

BEHAVIOUR POLICY



This policy should be read in conjunction with the following policies : Equal Opportunities, Anti-bullying and Suspension and Exclusion policies.

Birchfield School prides itself upon high standards of behaviour and aims to further promote self-discipline, trust and mutual respect for everyone. This policy applies to all pupils at the School including those in the EYFS. The School's policy has taken into account the guidance offered by the *Behaviour and Discipline in Schools* document (DfE 2016) and is committed to adhering to the following aspects of school practice in consideration of maintaining high standards of pupil behaviour:

A consistent approach to behaviour management

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 focus on developing qualities of teamwork and leadership throughout, as well as through our extensive programme of extra-curricular activities. We expect pupils to treat staff and each other with consideration, respect and good manners and to respond positively to the opportunities and demands of school life. The School's Code of Conduct is written in pupils' Prep Diaries and discussed with the pupils regularly.

Strong school leadership

The Head undertakes to apply any sanctions fairly, and where appropriate, after due investigative action has taken place. The continued presence of any pupil in Birchfield School is at the discretion solely of the Head and depends upon the pupil's application, conduct, behaviour, attendance and observance of the School's rules, policies and procedures. Birchfield School's community of Governors, staff, parents and pupils adhere to a code of conduct overseen by the Headmaster, rather than to lists of rules and treats education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation, and disciplinary measures are set out clearly for them.

Classroom management

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. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Behaviour strategies and the teaching of good behaviour

Within School, the development of personal, social and emotional development is a core element of the curriculum. We aim to raise the aspirations of all pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way.

From Year 3 upwards, expectations for behaviour are shared with pupils at the outset of an academic year. In the Pre-Prep Department, Form Teachers discuss the expectations with the pupils. The Pre-Prep Leader, supported by the Deputy Head, is responsible for the behaviour management in the Early Years setting and will advise other staff on behaviour issues, seeking expert help when necessary. Pupils are regularly reminded of the expectations of them through School and House assemblies, circle time, cross-curricular links, PSHEE lessons and Form Tutor periods and understand the rewards for good behaviour and sanctions for falling short of the school's expectations.

Staff development and support

Regular meetings take place weekly to discuss aspects of school behaviour and feedback on individual pupils from staff and discussions then ensue for follow up action where necessary. Staff seek advice and support from the Pre-Prep Leader, Deputy Head and Head as appropriate and training is provided in-house as demand requires.

Pupil support systems

Birchfield School is an inclusive community. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world. Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated.

Managing pupil transition

Care is taken to ensure smooth transition between Prepcare and Reception classes with staff liaising on areas such as table manners and playground behaviour on a regular basis. The Year 3 Form Tutor similarly works closely with the pupils and parents, new to the Prep School, to explain and support the system of behaviour in the Autumn Term. Attention is also given to support older pupils who are preparing to leave for senior school as the end of term draws near.

Organisation and facilities

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and 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.

Liaison with parents and other agencies

We work in partnership with parents to support pupils in this area and provide an environment where pupils, parents and staff feel safe and cared for. Expertise is sought from other agencies (Educational Psychologists, Psychologists, CAMHS and other agencies) as and when appropriate. Parents and guardians who accept a place for their child at Birchfield School undertake to support the authority of the Head and uphold the school's policies and regulations, including this policy, in accordance with the Terms and Conditions. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study. Details are set out in the Parents' Handbook.

The School acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Complaints Procedure

Any parents with concerns or questions relating to the Behaviour policy should contact the School and may wish to refer to the policy on the School's website for further information or request a hard copy from the School office.

REWARDS AND SANCTIONS

Rewards

Birchfield School believes that rewards, positive reinforcements, or an encouragement of the "feel-good" factor are crucially important in engendering successful learning. They also foster high levels of confidence and raised self-esteem. Rewards should be given for any improvement in an individual, for excellence, for work, play or social responsibility and behaviour.

There are many ways in which praise may be given:

- A quiet word or 'pat on the back'.
- An exercise book comment, either in general terms - "well done", or in a more detailed way, picking out specific points or ideas that gave pleasure.
- A public word or praise in front of a group, a class, or by arrangement with the Headmaster, the whole school.
- Public acknowledgement by presentation at an Assembly or by giving some special responsibility.
- Marks, grades and assessments - for behaviour as well as work.
- School badges or certificates, formally presented or otherwise, for good behaviour, community support or positive attitude.
- Prizes which reflect attitudes, not least of service to the community.
- Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes.
- A letter to parents informing them specifically of some action or achievement deserving praise.
- A Headmaster's 'Send-up'.
- A verbal acknowledgment to parents informally or at the School gate about an action or achievement deserving praise.

- Good work of any sort may be displayed on a class board wherever possible and may be mentioned in the weekly newsletter or displayed in a central area.

Rewards in Pre-Prep

There are many ways in which praise can be given within Pre-prep:

- A positive word of praise
- A 'smiley face' or comment, depending on the age or reading ability of the pupil, by a specific part or at the end of the piece of work.
- A star given for good effort or achievement academically or for positive behaviour.
- Praise in front of a group, their class or another class.
- An informal or formal comment made to parents about the pupil's achievement, either verbally or in the reading diary, if appropriate, accompanied by a copy of the piece of work.
- Taking the work to show the Pre-Prep Leader, who could award the pupil with a special reward, for example a pencil.
- Presentation of an award certificate in the Pre-Prep award assembly by the Pre-Prep Leader.
- A termly award for the best table at lunchtime is awarded.
- The pupil may be chosen for a 'Golden Book Award' presented during the Pre-Prep award assembly.
- Pupils may be sent to the Headmaster for a 'Send-up' if the work is deemed exceptional.
- Use of the school report to comment favourably on positive attitude, effort and ability not only academically but on behaviour and involvement in school life.

The Use of Stars in Pre-Prep

Stars are the method by which pupils are most often rewarded for examples of good work and behaviour, thereby encouraging them to try their best in all areas of school life. Stars are placed on an individual's star chart situated on the wall in the classroom. All members of staff are able to award stars to pupils. Star certificates will be awarded in the award assembly for pupils collecting 10, 20 30 etc. stars during each term.

The Use of House Points in the Prep School

In Year 3 upwards, House points are the method by which pupils are most often rewarded for examples of good work and behaviour, thereby encouraging them to do their best in all areas of school life.

In particular, House points should be awarded for improvement in an individual, for pieces of work of a very good standard, for social responsibility and for good behaviour beyond that which

is above the generally acceptable norm. It is the responsibility of the pupil to make sure that he/she collects any House point as soon as possible and in all cases they must be written in the pupil's Prep Diary in the week it is awarded. No House points may be written up into another week as this aids a child's organisational skills.

Staff will have their own criteria for awarding House points within their subjects but the following guidelines should be adhered to:

House points should generally be awarded singularly. Examples could be: an improved test mark or a good piece of work and, for effort, going out of their way to help another pupil, assisting the teacher without being asked or good performance in an extra-curricular activity.

Two House points may be awarded for especially good pieces of work which are felt to be much better than the pupil usually produces or where it is obvious that a pupil has gone out of his/her way and put a lot more effort into his/her work or if a pupil carries out a task which is well beyond expectations.

Three House points may only be awarded if it is accompanied by a Headmaster's 'Send up', given for a single piece of work if it is thought to be exceptional. The pupil should be sent to the Headmaster at a break time with his/her work.

Griffin Awards

The Bronze, Silver and Gold Griffin Awards are presented to pupils in assembly for the collection of 25, 50 and 75 House Points, with a Griffin Pin Badge awarded for each 100 House Points collected. The top House point earner in each form at the end of a term is presented with a special certificate in the final assembly. House points collected individually are also pooled into the House total for the week and term. Weekly top House point earners in both Junior and Senior sections of the School are presented with certificates in Rewards assemblies.

Silver and Gold Griffins are always presented in front of the whole school, but Bronze Awards are presented in House Meetings by the House tutors.

Birchfield Citizenship Award

The Birchfield Citizenship Award, is awarded to any member of the Birchfield community who has displayed exemplary manners and conduct around the school. Pupils can be nominated by any staff member and/or Status each week and certificates will be awarded to those pupils during an awards assembly. A letter will be sent home to parents to inform them of their child's achievement, including a brief description of why it has been awarded. At the end of the academic year, the Nethy Cup will be presented to the House with the most citizenship awards.

Sanctions

Discipline and good order are essential for successful learning. However, the best discipline, indeed, ultimately the only successful discipline is self-discipline. The aim of the school policy is to foster self-discipline and pride of performance in all areas of school life. Where a pupil lacks self-discipline or requires guidance in this area, a range of sanctions are used to encourage development and improvement.

Sanctions in Pre-Prep

A range of strategies are used depending on the age of the pupils concerned. Where inappropriate behaviour occurs, pupils are given time to reflect on their actions and speak to an adult to explain what has occurred and understand their actions. It is stressed that teachers should not disapprove of the child, but of the behaviour.

Class teachers may develop suitable consequences to address the behaviour, for example;

- Loss of minutes of 'Golden Time', child initiated play on a Friday afternoon.
- Thinking time away from the group to reflect on their behaviour.
- Being sent to the Head of Pre-Prep.

Where one pupil's behaviour has affected another individual, opportunities are given to make amends and an apology given, which may include an additional written apology in the form of a picture, card or letter. If behaviour is disrupting other pupils, the pupil will be removed from the group to an appropriate place where they can be observed. Class teachers should also seek support from the Pre-Prep Leader where felt necessary. At all times, pupils will be given a clear understanding of the series of outcomes they face if they continue with the behaviour.

Lines of communication remain open at all times between all members of staff in order to ensure that any issues arising, either of a positive or negative nature, are reported immediately and followed up as appropriate. Where necessary, parents will be informed and their support requested to amend the negative behaviour. All incidents should be recorded on School Manager.

Where negative behaviour persists staff may adopt a reward chart to support individual pupils in amending their behaviour. This should be adopted with the full support of the pupil's parents and a reward achieved from home on completion of the target. The full nature of the reward chart, including the length, should be developed relating to the behavioural change it is hoped to achieve.

Where occasion warrants it, the support of the Deputy Head or Headmaster will be requested. This would normally occur if every opportunity has been given to support the child to amend their behaviour and there has been no change observed or if the incident is judged to be extreme in nature.

Demerits

A system of Warnings and Demerits operates in the Prep School. Where a pupil's behaviour or conduct is deemed unacceptable, the pupil will receive a verbal warning; should the unacceptable behaviour continue a second, written warning will be issued and recorded in the Prep Dairy; failure to stem the behaviour will result in a demerit then being given which will also be recorded in the Prep Dairy. In certain cases, were deemed appropriate by the member of staff a demerit may be given outright. Any pupil issued with a demerit will be required to attend SMT detention.

Each week there will be a designated day for an After School Detention supervised by a member of SMT. Any pupil who has received a demerit or 3 warnings in one week will be placed on SMT detention. During the detention the member of SMT will discuss the reason for the warnings/demerit being issued with the pupil and set targets for the pupil to work towards.

Suitable and relevant work will be provided by subject teachers for the pupil to complete for the duration of the detention.

When considering sanctions, it is important to note that the pupil understands fully that it is the behaviour which is not acceptable, and not the pupil as a person. No corporal punishment of any sort may be used. Demerits should not be given for work-related misdemeanors.

Restraint

Before using force, staff should wherever practicable, tell the pupil to stop misbehaving and explain what will happen if they do not. The member of staff should communicate in a calm and measured manner throughout the incident. Staff are advised that, as far as possible, they should not use force unless or until another responsible adult is present to support, observe and call for assistance.

Types of force used could include:

- Standing between pupils or blocking a pupil's path
- Leading a pupil by the hand or arm
- Ushering a pupil away by placing a hand in the centre of the back
- In more extreme circumstances using appropriate restricting holds, which may need specific expertise or training.

Where there is a high and immediate risk of injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result), for example, to prevent a pupil running off the pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something. There are some situations where it is better to remove the rest of the pupils from the class if a child is a danger to them. The child causing the problem can then be dealt with appropriately. Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct. A record of any occasion where physical intervention is used must be kept and parents and/or carers must be informed on the same day or as soon as reasonably practicable.

The Sanction Process

Records are kept of all demerits and House points collected and the Headmaster informed if further action is required in line with the guidelines below:

The Levels of Sanctions

A Warning	A warning should be given for behaviour which may be dangerous, unkind, harmful or against the School's Code of Conduct. Teachers will record the warning in the Prep Diary, detailing a brief explanation of why the warning was given as well as the member of staff's initials.
Three warnings in one week	Form and Academic Tutors will monitor House Cards weekly and place any pupil who has received a demerit or 3 warnings in one week on SMT detention. The Form Tutor/Academic Tutor will notify parents
Demerit	A demerit will be issued to any pupil receiving 3 warnings in one week. A demerit may be issued, without previous warning, for an incident deemed by the member of staff present to be of a serious nature.
Further sanctions	Depending on the nature of the incident and the individual/s concerned, a range of further sanctions are available to address more serious or repeated instances of inappropriate behaviour : A Conduct Letter being issued A Target Card A 'Cooling Off' period These are explained further below.

Further Sanctions

A range of other sanctions may be implemented to address the inappropriate behaviour as deemed necessary. The setting of lines is not permitted. Putting something back into the community is much the preferred course of action.

Further sanctions may be used and the terms are explained as follows:

A Conduct Letter may be sent home to parents for a pupil gaining a total of six or more demerits in a half term or where there is sufficient concern to warrant it. The letter will detail reasons for demerits and will be signed by the Headmaster. A pupil in receipt of a Conduct Letter may then be placed on a Target Card for a period of time.

A Target Card may be issued to pupils to monitor work or behaviour-related concerns for a set period. This may be as a result of collecting six demerits in a half-term or otherwise. The Card is to be issued by the Deputy Head and relevant staff kept informed. The period of the card may be flexible, but is likely to be three weeks. Discussions take place within SMT about whether a pupil should come off or stay on the Target Card based upon the comments from earlier Cards and the Deputy Head will speak with the pupil and staff to confirm this. The Form Tutor/ Academic Tutor will keep parents informed of the decision.

On rare occasions, directly following a serious incident, it may be deemed appropriate that a short period of reflection or cooling off at home would be beneficial. This will be agreed jointly

between the School and the parents. Should more formal action be required then the School will follow the procedures set out in the Pupil Suspension and Exclusion Policy.

Malicious Accusations against Staff

Such accusations will be taken extremely seriously with significant sanctions being given out depending on the type and seriousness of the accusation.

Incidents

Records are kept of all incidents by staff and notes of the details are then shared with the Form and Academic Tutors, House Tutors and the Deputy Head as relevant. Serious incidents involving pupils are recorded by the Deputy Head and kept on a separate file.

Signed : _____ P Reynolds (Headmaster)
Signed : _____ T Carver (Acting Chair of Governors)
Date : _____