

Including Sandford, our Early Years Foundation Stage provision

Behaviour Policy (Including Promoting Good Behaviour, Code of Conduct, Rewards & Sanctions, Temporary & Permanent Exclusions)

Authorised by	resolution of the Board of Governors
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We are highly fortunate at St Gabriel's to enjoy a Christian ethos of pro-active pastoral care where the mutual trust and respect enjoyed by the whole community is central to our success. We therefore view any sanctions imposed as part of a supportive framework which enables pupils' inappropriate behaviour and work practices to be modified in sympathy with our School Code of Conduct and Aims and Objectives. Strong support and guidance is in place for all pupils ensuring pupils' effective transition with close liaison with parents and other agencies as deemed necessary.

This Behaviour Policy takes account of non-statutory advice Behaviour and Discipline in Schools (January 2016) and is therefore intended to support the Anti-Bullying Policy, Pastoral Policy and Child Protection (Safeguarding) Policy and Safeguarding Guidance, all of which are available from the School and on the website. This policy should be read in conjunction with the Exclusion, Removal and Review Policy.

The St Gabriel's Code of Conduct applies to all age groups and at all times when the pupil is at school, representing the School or wearing school uniform; travelling to and from the School; and associated with the School at any time.

Promoting Good Behaviour

We reinforce messages about good behaviour through the PSHE curriculum (taught in Years 1 -13), assemblies, form time and day-to-day conduct in lessons and other activities. Staff act as role models and high expectations of behaviour are set. Pupils are further encouraged to be positive,

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respectful and responsible members of the school community through explicit recognition of their efforts.

Transition between School Stages

We ensure that transition between stages in the School and from other schools is managed in an effective manner. We ask for information from a prospective pupil's current school and their parents or carers, and ensure that this information is shared as appropriate. For example, transition meetings are held for form teachers and tutors when a pupil moves from our Junior School to Senior School.

Sandleford & Reception (Early Years Foundation Stage)

Sandleford (The Early Years Foundation Stage) handles issues of behaviour in ways appropriate to a child's stage of development and level of understanding. This may include 'time out' for a child from the immediate situation in a safe, observed area. The child is given support through explanation and reiteration of behavioural expectations. The adult uses an appropriate tone and volume of voice to ensure the child continues to feel valued and secure. It is the behaviour not the child that is criticised. The child/children are shown how and encouraged to resolve conflicts and difficulties with other children. Katie Noonan, Sandleford Manager, and Michelle Bullock, Deputy Manager, are the practitioners responsible for behaviour management in Sandleford; Clare Lawrence in Reception.

- All significant incidents relating to behaviour are recorded in the room books. A serious sanctions log is kept.
- Negative behaviour is dealt with at the earliest opportunity

Staff promote and reiterate the importance of positive behaviour and establish clear and high standards through:

- modelling 'good' behaviour
- providing activities and play experiences such as stories/role-play/puppetry/circle time/drama
- establishing routines that encourage sharing/negotiation/and cooperation
- rewarding positive behaviour with stickers, verbal praise, special certificates etc.

See addendum on Biting at the end of this policy.

Years 1 - 6

Expectations of behaviour in Years 1 to 6 are built on and reinforce the high standards of behaviour taught in Sandleford.

A positive system of rewards is used to promote, reinforce & celebrate good behaviour and help pupils feel good about themselves.

Code of Conduct (*This code was drawn up by staff and pupils and is included in the individual planner provided to all pupils at the start of the year. Teachers are able to refer to and discuss this code, as necessary, throughout the year.*)

- We listen to others and respect what they think
- We include everyone
- We walk sensibly and quietly between lessons

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- We arrive at our lessons on time and prepared to learn
- We have a positive attitude towards all our learning
- We take pride in our appearance and wear the correct uniform for our lessons
- We look after our play equipment
- We stay in the correct areas at playtime
- We tidy away after play
- We are always polite and responsible
- We are respectful of other schools and places that we visit

General Behaviour around school

What behaviour is expected around school?

- *Walking sensibly and quietly between lessons*
- *Having the correct equipment/books/kit for lessons*
- *Wearing the correct uniform*
- *Arriving at lessons on time*
- *Changing into/out of uniform quickly and sensibly - at the agreed times*
- *Being out of the classroom during break/lunchtimes unless permission has been given*
- *Excellent manners in the Dining Room for lunch*
- *Holding doors open for visitors, staff and other pupils as necessary*
- *Helping to keep the playground tidy*
- *Showing respect for all other people*

Staff handle issues of behaviour in ways appropriate to a child's stage of development and level of understanding. This may include 'time out' for a child from the immediate situation in a safe, observed area. The child is given support through explanation and reiteration of behavioural expectations. The adult uses an appropriate tone and volume of voice to ensure the child continues to feel valued and secure. The child/children are shown how and encouraged to resolve conflicts and difficulties with other children. Negative behaviour is dealt with at the earliest opportunity.

Staff promote and reiterate the importance of positive behaviour and establish clear and high standards through:

- *modelling 'good' behaviour*
- *providing activities and play experiences such as stories/role-play/puppetry/circle time/drama*
- *establishing routines that encourage sharing/negotiation/and cooperation*
- *rewarding positive behaviour with stickers, verbal praise, special certificates etc.*
- *a progressive programme of PSHE activities every week*

Rewards

A positive system of rewards is used to encourage and promote good behaviour and to raise pupils' self-esteem.

In Years 1 to 6, House points may be awarded for a variety of positive behaviours. These may include politeness, manners, consideration for others, helping others, effort and achievement in class, sport, music, drama etc.

- House points are collected regularly; pupils record their House points on their House point chart which is displayed in their school diary or home-link book. Certificates are awarded

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when pupils reach 50, 75, 100 and 150 House points. A gold star badge is awarded for 125 House points.

- Each week, pupils convert their House points for coloured tokens which they add to their House total.
- At the end of each term a cup is awarded to the House with the most points.
- At the start of each term pupils will begin again and House point totals will be zeroed.
- At the end of the school year a cup is awarded to the house with the highest total for the whole academic year.
- House points may not be taken away.

Speech Day

Achievement, effort and subject prizes are variously awarded at Speech Day in the Summer Term.

Sanctions

Around School

Where a pupil's behaviour around school does not meet the high standards expected, teachers will apply the appropriate sanction and notify that pupil's form teacher. Form teachers will keep a record of 'Yellow Cards' received by individual pupils. In the case of *three* yellow cards over a period of a *half-term*, the form teacher will issue a red card and refer the pupil to the Head of Junior School (Stage Four).

Classroom Behaviour

Junior School teachers employ a coloured card system which enables them to deliver sanctions quickly, efficiently and with a minimum of disruption to learning. Form teachers will keep a record of sanctions applied.

Each classroom has a yellow card on display. If an individual is not behaving appropriately (e.g. constantly calling out, distracting others), they will go through the following stages:

Stage 1 - Verbal Warning

If they ignore the warning and disruption continues:
Initials are written next to the yellow card.

Stage 2 - Yellow Card

If the initials are still next to the yellow card at the end of the lesson, the teacher has a brief talk with the pupil concerned, ensuring they understand what they are doing wrong. They are given a 'Yellow Card' to take away to reflect on their behaviour. This is returned to the form teacher when completed. The form teacher will keep a record of this on Daybook.

Stage 3 - Referral to Deputy Head of Junior School

If a pupil receives three 'Yellow Cards' in a half term, they have to see the Deputy Head to discuss targets for improved behaviour.

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If a pupil is consistently getting one or two 'Yellow Cards' every half term, the form teacher must speak to the pupil about their behaviour and, if appropriate, send them to the Deputy Head to discuss targets.

The Deputy Head will consider whether or not parents should be informed at this stage.

Stage 4 - Red Card

If a pupil is sent to the Deputy Head twice in a half-term, the Head of Junior School and their parents should be informed. An entry is made in the Daybook. Targets for improved behaviour will be agreed and a daily monitoring process with the form teacher and the Head of Junior School will commence.

Stage 5 - Fixed term exclusion

Refer to 'Exclusion, Removal and Review Policy'

Stage 6 - Permanent exclusion

Refer to 'Exclusion, Removal and Review Policy'

Every child starts each day with a 'clean sheet'; sanctions from the previous day are not carried over. **At the end of each half-term, 'Yellow Card' totals will be zeroed.**

For any serious inappropriate behaviour, children can be referred straight to the Head of Junior School without having to work through Stages 1 and 2. This would include but is not limited to racist or homophobic comments, cyber/bullying or physical violence, stealing, bad language or lying. (Please see the School's Anti-Bullying Policy for further information.)

Major breaches of discipline are very rare. In these cases it is the responsibility of the Head of Junior School to deal with the situation in conjunction with parents and the Principal or Vice-Principal. A record of these is kept by the Head of the Junior School in a Serious Sanctions Log.

Personal Organisation -Blue Card

Pupils will be issued with a 'Blue Card' for disorganisation.

Examples include:

Forgetting equipment/books required for class

Wearing the incorrect school uniform/PE kit

Failing to complete or hand homework in on time

Those pupils issued with a 'Blue Card' are required to return to School the next day with the missing item and the 'Blue Card' signed by a parent/guardian.

Repeatedly forgetting items can result in a pupil being given a 'Yellow Card'.

Mobile Phones

In Sandleford and Junior School, mobile phones are not allowed during the school day. Should parents feel their child requires a mobile phone at school, the Head of Junior School is happy to discuss individual cases (with telephones being handed in at the start of each day).

Pupils are able to contact home at any time from the School Office in an emergency.

Senior School

Code of Conduct (This code was drawn up by both students and staff and is included in the individual diary provided to all students at the start of the year.)

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- Respect for people, the School and property creates the appropriate environment for all members of our community to work to the best of their ability.
- Students have the right to learn in a calm and safe environment and have the responsibility to help create a good working atmosphere.
- Staff have the right to teach without disruption and the responsibility to promote learning.
- Staff and students should be punctual and well prepared for lessons.
- Each individual student is responsible for their appearance and should wear the appropriate clothing or uniform.
- Each individual student should be able to fulfil their potential without fear of ridicule.

Rules

The school has very few rules and is run on the basis of the Code of Conduct above and mutual respect.

To limit the damage caused to the furnishings and fabric of the School:

- Chewing gum is not allowed

To encourage verbal communication and social interaction during form period and to minimise disruption to lessons:

Mobile devices may only be used at break or lunchtime (with the exception of Year 7 and 8 who may not use them at those times) but not in the Dining Room and will be confiscated if this privilege is abused.

Students are welcome to use the phone in the School Office in an emergency.

- All students are expected to remain on School premises throughout the day. The exception to this rule is that Sixth Form students who have parental permission may leave School during the lunch break 12.45-13.45. In this case, these students must sign out and sign back in. There are some areas that are out of bounds to students, including but not limited to maintenance areas and swimming pool enclosure.
- Sixth Form students who drive to school are asked to respect the School traffic management procedures and to park with consideration for others.
- The Sixth Form common room and Sixth Form Centre are for the sole use of the Sixth Form and must be kept tidy and maintained with consideration for others. All students are reminded that they are expected to work in silence in all study areas and with respect for fellow students. Sixth Form students are permitted in the Sixth Form Centre between 8.15am and 4.15pm. The Sixth Form Common Room is available to Sixth Form Students between 8.00am and 6.15pm as long as there is a member of staff on duty.
- During morning registration, students from Years 7 - 11 are required to indicate their planned location after 4pm. That is whether they are going home, attending a club or using the supervised prep room.
- St Gabriel's is a smoke-free environment. Smoking, including e-cigarettes and vaping, is not allowed in any part of the school grounds or premises.
- St Gabriel's has a zero tolerance policy towards the use of or supply of prohibited substances on school premises. The School will provide relevant and accessible information on the dangers of tobacco, alcohol and drugs.

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- We ask that students dress appropriately for a working school environment, be that in their school uniform following the uniform guidelines or for Sixth Formers in a style that approximates to smart casual wear.

Rewards

House Point Policy for Senior School

Introduction

A policy on House points is part of the School's strategy to encourage and reward higher standards of achievement and to discourage anti-social and disruptive behaviour. This policy document offers a structured approach to issuing rewards. However, it cannot be understated how vitally important it is to praise students verbally and by marking their written work in a constructive way with praise and suggestions for improvement.

There are three main pre-requisites that need to be satisfied if the system is to be a success:

1. There must be consistency with other areas of School policy.
2. It must be applied consistently by all members of staff and its use monitored.
3. Teaching and learning strategies must allow students to achieve while discouraging poor behaviour due to boredom or frustration. In particular, there must be a variety of approaches and work should be differentiated to cater for students of different abilities.

Aims of the House Point system

1. To provide a structured system for recognising and rewarding different levels of achievement at a variety of levels within the school.
2. To foster a culture in which praise and rewards become more widely used and higher level rewards become accessible to a larger group of students. In this way, it is hoped that standards of work and behaviour will be improved and expectations raised.
3. To provide a system that is clearly understood and valued by students and consistently applied by teachers.

Objectives of the House Point system

1. To encourage a consistent and wide use of rewards by teachers.
2. To provide a variety of rewards that will recognise different levels of achievement.
3. To give a higher profile to rewards.
4. To involve form teachers more fully in celebrating the achievements of students in their forms.

The System

The reward system involves the award of House points to students. House points may be awarded for any noteworthy achievement, whether academically, within extra-curricular activities or socially. Examples could be

- a consistently high standard of work/effort or involvement over a period of time
- a very good single piece of work/performance/contribution
- a significant improvement in standards
- evidence of further, extended research/reading around a topic.

A cup will be awarded to the house winning whole-school house events such as house music or sports day. Students representing their house in voluntary events and competitions can be awarded house points for this.

To promote the consistency of the award of House points across subjects, in general a student can expect to earn a maximum of one House point per week in each subject. In subjects that see students more than once a week, the House points awarded can be broken down into smaller units. Where an extended piece of work is set, the number of House points that may be

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awarded should be proportional to the time allowed for the completion of the work. For example, a piece of work that takes 3 weeks to complete could be awarded up to 5 House points.

Teachers stamp house points into the student's diary and validate these with their initials.

To promote consistency in awarding House points within subjects, Heads of Departments, as part of a work scrutiny within their departments, will monitor the award of House points by staff, to ensure that all students are treated fairly in this respect.

Gold forms

If a teacher feels that a student has made an outstanding and/or exceptional contribution, whether academically or socially, it can be recognised through the award of a gold form. The gold form is filled in by the teacher detailing the event and forwarded to the form tutor, who can then praise the student further. In addition, the award of a gold form can be rewarded with a maximum of 5 House points.

Principal's award

This will be awarded by the Principal on the recommendation of subject teachers and Heads of School on extra-curricular activities and will be rewarded with verbal praise from the Principal, the completion of a gold form by the Principal and the award of 5 House points.

All House point awards should be recorded by students and authenticated by staff making the award on the appropriate page within the student planner.

Cashing-in House Points

Individual Rewards

At the start of each term, each student starts with 0 House points. House point totals are collected at the end of each half term when House point totals are announced and an update given to each form.

At the end of each term, certificates are awarded to individuals according to the following criteria.

- 50-74 House points : Bronze Certificate and a small prize such as a bar of chocolate
- 75-99 House points : Silver Certificate and a small prize (as above)
- 100+ House points : Gold certificate and a small prize (as above)

In addition, there are awards for:

- The student gaining most individual House points in each year group. This is rewarded with a Silver lunch pass which allows the winner and a guest to go into 1st lunch for 2 days during a fortnight period.
- The student gaining the most individual House points in the Senior School. This is rewarded with a Gold lunch pass which allows the winner and a guest to go into 1st lunch for one day during each week for the following term.

Group Prizes

At the end of each term a Home Clothes Day will be awarded to the form from each year group that has the highest average House point score per pupil (and each pupil in that form has achieved

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10 House points or more.)

Sports

We have a variety of 'in house' Sports awards including certificates, badges, colours which are awarded to recognise loyalty and effort as much as ability.

They are presented at end of term assemblies, and during a formal Sports Presentation Evening to celebrate these achievements.

Subject awards

There are many different types of awards made in assemblies throughout the year including

- Associated Board of Music Certificates
- Reading certificates
- Maths Challenge
- Biology Olympiad
- Commendations
- Performance on School visits/field trips
- Classic Reading Challenge

Speech Day

Achievement, effort and subject prizes are variously awarded at Speech Day in the Autumn Terms.

Sanctions

Policy for failure to hand in homework or to hand in homework done to a suitable standard

At St Gabriel's, homework is set to:-

- encourage students to develop the skills needed for independent learning.
- consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom.
- enable students to meet the demands of GCSE & A level coursework assignments.
- prepare students for school and public examinations.
- develop perseverance, self-discipline and organisation.
- permit more ground to be covered and more rapid progress to be made.
- open up areas of study and to make possible the use of materials and sources of information that are not always accessible in the classroom.

It is important that the homework deadlines set by teachers are met. This is so that teachers can devote sufficient time to assess accurately each students' work to ensure that progress is being made. It also helps to inform the teacher's planning of work for subsequent lessons.

Level 1

For each piece of homework that is handed in late or not done to a suitable standard, the student is awarded a cross in the teacher's planner and this is recorded on the Daybook. If a student gets 2 crosses in any subject in any term, then:

- The student will attend a departmental detention from 12.45pm until 1.15pm, supervised by the member of staff issuing the detention.
- The teacher issuing the detention will fill in a Daybook entry giving details of the late pieces of homework. A notification will be sent to the form tutor for discussion with the student, with a

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view to ensuring it does not happen again. The relevant Head of School also receives this notification.

- The Head of Department will send a standard email to parents, informing them of the time, date and reason for the detention, and will keep a record of detentions issued by their department colleagues.

Note: Detention takes priority over any lunchtime activity.

Level 2

In the unlikely event that a student receives two departmental detentions in a term, then the Head of Department will notify the Head of School and, in addition to the sanctions above:

- The student will attend a Senior Leadership Team detention at lunchtime, supervised by Mrs Reseigh, Mrs Hammons or Mrs Wright who will send a standard email to parents informing them of the time, date and reason for the detention.
- The Heads of School will keep a record of students issued with Senior Leadership Team detentions.

Level 3

If a second Senior Leadership Team detention is issued in any term, then in addition to the sanctions above:

- The student will attend a Principal's detention after school, supervised by the Principal or Vice-Principal.
- A standard email will be sent home informing parents of the time, date and reason for the detention and requesting a meeting with the parents to discuss the issues arising.

Breaches of school discipline

Unacceptable behaviour can be formally sanctioned by

- verbal warning
- note in planner to parent
- extra work
- detention - usually at lunch time.

More serious or repeated offences could lead to

- an interview and/or a detention with the Vice-Principal
- an interview with student and parents with Head of School/Vice-Principal/Principal
- a report card which the Head of School or Vice-Principal sees every day and which parents are asked to sign each night.

Staff record sanctions in a Daybook entry. A notification is sent to the Form Tutor so that there is a record of any sanction imposed and this notification goes to the Head of School for their overview who, with the Form tutor will provide support for the student to enable them to recognise and amend the unwanted behaviour. If appropriate, the Head of School will contact the parents or other agencies to discuss the student's behaviour.

On the very rare occasion that a student's behaviour is such that their removal from the class becomes necessary, then they may **NOT** be sent out of the class unsupervised. The following procedure is followed: -

1. The student is taken to the appropriate Head of School who will, firstly, ensure the student completes the set tasks or work from the lesson under supervision.
2. The Head of School will consult with the Vice-Principal; together they will formulate a support strategy for modifying the student's behaviour *and* support the subject teacher

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3. In the very rare event that the situation is completely unforeseen and the above procedures are impossible to implement, the student should be escorted to the Principal or Vice-Principal immediately.

Serious Offences (Whole School)

Bullying, smoking, drinking and substance abuse are serious breaches of discipline and are dealt with in separate documents, for example the Anti-Bullying Policy and the Exclusion, Removal and Appeal Policy.

Disciplinary action will be taken against pupils or students who are found to have made malicious accusations against staff.

Any instances of the above must be reported to the Principal or Vice-Principal.

In extreme cases, temporary or permanent exclusions (please refer to the Exclusion, Removal and Review Policy) may be invoked in accordance with our Standard Terms and Conditions and with the knowledge and full support of the Chairman of Governors. This will be recorded in the Serious Sanctions Log.

The School does not use or threaten corporal punishment.

Use of Restraint

Any use of restraint by staff will be reasonable, proportionate and lawful (please also see Staff Code of Conduct). Restraint will be used only when immediately necessary and for the minimum time necessary to prevent a pupil or student from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils or students, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and parents will be informed the same day or as soon as reasonably practicable.

Individual Needs

In implementing this Policy, any individual needs of pupils or students will be taken into account and reasonable adjustments made where appropriate in the application of sanctions where a pupil or student has a special educational need or disability. Staff should consult with the Principal if they are unsure as to whether reasonable adjustments should be made.

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Change History

Date	Change
May 2017	Katie Noonan responsible for behaviour in Sandleford- replaces Naomi Kelly
October 2017	Behaviour and Discipline in Schools updated to Jan 2016, Procedures updated to reflect use of Daybook in Senior School. Some other formatting changes.
January 2018	Correct reference from Expulsion, Removal and Review policy to Exclusion, Removal and Review policy
February 2018	Amendments to House point reward system.
April 2018	Amendments to Senior school Code of Conduct following review by school council and staff.

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Sandleford Addendum Biting

Sandleford follows a positive behaviour policy to promote positive behaviour at all times. However we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not yet have the words to communicate their anger, frustration or need.

Our procedures

The nursery uses the following strategies to prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. A copy of the accident form will be given to the parent. For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the bite to the parents.
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration.
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault. Parents are given a biting leaflet for information.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who had been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, the Nursery Manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.