



Glendower Preparatory School

# Behaviour Policy

2021–23

Reviewed: October 2021

Next Review: October 2023

## BEHAVIOUR POLICY

This document is a statement of the aims, principles and strategies for Behaviour and Sanctions at Glendower School. The policy was written with regard to Preventing and Tackling Bullying (July 2017), Behaviour and Discipline in Schools (January 2016) and Mental Health and Behaviour in Schools (November 2018).

Date: October 2021  
Review: October 2023  
Staff responsible: Mrs N Kingsmill Moore, Headmistress,  
Mrs D Sweeney, Deputy Head Pastoral  
Mr D Tucker, Head of Lower School,

Applies to: Senior Leaders, Class Teachers, Teaching Staff, Teaching Assistants and Playground supervisors

Approved and ratified by the Governors in November 2021.

To be reviewed in November 2023, when a further review will be carried out by the governing body.

Person(s) responsible for review: Mrs D Sweeney/Mr D Tucker

This policy also relates to Early Years.

Policies linked to: Anti-Bullying Policy, PSHEE Policy, RSE 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

'Behaviour' is defined as the overt actions of pupils, spoken, written or physical, and 'Sanctions' is the means whereby inappropriate behaviour or misconduct is dealt with.

All school staff should be aware of the DfE advice on preventing and responding to bullying as part of this Behaviour, Sanctions and Exclusion.

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 Glendower Guide to Good Behaviour.

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 an EHCP 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.

### **Aims and Objectives in the Teaching and Learning of Behaviour and Sanctions**

Our aims are that all children will:

- Be tolerant and understanding with consideration for the rights, views and property of others
- Develop a responsible and co-operative attitude towards work and towards their roles in society
- Achieve their potential in terms of appropriate self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- Take pride and responsible interest in caring for their environment.

### **Responsibilities**

The Headmistress and the Senior Leadership Team will:

- Take a lead in the establishment of a positive school ethos
- Monitor and review behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Take active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified
- Ensure staff have access to training related to behaviour management.

All members of the school community should work towards the school's aims by:

- Ensuring that the school's policy for behaviour is made clear to any new children starting at the school.
- Recognising children as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.

- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Ensure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Offering and promoting equal opportunities.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom.
- Caring for and taking a pride in the physical environment of the school.
- Recording and reporting incidents of serious misconduct or bullying to the Deputy Head Pastoral, Head of Lower School and Headmistress. These reports may be initially logged by staff on the Behaviour Logs on iSAMS Reward and Conduct Manager and then transferred to the relevant files on the Bullying Log. Any notes, records or copies of emails are to be filed in the 'Bullying' folder on Staff SharePoint under the name of the child involved.
- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Being good role models - punctual, well prepared and organised and appropriately dressed.
- Taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate and inappropriate behaviour.

#### **Pupils with Special Educational Needs and Disabilities:**

- Staff must be aware that the behaviour of a pupil may be affected by a Special Educational Need or Disability.
- Staff must be aware that a pupil's understanding of their behaviour may be limited and reasonable adjustments must be made in regard to sanctions.
- The SENDCo must keep all staff informed as to pupils' additional needs and will be available to advise or support sanctions with regard to these pupils.
- When a pupil's Special Educational Needs or Disabilities lead to behaviour that puts other pupils at risk of harm, parents will be required to find a more suitable educational setting. Glendower will support parents in the process wherever possible.

#### **Parents should be encouraged to work toward the school's aims by:**

- Ensuring that children attend school in good health, punctually, and regularly
- Supporting the sanctions within the school
- Participating in discussions concerning their children's behaviour
- Ensuring early contact with school to discuss matters which may affect a child's behaviour
- Allowing children to take increasing personal and social responsibility as they progress throughout the school
- Accepting responsibility for the conduct of their children
- Reading and following procedures in the Parent Handbook.

#### **Opportunities to discuss appropriate behaviour:**

- Regular whole-school assemblies, at which moral issues and acceptance of others' differences are frequently discussed.
- Regular reminders about school expectations and appropriate behaviour.
- A programme of Personal, Social, Health and Citizenship Education designed to promote mutual respect, self-sanctions and social responsibility and a regard for personal health.
- A programme of religious education which includes ethical and moral issues (see RE Policy).
- The compilation of a set of rules to begin the school year by all year groups at the beginning of the Autumn term, as appropriate to the age group.
- Five established Golden Rules are followed by all girls at Glendower
- Circle Time in Lower School.
- A focus on the 6Rs (Habits of Learning)
- Playground behaviour support in the form of "What would Roo do?" posters.
- Occasional "Trouble Shooting" assemblies are led by SLT covering a variety of issues.

**To promote desirable behaviour, we have the following:**

- Reward stickers/charts in the Lower School
- Weekly/Termly certificates for 'kindness', 'Golden Rules', 'Star of the Week', 'Star of the Term'
- Annual prizes awarded at end of term assemblies/celebrations
- House Point system
- Headmistress's breakfast for excellent effort or behaviour
- Nominations for random acts of kindness
- Nominations for the kindness wall
- Public acknowledgement of excellence at assembly times and in the The Whitehouse weekly newsletter
- Golden Time in Lower School
- Inter-house competitions.

**To eliminate undesirable behaviour, we have:**

- "Time out" in a parallel classroom in the Lower School.
- A schedule of sanctions for undesirable behaviour (including withholding part of break time, having to visit the Head of Lower School, or Deputy Heads to discuss the behaviour
- Conscientious supervision of pupils at all times
- Rapid and stringent response from all staff to incidents of bullying and racial or sexual harassment/violence
- A readiness to tackle persistent behavioural problems through a range of strategies
- An approach whereby parents are informed of serious or persistent defaults in behaviour.

**Pupils' conduct outside the school gates**

Glendower has the power to enforce reasonable sanctions for children misbehaving outside of the school premises, which includes activity carried out online. Where a crime has been committed, the police will be informed. Non-criminal, poor behaviour and bullying which occurs off the school premises, which is either witnessed by a staff member or reported to the school, will be dealt with by the sanctions laid out in this policy.

In accordance with the Behaviour Policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school.

Teachers may discipline pupils for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

**The Use of Force:**

Corporal punishment is illegal and therefore not tolerated at Glendower, neither is the use of inappropriate force. Glendower School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. However, physical intervention may be appropriate in some situations, for example:

- To ensure the safety of a child who may be at immediate risk if action is not taken.
- To restrain a child who is physically threatening another child/member of staff
- To separate children whose behaviour is challenging.
- To avoid damage to property.
- To restrain a child from committing an offence.

- To prevent a child engaging in any behaviour prejudicial to maintaining good order and sanctions at the school, whether in a classroom or elsewhere.
- To remove an extremely disruptive child from a teaching session where they have refused to follow an instruction to do so.
- To prevent a pupil from behaving in a certain way that disrupts a school event or school trip or visit.

This list is not exhaustive. The degree of force employed must be reasonable and proportionate in the circumstances of the incident, and the seriousness of the behaviour or the consequences it is intended to prevent. Unless circumstances are exceptional and a child is in danger of hurting themselves or another child, a member of staff may not use any form of physical intervention. In the event of an incident which causes a pupil to be hurt or marked by a member of staff, that person is expected immediately to inform the Headmistress who will inform the parent/s of the nature of the incident..

### **Stages following inappropriate behaviour by children**

It is agreed by all staff that a staged approach to Behaviour Modification is adopted at Glendower School. It is necessary to collect written evidence in the form of a behaviour log using the iSAMS Reward and Conduct Manager. The stages may not be worked through exhaustively, but offer a basis for action, and all occasions of inappropriate behaviour will be considered and acted upon individually and in consultation with SLT where appropriate.

Stage 1. Verbal Warning. Incident dealt with initially by the teacher or assistant to whom the matter is reported or who has observed the incident. If the incident occurs during a break period, the child is isolated from the playground situation either by sending her to sit on a bench or on the Whitehouse steps. If in the classroom, the child will be given verbal warnings, a note will be recorded on the iSAMS Reward and Conduct Manager.

Stage 2. Removal from the area of activity or missed play time for repeated disruption within the classroom. A child could be sent to work in another classroom under the supervision of another teacher or assistant or kept in at break time under the supervision of a member of staff. Repeated notes in the Reward and Conduct Manager (3 entries in one week) may result in a break or lunch time detention with a member of SLT. Lower School pupils will attend reflection time on a suitable break time with the Head of Lower School. In the Upper School, parents will be notified when a child has been given a detention.

Stage 3. Report. The pupil will be put on Report if there is no improvement in behaviour. Parents will be informed and may be invited to a meeting with the Headmistress, Deputy Heads/Head of Lower School. All members of staff will complete the Report Book/Card at the end of every lesson and play time and the book will be signed by the parents every day. Children will remain on Report for a pre-determined length of time. The report book/card will be kept in the child's file.

Stage 4. Fixed Period Internal Exclusion. Continued poor behaviour may result in a Fixed Period Internal Exclusion. In this case, pupils will be supervised by one of the Deputy Heads for a maximum of two days. A third Fixed Period Internal Exclusion will trigger a stage 5.

Stage 5. Fixed Period External Exclusion. Continued poor behaviour may result in a Fixed Period External Exclusion. The Headmistress will meet with the parents and Governors will be informed. The Fixed Period of External Exclusion can be for up to one week. The school will not refund monies in this event and no live lessons will be offered to the pupil.

Stage 6. Requires Removal; means that a pupil has been required to leave, but without the stigma of Permanent Exclusion.

Stage 7. Permanent Exclusion. The Headmistress and the Chairman of the Governors will make this decision jointly. Evidence in writing, collected over a period of time, of the steps and measures that have been put in place will need to be produced. Permanent Exclusion appeals will follow the same procedure as the hearing of complaints. Please refer to the school's Complaints Procedure Policy.

*Any of these stages may be escalated if the nature of the behaviour requires more significant action to be taken.*