

Stanfield Behaviour Policy

(Including Rewards and Sanctions)

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INTRODUCTION



School Mission Statement

Our Mission is:

'The rigorous pursuit of excellence, within and outside the classroom, combined with a passionate concern for each individual.'

We aim to achieve this by:

- a) Encouraging the growth of intellectual curiosity, creativity and independent learning whilst also focusing on examination preparation and success.*
- b) Recruiting and retaining high-quality teaching staff committed to continual professional development, who have the expertise and high expectations of all pupils, who enjoy teaching and learning and who enable pupils to fulfil their academic potential.*
- c) Providing outstanding pastoral care and ensuring relationships and behaviour within the School are based on mutual respect within a supportive and safe environment.*
- d) Encouraging the development in each pupil of confidence and compassion, leadership and a concern for others, combined with the growth of resilience and good physical and mental health.*
- e) Offering excellent facilities and a wide range of co-curricular activities which enable pupils to participate and experience competition and collaboration, develop character and confidence, and enjoy artistic, cultural, intellectual and sporting interests.*
- f) Preparing pupils for life beyond School through an understanding of higher education and career opportunities, a development of collaborative and leadership skills, an understanding of core British values balanced by an appreciation of the diversity of the world and a sense of service and responsibility to the wider community.*
- g) Working in partnership with MTGS and MTBS, with parents and alumni and the local community, for mutual benefit and support.*

The atmosphere in the School is caring, friendly and positive; we expect the highest standards in terms of behaviour and personal relationships, and by the time they leave us, we hope that our pupils will have acquired a quiet self-confidence and a well-balanced approach to life, which will stand them in good stead for the future.

AIMS



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The School aims to promote the Merchants' Mindset in all its pupils, instilling the highest standards of behaviour both inside and outside the classroom, as well as outside of the School (for more information, please refer to Merchant's Mindset document). The promotion of good behaviour is embedded in our Rewards System. To encourage pupils to meet our required standards, we have a framework of rules enforced by a series of sanctions. The highest standards of behaviour are reinforced in Assemblies, Form Periods, PSHE lessons and the wider curriculum.

The Head Teacher is entitled to exercise wide discretion concerning our rules, policies and regime and will exercise those discretions reasonably and lawfully and with procedural fairness when the status of a pupil is at issue.

We attach importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. Pupils are encouraged to participate fully in the school's activities. They must attend School each school day, be punctual for School and lessons, work hard, be well-behaved and comply with school rules about the wearing of uniform.

The Headmistress and other staff members on the Headmistress' behalf, will take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the School community as a whole. This policy applies to all pupils when they are on school premises, in the care of the school, wearing School uniform, or otherwise representing or associated with the School. This policy also applies to pupils who are outside the care of the School and away from the School premises if their conduct is to cause serious damage to the school's reputation or injury or other loss to members of the school community.

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 available on the School website and reinforces our expectations about behaviour. The School is strongly committed to promoting equal opportunities for all, with particular regard to the protected characteristics set out in the Equality Act 2010: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Reasonable adjustments are made for all pupils with special educational needs/disabilities, and pastoral leaders consider these matters when considering the imposition of a sanction. (Our SEND policy sets these out in detail.)

We expect pupils to be ready to learn and participate in school activities. We expect pupils to behave in a manner that reflects the best interests of the whole community at all times. In extreme circumstances, this School has a Physical Intervention Policy, which is part of the Health & Safety Policy.

CODE OF CONDUCT



The basis of all good behaviour is a need for mutual respect. Pupils attending Stanfield have a right to expect a well-ordered environment conducive to study. This right can only be provided in circumstances where all individuals accept their obligation to honour the Code of Conduct. The School's Code of Conduct is based on the work of Sue Cowley and *The Seven C's of Positive Behaviour*¹:

- **Care**
- **Consideration**
- **Commitment**
- **Challenge**
- **Courtesy**
- **Control**
- **Confidence**

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 available upon request and reinforces our expectations about behaviour. The School is firmly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at Stanfield Merchant Taylors' consent to upholding the School's policies and regulations, including this policy. They will support the School's values in matters such as attendance, punctuality, behaviour, uniform and appearance, standards of academic work, co-curricular activities and homework.

Involvement of Pupils

Our experience shows that the expectations of behaviour, along with the ethos of the School, are enhanced by ensuring that pupils feel like valued stakeholders in the School, with the opportunity to voice their opinions, suggestions and concerns. Weekly School Council meetings and form times are used to create an ongoing dialogue between the School and pupils.

Worry boxes are also located within each classroom, allowing pupils to raise matters with their class teachers. In Reception and Year 1, a voice recording system is used. Regular assemblies remind pupils of our expectations and values as a school to promote pupils' moral, social, cultural and spiritual development.

¹ Cowley (2012)



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At the beginning of the year, the Headmistress will explain the code of conduct to the pupils, and there is a school-wide focus on each specific area of the Code of Conduct every half term. The teaching staff then reinforces this.

The Headmistress and the staff will apply any sanctions appropriately and fairly. If necessary, this will occur after an investigation has taken place. Sanctions may undergo a reasonable change from time to time but will not involve any form of unlawful or degrading activity. Corporal punishment is never used. Examples of sanctions include detention [lunchtime], withdrawal of privileges, suspension for a specified period, and removal or expulsion.

Teaching and Learning

Stanfield Merchant Taylors' aims to raise the aspirations of all of its pupils and help them appreciate that there are no barriers to their potential achievements inside and outside the classroom.

Pupils are encouraged to take responsibility for their learning. We celebrate success, emphasise the positive and deal with the negative sensitively and tactfully. Our teaching staff offer every child a high level of individual attention and consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

Complaints

The School has a Complaints Procedure which is available on request if a complaint about the operation of our Behaviour, Rewards and Sanctions Policy cannot be resolved informally.

REWARDS AND SANCTIONS

All pupils and staff should be familiar with the Code of Conduct² (displayed in all Form Rooms) and the Uniform Regulations. General pastoral care of the pupils is the responsibility of every member of staff, and all staff are expected to play their part in seeing that good order is maintained in the School.

More specifically, each pupil is cared for by his/her Class Teacher, who monitors academic progress, co-curricular activities, behaviour within the School and general physical and emotional well-being. If appropriate, concerns over individual pupils are shared at a weekly staff meeting or with the Designated Safeguarding Lead when necessary.

The Aims of our Rewards System

² See Code of Conduct document



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Our Rewards System aims to use extrinsic motivators to encourage the formation of good habits³ by rewarding specific behaviours and not just for general achievement. By using rewards in a targeted way, pupils can develop intrinsic motivation. Recognising and rewarding good behaviour, effort and achievement wherever possible is essential as rewards help to foster and reinforce good behaviour whilst raising self-esteem.

What we do to encourage good behaviour

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their actions and behaviour
- We set, through example, high standards of behaviour
- We praise good behaviour both privately and publicly.
- We create classroom rules with the pupils.

GENERAL REWARDS:

We provide a system in which different types of pupil behaviours and achievements can be recognised and rewarded in School.

Staff will praise examples of positive responses from children:

- Being respectful and kind
- Quickly settling down
- Working well individually or in groups
- Tidying away well

Recognition may involve:

- a thank you
- praise
- showing/displaying work/achievements (weekly Achievements Assembly)
- a private acknowledgement of achievement from the teacher / Headmistress (verbal or written)
- peer approval
- informing parents informally in a verbal remark at the door or comment in the Reading Record/Homework diary or formally on a report form
- giving responsibility or privilege
- stickers or certificates/star of the day
- Headmistress' sticker award
- house points / merit badges / pompoms (EYFS)

³ Sansone and Harackiewicz (2000)

- golden time

KEY STAGE 2 SPECIFIC REWARD SYSTEMS

HONOUR SYSTEM:

Starts are awarded to pupils for **consistent outstanding academic achievement OR effort**.

They are awarded in the following way:

- For outstanding achievement or effort, a pupil will receive **one STAR** as recognition
- If a pupil receives **10 STARS**, they will be awarded an **HONOUR** (certificate).
- An honour is then awarded in assembly.

Pupils who achieve 3 honours in an academic year will receive a Bronze award (name in book).

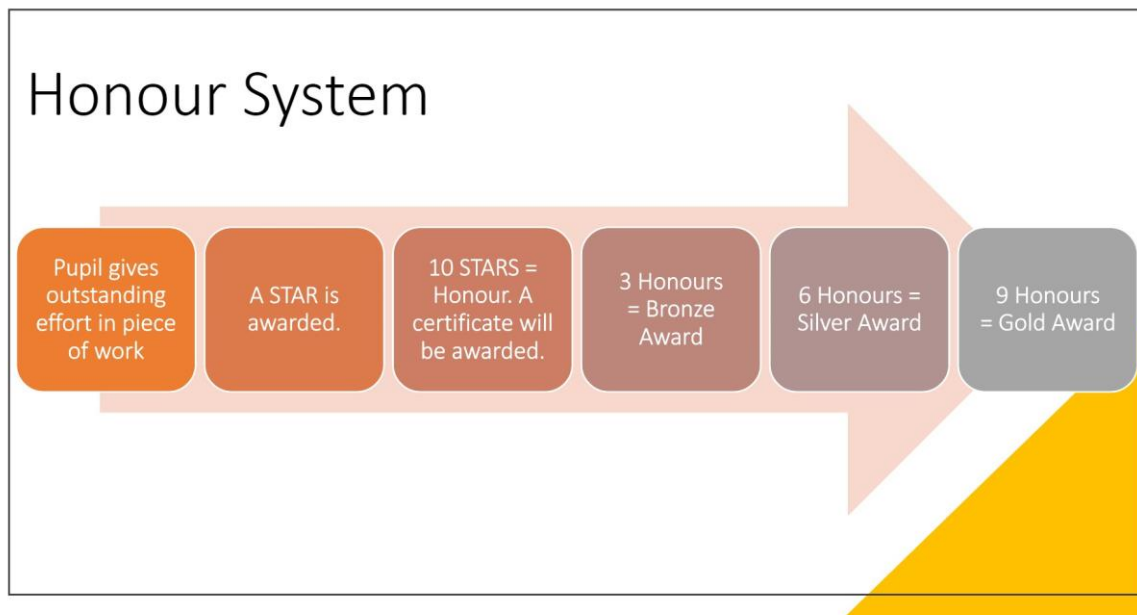
Pupils who achieve 6 honours in an academic year will receive a Silver award (name in book).

Pupils who achieve 9 honours in an academic year will receive a Gold award (name in book).

Pupils who achieve 12 honours in an academic year will receive a Double Gold award (name in book).

Pupils who achieve 15 honours in an academic year will receive a Platinum award (name in book).

IMPLEMENTING THE HONOUR SYSTEM:



HOUSE POINTS –

House Points are issued for **exceptional behaviour that follows the Code of Conduct**.

House Points are collected each week for their respective houses:



Green – **Terra**
Yellow – **Sol**
Red – **Ignis**
Blue – **Aqua**

KEY STAGE 1 AND EYFS REWARD SYSTEM

House points (Pom Poms in EYFS) are issued for:

- Exceptional behaviour which follows the code of conduct
- Excellent work, effort and/or achievement
- A thank you for helping out, doing jobs
- Showing initiative
- Making a sustained effort and achievement in work

Stickers are used for numerous reasons at teachers' discretion.

A traffic light system is used throughout the School. All children begin on green each day.

Code of Conduct Merit Award

This is awarded weekly to a pupil in each class who has demonstrated the specified Code of Conduct focus for that week.

Kindness Sash

Awarded weekly to a pupil in KS1 who has demonstrated kindness to others.

Golden Time

Golden Time will be timetabled each week as a reward for good behaviour.

Prize Giving

Prizes are awarded for academic achievements, progress and endeavour to pupils in Years 2 – 6 at our annual Prize Giving ceremonies each summer.

SANCTIONS

Good discipline requires a framework of sensible, defensible and clearly understood rules. This needs to be enforced by sanctions, which are generally regarded as fair in that the punishment fits the crime.

The School must ensure that sanctions are consistent and that teachers use their professional judgement when dealing with pupils who misbehave.

Low-Level Disruption

We aim to enable all children to learn to the best of their ability and not allow low-level disruption to prevent this. Low-level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

Serious Incidents

In our view, a 'serious incident' is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Running away
- Rudeness or insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying

The School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the School's Safeguarding Policy. They should also consider whether continuing disruptive behaviour might result from unmet educational or other needs. At this point, the School should consider whether a multi-agency assessment is necessary.

Staff use tracking sheets to record instances of poor behaviour or work concerns. The Welfare Team will report lunchtime incidents to class teachers to follow up. Every child is treated as an individual, and the reasons for rewards and sanctions are age and ability appropriate. We need flexibility as some pupils have complex pastoral issues, but we must be consistent and fair.

FLOW CHART DETAILING INVESTIGATION PROCESS



Traffic light system

- All start on Green at the beginning of the day. When a child breaks a school rule – they are given a warning using the *code of conduct* to exemplify this.
- If they are warned again, they move onto Amber **and lose 5 minutes of Golden Time**
- If they break a rule for the 2nd time in the day, they go to Red.
- The teacher records all pupils on Red each day, and they move back to Green at the beginning of the next day.

A pupil who repeatedly collects 'amber' warnings in the same week will be sent to a member of the SMT at break time, with whom their indiscipline will be discussed, and a written task will be given to reinforce the *code of conduct*. Pastoral mentoring will be introduced when necessary.

If a pupil is put on red, then the pupil is put on detention.



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This will be supervised by the Head Teacher once a week, for half-an-hour, at lunchtime. Head Teacher to log detentions. There will be a form to complete by the child explaining why they are there and how they can improve their behaviour in the future. This will be filed for reference.

If a pupil is put on detention twice in a term, they are sent to the Head Teacher. If a pupil is on detention three times, the Head Teacher will write to the pupil's parents. Further action, such as Report Card, will be taken if necessary.

Not all cases will follow this procedure. If a pupil by their actions endangers themselves or others or in extreme cases of poor behaviour, the staff member is to inform the Headteacher as soon as possible. We need flexibility as some pupils have complex pastoral issues, but we must be consistent and fair.

Report Cards

A weekly 'report' system will be used until the child notices a noticeable change in behaviour. If there are no improvements, parents will be invited to meet with the Headmistress, and further steps and an action plan will be discussed. The report card is given to the child, who must always keep it with them. The card is taken home at the end of each day, signed by the parents and returned to School the following day.

Staff responsible for the child during the periods of the day will assess the child's behaviour at the end of each session. This includes playtimes, lunchtimes and lesson times.

Children in Foundation Stage and Key Stage One will be assessed using a smiley face system on the report card.

- :) - Good behaviour
- :| - Satisfactory behaviour
- :(- Poor Behaviour

Children in Key Stage Two will be assessed using a Report Booklet.

Suspension from School:

This is regarded as a very serious punishment. Its length depends on the seriousness of the offence, and in all cases, parents are informed in writing and should discuss the situation with either the Headmistress or the Headmistress of the Senior School.

The suspension may be internal or external. For an internal suspension, the Pupil attends School during normal hours but is kept isolated from the rest of the pupils and set appropriate work. An external suspension means that he/she is sent home. Once the decision has been



made to apply either sanction, the School will contact the Parents by telephone to tell them that their child has been suspended. A letter must be written to Parents explaining the circumstances, and they will be invited to meet the Headmistress when the term of suspension has been served. The child concerned must be given work during the suspension period. A note is placed on file explaining the full circumstances surrounding the incident and when he/she is returning.

Exclusion:

In certain very rare circumstances, it may be necessary for a pupil to be excluded permanently from School, in which case the Chair of Governors must be informed.

Parents may ask for a Governors' Review of a decision to expel or require the removal of the Pupil from the School (but not a decision to suspend the pupil unless the suspension is for eleven school days or more or would prevent the Pupil from taking a public examination). The request must be made as soon as possible and within seven working days of the decision being notified to Parents. Parents will be informed of the names of the Governors who make up the Review Panel and may ask for the appointment of an independent panel member nominated by the School and approved by the Parent (approval not to be unreasonably withheld).

The Headmistress will advise the parents of the procedure (current at the time) under which such a Governors' Review will be conducted. The panel will consist of up to three Governors (including an independent member, if requested) but not the Chair of Governors. If Parents request a Governors' Review, the Pupil will be suspended from School until the decision to expel or remove has been set aside or upheld. While suspended, the Pupil shall remain away from School and will have no right to enter School premises during that time without written permission from the Headmistress. A Governors' Review will be conducted under fair procedures per the requirements of natural justice.

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