

## ANNEX 10

### BEHAVIOUR MANAGEMENT POLICY (Prep School only)

References:

- A. The Revised Handbook for the Inspection of Schools in the Independent Sector; the Regulatory Requirements, September 2010 (Part 3 paragraph 9). ([www.isi.net](http://www.isi.net)).
- B. "Working Together for Good Behaviour in Schools", DCSF October 2009, (<http://publications.teachernet.gov.uk>)

#### **Introduction**

Vinehall School aims to encourage the pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos and aims of the school, set out in the Main Document.

As a school we aim to:

- Provide an excellent all-round education both academically and through an impressive range of extra-curricular activities. There are opportunities for all and those who are especially talented can reach the highest levels of attainment.
- Develop in each child independence, commitment and enthusiasm.
- Foster a spirit of mutual respect and kindness and encourage everyone to do their best for the community.
- Encourage every child to participate fully in life and to learn about themselves and their place in the world.

The school ethos is encapsulated in our motto: 'pro aliis optimum agere' - to do our best for the benefit of others.

A synopsis of this Behaviour Management Policy is provided in the Parents' Handbook, while the full document is available to parents on request from the school office.

#### **Code of Conduct**

At Vinehall we see education as a partnership where governors, staff, parents and pupils work constructively together to promote the values of the school as enshrined in our aims and ethos. Our staff are committed to excellence, aiming to achieve a spirit of trust, respect and co-operation. We expect the highest 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 aim to promote and reward good behaviour through praise and encouragement and fostering a spirit of mutual respect. This is promoted through the House system, which is a powerful motivator for encouraging and promoting good work and behaviour, and a scale of rewards and sanctions that accompanies it. The role of staff as positive role models for the pupils helps to reinforce the values of the school and cannot be over-stated.

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 Rules and Expectations (at Annex 3) and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone at Vinehall has the right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated and the school's Policy for the Prevention of Bullying, which is available to parents on the website or on request from the school office, is set out at Annex 4. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, or physical disability or learning difficulty.

We expect pupils to be ready to learn and to participate in the wide variety of activities and opportunities available at Vinehall. They should attend school and lessons punctually with the right equipment and follow the school's attendance and uniform policy.

We expect all pupils to show respect for the school buildings, grounds, equipment and furniture. We expect the pupils to respect the general environment and, above all, other members of the school community whether another pupil or adult.

We expect pupils to be safety-conscious whether in or out of the building. This will involve observing any safety practices (for example in the science laboratories), moving around the school calmly and with an awareness of others and using any equipment carefully and sensibly. This will also apply on any school trips or outings where pupils will be expected to listen to any instructions given by staff whether Vinehall staff or staff on site (for example on a residential trip or school outing).

### **House System**

Each child is allocated to one of the four houses. This is a vertical grouping system and we aim to keep a balance of gender in each year group in each house. A shirt in the house colour is worn for house competitions and on Sports Day. There is a weekly house meeting with teachers who represent the house, at which house points and progress are discussed. The house system aims to encourage healthy and positive competition, co-operation, teamwork and loyalty.

<b>House</b>	<b>House Colour</b>
Ashton	Blue
Paxton	Green
Rushton	Red
Saxton	Yellow

The pupils' efforts in the classroom are measured through good copies and bad copies. Their behaviour (incurring credits and drills) also counts towards the house points totals. Good copies, bad copies, credits and drills are recorded on the Form Teacher reports each term and are displayed on a weekly basis on the house notice boards in the front hall and in the library.

Pupils are discussed as a matter of course at weekly staff meetings.

### **School Rules and Expectations**

The School Rules and Expectations are set out at Annex 3, together with the Code of Conduct at Appendix 1, a copy of which is placed in each form room and gone through with the pupils at the beginning of each term by their form tutor. Together, they are designed to encourage positive behaviour and self-discipline.

Our aim is to reward and encourage good behaviour, while sanctions help us to set boundaries and to manage challenging behaviour. In this way, our intention is to help pupils must understand what is expected of them and why sanctions may be imposed for inconsiderate and unacceptable behaviour.

It is not possible to set out every rule which must be obeyed and they are subject to change from time to time. Consequently, pupils at Vinehall are encouraged to use common sense at all times and to behave in a way which reflects the best interests of the whole community and which supports the school motto: 'to do our best for the benefit of others.'

Parents and Guardians undertake, when signing the Parent Contract, 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 his part, undertakes to ensure that sanctions are applied fairly throughout the school, and, where appropriate, after due investigation has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity and at no time and for no reason will a member of staff administer any form of corporal punishment.

The Deputy Head oversees the discipline policy at Vinehall in consultation with the Head, other members of SMT, Form Teachers and other members of staff. The sanctions available for breaches of school discipline will vary according to the severity of the incident and are set out below.

## **Rewards**

At Vinehall, we encourage the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment in which each individual feels valued and proud to be part of their school community. Our system of rewards includes:

- Good Copies
- Credits
- Good Copy Tea
- Merit Badges
- House Winners' Outing

### **Good Copies**

Good copies are awarded for hard work and effort, usually after three stars have been accumulated. Stars are given for individual pieces of work that show real effort. On the award of the third star, a good copy is written in the work book or equivalent. This is then brought to be signed up against the pupil's name on the House boards by a teacher. The good copies are then converted to house points on the overall totals. The winning house each term wins a trophy and a special trip (see House Winners' Outing).

As well as counting towards the house totals, a weekly form shield is awarded to the form with the best average per pupil for that week. The Gordon Shield for Juniors and the Robinson Shield for Seniors are awarded at assembly and are displayed in the winning form rooms for one week.

There is an end of term good copy prize for the individual with the most good copies in that term.

### **Credits**

Credits are awarded for spontaneous acts of kindness and helpfulness. Two credits will add one point to the house totals. There is an end of term prize for the pupil with the most credits for that term.

### **Good Copy Tea**

When pupils achieve a target number of points in the term, they are invited to a special afternoon tea. At each subsequent required multiple of points, the child qualifies for another tea party and so on. This is a very popular and effective incentive system!

### **Merit Badges**

Merit badges are awarded at assembly to individuals who have been recommended by the staff as having shown a quality of character befitting our school motto – 'to do our best for the benefit of others'. The badge is worn for one week and is recorded for inclusion on the pupil's shield.

### **House Winners' Outing**

At the end of each term the house with the greatest points average per pupil is treated to an outing organised by the house staff, usually on the Wednesday of the last week of term. The pupils with the highest number of points in the other houses may be invited to join the outing. The pupil(s) from the winning house with the lowest number of points or the largest number of drills may be excluded from the outing.

Good copies and credits are signed up on the Year Group sheets outside the Director of Studies office. These are photocopied each week and given to the Form Tutors who meet with their forms

each week (usually on a Monday). This provides a further opportunity to praise children who have contributed positively whether through their good work or through their behaviour.

## **Sanctions**

While we recognise, encourage and reward good behaviour and work, there will inevitably be occasions when sanctions need to be given for lapses in behaviour where warnings have been given but gone unheeded, when rules have been broken, for poor organisation, or for occasions when work is unsatisfactory through poor effort and application despite the help given.

It must be understood and accepted by the pupils and their parents that good behaviour is expected whether on school premises or away from school for example on a school outing or residential trip. Pupils must also be aware of the school's policy on the Prevention of Bullying (including cyberbullying) at Annex 4.

The teacher is responsible in the first instance for dealing with minor infringements of school rules or expectations. Our system of sanctions includes:

- Bad Copies
- Yellow Drills
- Red Drills
- Detention (usually during morning break time on a Friday)
- Confiscation of property that is being used inappropriately or without consideration
- Withdrawal from a lesson, school trip or team event
- Withdrawal of privileges
- Assistance with domestic tasks such as litter collecting
- For more serious breaches of school discipline or for repeated breaking of school rules where other measures have not proved sufficient: suspension for a specified period, removal or expulsion.

## **Bad Copies**

Bad copies are given for lack of effort with work. These are used very sparingly and are usually preceded by a warning - written or verbal. The child will generally be required to repeat the work and appropriate improvements will be expected. If this does not occur then a bad copy will be given, which is taken to the Head to be registered and counts against the house totals. Should two or more bad copies be received in any one week, the individual will be placed on a "Daily Report Card" which is to be signed by the staff each lesson and taken to the Form Teacher (usually) each day for one week. Day pupils will also need to have the card signed daily by their parents. Warnings and bad copies will be reflected in the next set of assessments.

Daily report cards may also be given to pupils who need a "boost" in their work.

## **Yellow Drills**

These are given for organisational failings (e.g. leaving kit lying around the changing room, arriving at lessons without the right equipment etc.) A brief reason for the yellow drill is recorded on the drill sheet behind each Year Group's points sheet on a hook in the library outside the Director of Studies study. Yellow drills count against House totals to the value of one third of a point.

## **Red Drills**

These are given for more serious misbehaviour such as rudeness, unkindness and the deliberate breaking of school rules. A brief reason for the red drill is recorded on the drill sheet behind each Year Group's points sheet outside the Deputy Head's office in the library. Red drills count against House totals to the value of one point. Red drills are recorded on the school's electronic database (WCBS PASS)

Drill sheets are photocopied at the end of each week and circulated to all Form Tutors for follow up as necessary during Form time (usually on a Monday morning). This enables the Form Teachers to

monitor the behaviour of the pupils in their class closely and to provide help and support to those pupils who might be struggling with their organisation.

If a child receives two red drills in a week then he/she will automatically spend a break in detention with the Deputy Head (usually on Friday morning) where the reasons for the drills being given will be discussed. The children will produce a list of action points to help improve their behaviour. If s/he receives two or more red drills the following week, or four in one week, s/he will be given a behaviour card which requires the pupil to have it signed at regular intervals during the course of the day and to show it to the Deputy Head/form tutor on a daily basis. Their parents will also be informed. Boarders have their cards signed by the boarding staff at the end of each day and day pupils will have their cards signed by their parents.

It is at this stage (Stage 1) that some free time, usually morning break is taken away from the pupil concerned if there are further instances of poor behaviour whilst on a behaviour card. If there is still no improvement then all free time is removed from the pupil (Stage 2). If, despite these measures, there is still no improvement in behaviour, more serious measures are considered. These can include temporary or permanent exclusions (Stage 3). For serious incidents, exclusions can be used as a first sanction. Parents are informed as a matter of course where a pupil has accumulated 8 red drills in the course of a term.

More serious indiscipline is dealt with in liaison with the Form teacher, Housemistress, Deputy Head or the Head as appropriate. Sanctions generally involve no more than depriving children of spare time or privileges or treats. Boarders may also be put on 'early bed' (refer to Boarders' handbook).

**All such punishments are recorded on PASS** (see policy on Pupil Sanctions Records at Annex 32) which provides a valuable record of ongoing misdemeanours, helps to establish any trends or patterns in a child's behaviour and gives crucial background information when dealing with parents.

It is recognised and understood at Vinehall that if a child is repeatedly in trouble there may well be reasons behind the disturbed behaviour. Wide consultation is important, and counselling is available for the children when it is felt to be appropriate. Pupils are frequently discussed at staff meetings and staff can avail themselves of this valuable forum for constructive debate about support for individuals.

Details of all disciplinary entries on PASS are published on the staff room notice board for dissemination to all staff.

### **Exclusion**

Although rare, there may be times when a fixed term exclusion (suspension) will be given for serious offences or for a lack of response to previous sanctions. A permanent exclusion or agreed withdrawal of the child from school is a last resort, in extreme circumstances.

Examples of serious offences that might lead to suspension are set out at Annex 32 and include: wilful damage to staff/school/other pupils' property; stealing; using strong language; entering the dormitories of children of the opposite sex; aggressive or violent behaviour; bullying; drug or alcohol misuse; vandalism; persistent misdemeanours.

Examples of incidents that could lead to withdrawal/expulsion: frequent examples of suspendable incidents; ongoing bullying; failure to respond to school support systems and continuing on a course of behaviour that undermines the smooth-running of the school community; drug or alcohol abuse; breach of terms of Parent Contract.

### **Related Documents:**

1. Annex 3: School Rules and Expectations.
2. Annex 4: Policy for the Prevention of Bullying.
3. Annex 10A: Physical Restraint Policy.
4. Annex 32: Pupil Sanctions Records.