



FRIENDS' SCHOOL SAFFRON WALDEN

BEHAVIOUR POLICY (September 2011)

This Policy applies to all sections of Friends' School, including the Early Years Foundation Stage and Key Stage One.

1. STATEMENT OF AIMS

Our aims are

- to encourage everyone to see that of God in themselves and in others,
- to enable pupils to meet creative, intellectual & physical challenge with confidence
- to foster an active concern for the community and the environment,
- to create a friendly atmosphere within which diversity is celebrated and supported
- to provide a secure and caring setting with known boundaries

We value every pupil as an individual and aim to respond to their needs in the most appropriate way. This policy is intended to inform pupils, parents and staff of the ways in which Friends' School will work to encourage the most appropriate behaviour from its pupils. We look for that of God in all our pupils, but when the best course of action for an individual is in conflict with the need of the School community as a whole, consideration of the community will usually take precedent.

We will ensure, through the organisation and delivery of the curriculum, that all of our pupils are appropriately challenged and motivated. All-round development is valued at Friends' School and we will ensure a breadth of opportunity and a well-coordinated system of pastoral care for our day and boarding pupils.

We will recognise and praise good behaviour both publicly and privately. Pupils respond to praise and encouragement and such positive reinforcement is an important aspect of school life. In themselves they promote good behaviour. We will praise pupils in lessons for work well done or for particularly good contributions. Similarly, they will be thanked both publicly and privately for work done in the wider school community and beyond. These 'informal' aspects of the reward system set the context in which more formal rewards are given.

2 JURISDICTION

The School behaviour policy will apply:

1. For day students whilst they are in school or travelling to and from school or in the immediate vicinity of the school at any time
2. For boarding students throughout the time that they are our responsibility
3. For all students on trips, exchanges or whilst representing the school

IN THE SENIOR SCHOOL

3 REINFORCEMENT

Pupils will be rewarded for personal achievement and positive contributions to the school community. Commendations are issued by staff at bronze, silver and gold levels. A Head's Commendation is sent to those achieving significant numbers in a term. Commendations are converted into House points as part of the House system. Pupils are also rewarded for individual achievements with mentions in assemblies and the presentation of certificates and other awards. Pupils discuss their achievements with form tutors on a regular basis and received personal congratulations. Letters may also be sent to parents recognising achievements in all aspects of school life.

4 EXPECTATIONS

- 4.1 Pupils are expected to wear their uniform as in the uniform guidelines. Failure to do so will usually result in an immediate detention at lunch time.
- 4.2 Pupils are expected to behave in a way which enables effective teaching and learning within the class room. Teachers will respond using the following procedures if pupils fail to behave in an acceptable way.
 1. The first time a student behaves inappropriately they will be warned
 2. The second time the teacher will take appropriate action such as requiring the pupil to move
 3. The third time they will be 'sent out of the classroom for 5 minutes to "cool off"
 4. Pupils will be brought back into the lesson and given the opportunity to join the lesson in full. Failure to respond to this would result in a departmental detention being given by the class teacher..
 5. The class teacher will discuss the situation with the child and report to the Form teacher and Head of Department on a Blue Incident Report Form. **The class teacher will record the action they have taken on the Blue Slip**
 6. Form teachers on receiving the blue slip will discuss the incident with the pupil. In some situations this will result in further action which may be a warning, a form detention (in the Library at 4pm) for several blue slips or a referral to the Head of Year for repeat offences.

5 RESPONSE TO OFFENCES

In general our response to offences will depend upon:

1. The seriousness of the offence
2. The pupil's response to the offence e.g. their subsequent acknowledgment of the offence, honesty and co-operation
3. Past school history
4. Consideration of the best course of action for the individual pupil.

It is difficult to be totally prescriptive about the relative seriousness of offences as the contexts may vary enormously. As a guideline:

5.1 **FIRST LEVEL offences** may include;

- Failure to bring basic equipment
- Failure to produce prep
- Distracting others
- Dropping litter
- Chewing gum
- Talking in class
- Lateness to a lesson

These sorts of single offences are those which are likely to be dealt with by teaching staff (see 4.2). A report will be sent to Form Teachers on a blue Incident Report Form **including the action taken by the reporting member of staff**. Depending on the context, parents (and/or House Parents for boarders) may be informed. The range of sanctions available to staff include a reprimand or detention which may be keeping the child behind at the end of a lesson, loss of break or part of lunch time, or after school detentions. However, none of the above would remain low level if the offence were constantly repeated or the offender persistent. Repeated offences result in a **pastoral detention being given by Form Teachers**. Pastoral detentions are at 4.00pm in the Library.

5.2 **SECOND LEVEL offences** may include

- Persistent repetition of level one offence
- Repetition of poor behaviour
- Defiance
- Lack of respect for other students or staff
- Graffiti
- Disruption
- Swearing at another student
- Continued poor personal performance
- Smoking (could be third level depending on context)
- Bullying or racial harassment
- Inappropriate physical behaviour

For this sort of offence a **blue incident report would be written and passed to the Head of Year, with a copy to the Form teacher**. A student may be placed on report, or given a detention, (which may be loss of break or part of lunch time, after school detentions or being withdrawn from lessons for a period of time) Parents (and/or

House Parents for boarders) would usually be informed and their support requested. Repeated offences would result in a meeting between parents, Head of Year and relevant SLT. Continued offences at this level could result in a SLT detention at 4pm on a Friday or a Heads Detention on a Saturday morning.

5.3 **THIRD LEVEL (CRITERIA FOR STUDENT EXCLUSIONS INCLUDED):**

- Persistent repetition of a Level 2 offence
- Refusal to comply with the instructions of a member of staff
- Swearing at a member of staff
- Serious actual or threatened violence
- Sexual abuse, sexual assault or possession of explicit material
- Carrying an offensive weapon
- Theft
- Vandalism
- Continued bullying or racial harassment
- Supplying an illegal drug
- Drug or substance related abuse
- Arson
- Smoking within a building
- A boarder being out of his house after “lights out”
- A male being found in the bedroom of a female (or visa versa) or in a similarly compromising situation

For this level of offence once the situation has been responded to Staff should write up the incident on a blue slip and take it directly to the Assistant Head (Pastoral). **The Head would be informed and would consider exclusion (fixed term or permanent) as an appropriate response.**

A decision to exclude a student permanently is recognised as a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. However there will be circumstances where a student will be excluded for a first or “one off” offence such as those listed above.

Where a student is thought to be at risk of exclusion a Pastoral Support Programme will be put in place to help that student avoid exclusion. This programme will be put together with input from relevant staff and may include strategies to support the pupil, targets and/or agreed behavioural expectations. Where the exclusion is the result of a single major offence this will clearly not be possible.

Where a student is given a fixed term exclusion (suspension), the parents will usually be requested to attend a reintegration meeting at the school to agree the conditions of the student’s readmission.

Throughout this policy, ‘parent’ means anyone who has parental responsibility for, or care of, a child.

IN THE JUNIOR SCHOOL

6.1 ADDITIONAL BEHAVIOUR STATEMENTS

In accordance with the Friends' School Mission Statement that the school strives to be a unique community where the potential and talent of each individual is realised within a friendly and challenging environment based on Quaker principles, the Junior School adds two further statements which have been agreed by staff and pupils.

At Friends' Junior School pupils are expected to:

- work to the best of their ability in all they do;
- care for the environment and for the people around them;
- treat others as they would wish to be treated;
- learn and grow among friends.

6.2 ROLE OF STAFF IN THE JUNIOR SCHOOL

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other.

As adults we should aim to

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote good behaviour through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all;
- Be punctual and dress appropriately.

All teachers are responsible for dealing with incidents in and around the Junior School. If in doubt, they can refer to the Head of Early Years and Key Stage One, the Deputy Head and ultimately to the Head.

It is the responsibility of the **Head of the Junior School** to implement the Behaviour Policy consistently and to report to the Governors, when requested, on the effectiveness of the policy. It is also his responsibility to ensure the health, safety and welfare of all children in the Junior School.

The school works collaboratively with **parents**, so that children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to apply reasonable sanctions in the event of poor behaviour, it is essential that parents should support the actions of the school.

6.3 THE CURRICULUM AND LEARNING

It is vital to understand that an appropriately structured curriculum and effective learning can help contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the problems which are often at the root of poor behaviour. It follows that lessons should have clear objectives, be understood by the children and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

6.4 CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Displays should help develop self-esteem through demonstrating the value of individual contributions; above all the classroom should be a welcoming environment. Teaching methods should encourage enthusiasm and active participation. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Expectations should be high.

6.5 RULES AND PROCEDURES

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed. Rules and procedures are therefore designed to make clear to the children how they can achieve acceptable standards of behaviour. They should

- be kept to a necessary minimum
- be positively stated, telling the children what to do, rather than what not to do;
- give clear choice and consequence options;
- actively encourage everyone involved to take part in his / her own development;
- have a clear rationale, made explicit to all;
- be consistently applied and reinforced;
- promote the idea that every member of the school community is valued and has responsibilities towards each other and the school as a whole.

If inappropriate behaviour occurs, then we need to investigate the circumstances thoroughly, since each individual and situation is different. It is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and more serious incidents. The latter include bullying, deliberate injury (or attempted injury), stealing and truancy.

6.6 REWARDS AND SANCTIONS

Praising children will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths and recognise the success of others, thus helping them to become positive members of society.

Praise can be linked to work, effort, willingness, contribution, cooperation, teamwork, considerate treatment of others and personal achievement. It should be given when any one of the above is above the standard for that group, above the standard for that pupil, or else of a consistently good standard.

Types of reward include positive comments in class, on the sports field or in the playground; stars, merits and Certificates of Excellence; mention in class and assemblies. They are listed in more detail below, according to age group.

Nursery

Verbal, positive praise, directed rather than general; praise at handover to parents; stickers, smiley faces.

Reception

Verbal, positive praise, directed rather than general; smiley face on board, name underneath; star chart; star of the week certificate; praise at handover to parents.

Year One

Verbal, positive praise, directed rather than general; stickers; handwriter of the day; star of the day; stars, merits, Certificates of Excellence.

Year Two

Verbal, positive praise, directed rather than general; handwriter of the week; star of the lesson – peer recognition; stars, merits, Certificates of Excellence; class reward; privileges as a reward.

Year Three/Four

Verbal, positive praise, directed rather than general; thumbs up; stamps; traffic lights; stickers related to stars, merits, Certificates of Excellence.

Year Five/Six

Verbal, positive praise, directed rather than general; children have individual targets and praise can be related to them; stamps; stars, merits, Certificates of Excellence.

SEN children

All children have individual targets and rewards are given on a basis of regular, small steps.

To help pupils maintain good behaviour, school expectations should be explained at the beginning of each year and reinforced at regular intervals.

Time to discuss issues with the children is important and may take place during 'Circle Time' or PSHE lessons. Bubble/Circle of Friends groups will be set up on occasions to teach and model effective and positive behaviour. All these activities give the opportunity to reinforce expectations of behaviour and respect throughout the school.

Break times and lunchtimes need careful monitoring. Teachers on a rota staff the morning and afternoon breaks and midday assistants staff lunchtimes. A blue book is

kept to record incidents at break time (both positive and negative). Lunchtime award stickers are given for eating lunch and trying new things. Bags of equipment are given out and used by children at break times. Pairs of year groups are responsible for taking these out and bringing them back.

Sanctions

The approach taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences. Regular reminders of the Behaviour Statements (see 6.1) are used as an initial approach to inappropriate behaviour. The use of sanctions should be characterised by a clear explanation of why the sanction is being applied. It should be made clear what changes in behaviour are required to avoid future sanctions and there should be a clear distinction between minor and more serious offences. Above all, it should always be the behaviour rather than the person, which is punished. It is most important that the sanction applied is proportionate to the offence.

Possible Sanctions include:

- Expression of disapproval through look, voice tone, explicit expression;
- One-to-one discussion of behaviour with an appropriate member of staff;
- Loss of break time to finish work;
- Time out near the Head's Office;
- School behaviour sheet to monitor future behaviour for a time;
- A letter of apology given to the injured party;
- Referral to the Head of Early Years/Key Stage One or to the Deputy Head;
- Referral to the Head;
- Non-participation in an extra-curricular activity;
- Head's detention with a letter to parents;
- Letter to parents warning that further inappropriate behaviour will result in fixed-term exclusion;
- Fixed-term exclusion, only through reference to the Head of the School and the Governors;
- Exclusion, only through reference to the Head of the School and the Governors.

In cases of extreme behaviour, contact must be made with a member of the Leadership Team immediately.

Date: September 2011

Review date: January 2013

The updated policy was ratified by the Governors at the November 2011 meeting of the Board.

Signed on behalf of the Governors-----

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