time remaining in order to have some time to themselves before commencing further lessons
Written explanation of behaviour by pupil where they set their own targets
Note in prep diary
Speak with parents
Behaviour charts (lower school and Year 3)
Marks for 'behaviour', 'untidiness' and 'disorganisation': <ul style="list-style-type: none">• A 'Behaviour Mark' may be given by teaching staff and teaching assistants to girls who disobey the school's behaviour guide.• An 'Untidy Mark' may be given by teaching staff and teaching assistants to girls who do not adhere to the school's uniform and games kit guidelines. Each teacher should keep their own record for each pupil and only give such a mark after 2 warnings have already been given to the pupil.• A 'Disorganised Mark' may be given by teaching staff to girls who attend lessons without the necessary equipment. Each subject teacher should keep their own record for each pupil and only give such a mark after 2 warnings have already been given.• 'Behaviour', 'Untidy' and 'Disorganised' marks should be recorded by teachers and teaching assistants on the sheet in the staff room on a daily basis, stating briefly the reason(s) for which they were given. These are also recorded on the end of term/half term report for the pupil. More detailed accounts of poor behaviour should be logged electronically on the 'behaviour log' on the 'Teachers Common' area, in order for patterns to be identified and support systems put in place• Any 3 'marks' in any one half term period will mean a detention with the Headmistress/Deputy Head.• The use of 'Behaviour', 'Untidy' and 'Disorganised' marks should not be widely used in Year 3. Please check with the class teacher before giving any of these marks in Year 3.
Non completion of homework without a valid excuse. This should be enforced from the start of the Spring term of Year 4. Teacher to give a warning and further 24 hours to complete homework. Teacher to write in pupil's prep diary. Further non-completion of homework without a valid excuse means a 'disorganised mark' is to be given and recorded on sheet in staff room as described above.

Community Service This is a community based task that is agreed with a member of the SLT. It is overseen by the teacher applying the sanction.
Pupil put on a 'conduct card' overseen by the form teacher Template found on 'TC/ all subject docs/behaviour reports. Targets should be very specific and phrased with an emphasis on the 'positive'. The conduct card should be reviewed on a daily basis and run for at least 2 weeks. The 'conduct card' is kept in the girl's file.
Pupil put on a 'conduct card' overseen by the Form teacher and/or Deputy Head
Removal from sports team/orchestra/performance/position of responsibility This is only to be done following discussion and in agreement with the Headmistress and person leading the group
Pupil referred to the Headmistress
Headmistress's/Deputy Head's detention on a specific morning at specific time. Parents are to be informed in writing that their daughter is in detention, clearly stating the reasons. Parents will be informed on the letter of the arrangements for drop off. They will be given at least 24 hours notice. The letter will be placed on file as a record.
Internal suspension Administered by the Headmistress
Not allowed on a trip Administered by the Headmistress
Suspension Administered by the Headmistress
Expulsion Following the Discipline and Exclusions Policy

It must be stressed that this sequence will not always be rigidly followed from one stage to the next. Certain misbehaviour, whilst a "first offence", may be considered serious enough for one of the later stages of punishment.

Sanctions in The Lower School are sometimes similar to those in the Upper School but are designed to be more appropriate for younger children. Similar to the Upper School, these may not be rigidly followed through the various stages.

These include:

Verbal warnings from the teacher when appropriate behaviour is not being demonstrated
Spending some time in the parallel class to complete work set
A withdrawal of some Golden Time
Loss of some playtime to complete work
Head of Lower School discussing the issues of inappropriate behaviour with the pupil concerned
Discussion of the issues with the parents/carers – either informally at collection time or at a pre-arranged meeting. These meetings would initially be with the class teacher and then Head of Lower School at a later point if required
Individually created behaviour charts which are used on a daily basis as a way of communicating between home and school. These are monitored by Head of Lower School

and discussed with parents/carers on a weekly basis

In situations of persistent and ongoing unacceptable behaviour the Headmistress and Head of Lower School would meet with parents to discuss options

SUPPORT SYSTEMS

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response to the behaviour. An effective way to communicate this is at the weekly lower and upper school staff meetings. The key professional in this communication process is the class teacher or form teacher, who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Deputy Head/Headmistress/ Head of Lower School, so that strategies can be discussed and agreed before more formal steps are required.

Strategies such as small group work, peer support and the promotion of social and emotional skills in PSHEE lessons are all employed to support pupils with their behaviour. Pupils in the upper school who are persistently misbehaving will be put on 'conduct card' overseen by the form teacher and/or Deputy Head. The template can be found on 'tc/all subject docs/upper school behaviour logs. Targets should be very specific and phrased with an emphasis on the 'positive'. The conduct card should be reviewed on a daily basis and taken home and signed by parents/carers at the end of each day and returned to school the following morning. The card should be used for at least 2 weeks. Completed conduct cards are kept in the pupil's file. Sticker charts are used in a similar way to support the promotion of good behaviour in the lower school.

COMMUNICATION WITH PARENTS/GUARDIANS AND OTHER AGENCIES

We give high priority to clear communication within the school and other agencies and to promoting a positive partnership with parents and carers since these are crucial in promoting and maintaining high standards of behaviour.

The school will share this policy with parents and guardians. Where behaviour is causing concern the child's carer will be informed at an early stage and given an opportunity to discuss the situation. Support from home will be sought in devising a plan of action within this policy.

After discussion and agreement with parents, the school will seek the support and advice of other external agencies and professionals such as educational psychologists, CAMHS etc if a child's behaviour continues to be a cause for concern.

ROLES AND RESPONSIBILITIES

This policy will apply on the school premises and wherever pupils are within the care of school staff. This includes school trips and educational visits.

This policy relates to all members of the school community. All staff have a responsibility to be fully aware of this policy, for themselves and for the school community. Whenever adults

interact with pupils, they should recognise that they may be influencing attitudes and behaviour.

If you would like to discuss this policy further, please contact the Deputy Head, Mrs Sharon Maher.

Appendix A
Records of Sanctions

Academic Year 2016 – 2017: There were no sanctions imposed upon pupils for serious misbehaviour. All minor instances of misbehaviour are recorded on the relevant class behaviour logs.