



The Schools at Somerhill

Policy for School Behaviour and Discipline

Policy reviewed: March 2008

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Next review due: September 2012

INTRODUCTION

The Schools at Somerhill aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. 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 develop qualities of team-work and leadership through our House system, sporting opportunities, memberships of choirs / orchestras etc together with our extensive programme of extra-curricular activities. The strength of good relationships between teachers and pupils is at the heart of our behavioural policy and helps us promote a happy learning environment.

CODE OF CONDUCT

The Schools At Somerhill community of Governors, staff, parents and pupils adhere to a code of conduct, rather than to lists of rules. The Code of Conduct sets out in general terms how we expect our pupils to behave in school and on visits

Somerhill Code of Conduct

- ◆ All members of the school community should respect one another.
- ◆ All children should acknowledge the authority of, and respect, their teachers and other adults.
- ◆ All children should respect their own and other people's property and take care of books and equipment.
- ◆ The Schools at Somerhill expect children to be well-behaved, well-mannered and attentive.
- ◆ Children should walk (not run) within the school buildings.
- ◆ If a child has a grievance against another child, it should be reported to a member of staff, who will investigate the grievance.
- ◆ Physical violence is never acceptable, neither is retaliation.
- ◆ Appropriate language is the expectation.
- ◆ Children are expected to be punctual.
- ◆ Children should wear the correct school uniform. Girls in Derwent Lodge should not wear jewellery, with the exception of wrist watches; girls with pierced ears may wear plain gold or silver studs in school, but must remove them (or have them taped over) for all Physical Education activities.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the schools to function efficiently as places of learning.

The Code of Conduct is explained to the children in each school, in an appropriate way, at the beginning of each school year and periodically throughout the year, as and when required. All pupils are expected to behave according to the guidelines set out in the Code.

SOMERHILL PRE-PREPARATORY SCHOOL – REWARDS AND SANCTIONS

INTRODUCTION

This document is a statement of the aims, principles and strategies for the teaching and learning of behaviour at Somerhill Pre-Prep (SPP) School
This policy was last reviewed in October 2010 .

Behaviour is the appropriate way we expect children to respond to an established set of principles within the school environment.

1 OBJECTIVES

Our objectives are to;

- set appropriate behavioural expectations for each child relative to their age and maturity
- provide an atmosphere in the class, which is conducive to good learning.
- promote a caring environment in which all children are aware of the needs of others.
- encourage the children to respect the opinions, views and individuality of others.
- encourage good manners and common courtesy.
- be positive by praising good behaviour.
- Use circle time to encourage positive responses.

AIMS

- to promote a positive response
- to encourage a sense of personal responsibility
- to develop sense of right and wrong
- to recognise the needs of others

EXPECTATIONS OF BEHAVIOUR

We expect the children to follow the golden rules closely at all times.
These are:

- we listen to people - we don't interrupt.
- we are honest, we don't cover up the truth

- we are kind and helpful, we don't hurt anybody's feelings
- we are gentle, we don't hurt others
- we try to work hard, we don't waste time
- we look after property, we don't waste or damage things

These are reinforced in our manner of the month which focus on a different issue eg "Excuse me".

In the Classroom

Each teacher has a set of class rules which we expect the children to follow. These are reinforced by visual prompt cards.

In Years One and Two children work towards "Table of the Week" to promote a positive team ethos.

Playground

- We award outstanding playground behaviour for 2 children in each class on a Monday morning assembly
- Children should walk quietly in an orderly fashion to and fro the playground and stop immediately once the whistle is blown

Assembly behaviour

Children should observe assembly time with respect and

- sit with crossed legs facing the front with hands in lap.
- not talk.
- not wave at other year groups.

Dining Room behaviour

Children will be encouraged to:

- handle cutlery appropriately
- during lunch children may talk to the person next to them in a quiet voice but be silent after grace..

Management of behaviour

Rewarding good behaviour

Staff should:

- praise good behaviour (collectively and individually), sometimes awarding "smiley face" stickers.
- praise exceptional progress with behavioural targets within class, sometimes sending child to the Head for extra praise.
- good behaviour displayed by pupils in various parts of the school is acknowledged verbally by staff.
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Behaviour sanctions for staff to use

- initially teachers should deal with a situation
- further course of action is Head of Early years or Deputy Head as appropriate
- teachers can consult with parents about any cause for concern. If the situation is deemed serious enough notes on PASS should be made at this stage.
- the next stage is teacher discussion with Head
- if deemed necessary the Head and teacher would meet with parents

Serious breaches of discipline will always be discussed with the Principal before further decisions are made.

Behaviour sanctions for children

Move a child to a quieter part of the classroom.

Miss playtime or golden time.

If outside the child would be asked to stand out to calm down and may be reported back for further discussion.

Spoken to on a one-to-one basis at CA level, teacher, management level and Head's level

Academic rewards policy

Reception Year 1 and Year 2

Stars are given for academic work – the expectations are set by the teacher at the start of the lesson. These can be stuck on the child's jumper. Special work may be rewarded by an appropriate sticker or stamp. eg Maths Champ, neat handwriting etc

This can be monitored by each class displaying a chart showing rewards gained by each pupil for their academic work (For every star/sticker rewarded to the child a star is also stuck on this class chart)

After collecting 10 stars / smiley faces/stickers the child is rewarded within the class.

In circumstances where the child has made a special effort or has produced excellent work the child may visit the Head and receive a Head's award sticker. In these cases the Head records the child's name in an Award Book.

DERWENT LODGE – REWARDS AND SANCTIONS

Reviewed and Revised: November 2009

Due for revision: November 2010

Aim

We aim to ensure that the children know what is acceptable and what is not. It is important for us to encourage good discipline in a positive way. Children who are showing good manners or good behaviour should be acknowledged/praised for doing so. We use assemblies to give praise, encouragement and recognition to individuals for good behaviour, special effort and excellence. All pupils belong to one of four Houses and rewards contribute to House as well as individual success. This fosters a team spirit across the year groups and provides an opportunity for House tutors as well as form tutors to monitor behaviour and progress.

Rewards

Good Behaviour

Each teacher is responsible for good behaviour for their form and within each class under their care. They are also responsible for monitoring behaviour outside the classroom throughout the day especially on their duty day.

- Merits are awarded for spontaneous acts of kindness, helpful behaviour and general good conduct. The teacher giving the merit, adds their initials on the House board against the child's name. A prize for the girl with the most merits is awarded at the end of each term and at the end of the year. Merits are worth $\frac{1}{4}$ point and contribute to the House total.
- Each fortnight opportunities for greater responsibility are given and monitors and form captains are appointed with a badge at assembly.
- School badges are presented to all Year 6 pupils, who are all expected to set a good example.
- Prefects are appointed at the beginning of the academic year and changed each term
- House captains and Senior and Junior games captains in each House are appointed each term.
- A new Head Girl and Deputy are appointed each term.

Special effort and excellence

We aim to reward commendable achievement or effort for a genuinely good standard of work for the individual concerned. All staff are asked to help maintain a 'common standard' as far as possible, so that the children perceive the system to be fair.

- A single piece of such work is awarded a star
- Once six stars are achieved in any one subject a commendation is written and dated in the pupil's book. Commendations are shown to the Head to allow praise to be given. Commendations are worth 1 House point and the initial of the teacher giving the Commendation is recorded on the House board.
- The points are entered into the computer each week and the totals for each House are displayed.

- The House with the most points at the end of each term win a House treat. Girls may wear their home clothes for the day, have a House lunch and have a special activity organised for them. The individual with the most commendations and with the most House points is given a prize at the end of each term.
- Certificates for progress and special effort are given at the end of each term for drama, art, music and sport. Certificates of achievement are given at the end of each term for academic subjects to recognise girls reaching targets set.
- Certificates and awards for success in other events such as The Primary Maths Challenge, music exams or sports tournaments are given out during assemblies.
- Awards and prizes won outside school, or any other achievement of note, are given public mention and acclaim at assemblies.
- At the Prize Giving ceremony at the end of the academic year, book tokens and certificates are awarded to children in each year group for progress, industry and attainment.
- Every Year 6 leaver will be awarded at least one cup on prize day which may be for achievement in sport, academic work, music, art, ICT, or for other special qualities worthy of recognition. Year 6 leavers are presented with special gifts from the school at their final assembly.
- Colours and half-colours are awarded for each sport throughout the year. Girls with 5 full colours are recognised on the Honours Board.
- The Rose bowl is awarded at the end of the year to the house with the most points in sport, achieved through team and individual merit.
- The Sports Day shield is awarded at the end of sports day for the winning house.
- A music cup is awarded each year for the house that wins the house music competition.

Sanctions

Sanctions are rarely necessary. As far as possible we aim to minimise the need for sanctions by:

- Making it clear to the girls how they are expected to behave
- Creating a climate of high expectation for good behaviour

If girls misbehave, either through carelessness, thoughtlessness, or deliberately, the following sequence of sanctions applies:

- The pupil is rebuked or reprimanded 'on the spot' and the matter is at an end
- On the occasion of a misdemeanor, the pupil should be rebuked or reprimanded, then given a warning that a demerit will be awarded if the behaviour does not improve.
- The pupil may be given a demerit for continued minor misdemeanors.
- The teacher giving the demerit initials the House board, and records the reason for the demerit on the book outside the Head's office. A $\frac{1}{4}$ point is deducted from the House total for each demerit given.
- If behaviour is persistently (or excessively) silly or thoughtless, staff are asked to refer the matter to the Head, or Deputy, who should be forewarned about what has happened, or the pupil should bring a note of explanation from the teacher sending her. According to the degree of severity of the misbehaviour, the following procedure is followed:

- - i. The Head or Deputy will explain why the behaviour concerned is unacceptable and warn that it must not be repeated.
 - ii. Any repetition of poor behaviour may lead to parents being contacted, and if this is so, the child will be informed. Any communication of this nature is recorded in the PASS notes.
 - iii. Parents are called in to discuss the girl's problems.
 - iv. Suspension (in conjunction with the Principal).
 - v. Expulsion (in conjunction with the Principal and Chairman of Governors).

Sanctions at Level (ii) and beyond are recorded in the Sanctions Book kept in the Head's office. Notes of significant incidents, especially when parents have been contacted, are kept on PASS.

Other strategies

After whole staff consultation the Head may give:

- A positive achievement card, where only positive comments are made, to a pupil or whole class when appropriate, to improve confidence and self respect.
- A work card to help track the progress of an individual across the subjects.
- Any other appropriate measure, on an individual basis, such as using a sticker book as a means of encouragement.

YARDLEY COURT – Rewards and Sanctions

Aim

We aim to ensure that the boys know what is acceptable and what is not. It is important for us to encourage good discipline in a positive way. Children who are showing good manners or good behaviour should be acknowledged / praised for doing so. We use assemblies to give praise, encouragement and recognition to individuals for good behaviour, special effort and excellence. All pupils belong to one of four Houses and rewards contribute to House as well as individual success. This fosters a team spirit across the year groups and provides an opportunity for House tutors as well as form teachers to monitor behaviour and progress.

We regularly discuss students' behaviour amongst the staff, and with the students as individuals or in groups, seeking to stop behaviour deteriorating further in any given situation and celebrating examples of good individual / collective behaviour. What is acceptable behaviour is a subject of discussion amongst staff too, and is therefore under constant review.

Rewards and praise

Praise is delivered in many ways - public, private, to individuals and to groups. It can be earned for the steady maintenance of a good standard as well as for particular achievements of note. When praising a boy we should, as staff, ask ourselves if the nature of the praise is specific to the nature of the good behaviour and whether it encourages and rewards the boy usefully for his achievement. The idea of what is good and correct in school behaviour and achievement needs to be taught and learnt.

The rewards employed at Yardley Court are listed below:

Stars

Stars are awarded for academic performance and should be given not only for high marks or for excellent pieces of work but as much as possible for effort. Stars should be awarded for work that is above the standard generally expected for that individual boy. Stars can be given freely but not devalued. It is important to remember when teaching forms higher up the school that stars are as valuable as when awarded to younger students. Junior forms usually have star charts in their form rooms.

Stars are collected, and published, electronically, every three weeks by the Deputy Head.

At the end of each term the 'Stars Cup' is awarded to the house awarded the highest number of stars. There are prizes awarded to the boy in each section of the school who attains the most Stars irrespective of which House he is in.

House points.

There is House competition for a House point Cup, awarded each term and counting towards the House Championship. The House points and stars scores are announced every three weeks during House Meetings. The House that attains the highest total has a special 'House Lunch' at the end of term and the highest individual scorers from each age section of the other Houses join the HM for lunch.

Guidelines for awarding House points

- duties e.g. tidy up, snack, library, hymn books, lunch ... particularly well done or volunteered for.
- errands/jobs for teacher, helpfulness (sometimes to other boys).
- particularly good effort in lessons/activities, extra work.
- bringing materials into school to assist teacher/lessons.
- handing in lost property, money.
- particularly good behaviour e.g. on outings, with visitors, setting an example, punctuality, politeness etc.

A Headmaster's Distinction can be awarded at any time and can reflect especially good work, good deeds etc. Please refer any individuals for commendation in this way directly to the HM. These are awarded on a regular basis in whole school assemblies.

Form prizes, exam prizes and prizes for extra Effort and Progress are awarded termly.

Sports, academic, music, art, CDT, and other trophies or prizes are awarded most terms, as well as annually in our end of year Prizegiving ceremony.

Public mention and acclaim at Assembly or elsewhere, as appropriate, eg newsletter.

Opportunities for greater responsibility, for example promotion to prefect, senior prefect, House Captain, Deputy Head Boy and Head Boy. Some of these positions allow certain privileges.

Colours and half-colours for sports.

A Leaver's Medal prior to leaving, which is presented to all Leavers at Speech Day. Year Eight boys receive a shield engraved with the prizes they have been awarded at Speech Day.

The Annual Speech Day recognises many individuals and groups/teams. Awards are made for improvements and excellence in academic, sporting, musical, drama, citizenship and cultural fields.

Sanctions

When a pupil is punished he should be made to understand why the misdemeanour is unacceptable and how matters can be put to rights. Punishment is something boys should try to learn from.

Some guidelines:

- A clear distinction needs to be made between minor and more serious offences.
- Staff must take care in applying sanctions and not 'go over the top', remembering that the pupils are still young and are here to learn from their mistakes.
- It is important to choose the right sanction for the particular offence.
- Though flexibility in the application of sanctions is essential staff must be firm, fair and consistent.

- Punishment of a whole group is to be actively discouraged.
- Sanctions should not damage relationships or pupils' self-esteem.

WE DO NOT USE CORPORAL PUNISHMENT AT THE SCHOOLS AT SOMERHILL. ANY STRIKING OR PHYSICAL ILL-TREATMENT OF THE PUPILS WILL LEAD TO IMMEDIATE DISCIPLINARY PROCEDURES.

i. Wherever possible a child should simply be given a quiet rebuke or verbal reprimand, without further penalty for incidents of minor poor behaviour.

Should a boy persist in disappointing behaviour then staff can issue

ii. **Minus points** – guidelines. *These should be used sparingly to ensure that the system is not devalued. Whenever a boy is to be punished the norm would be to ensure that at first he has received a verbal warning (depending upon the nature of the offence), and that it is always explained to him why he has been punished.*

- poor behaviour in class e.g. silliness, chatter, talking out of turn, distracting others, minimal work done... – all after warnings
- property abuse e.g leaving clothing/kit in the wrong places, interfering with other people's property.
- being late for lessons, not turning up for an appointment, forgetting books etc.
 - lying
 - bullying

A boy must be informed when he has been given a minus point and it must then be recorded in the book.

The Deputy Headmaster and / or Headmaster must always be informed of any serious incident of poor behaviour eg physical abuse / bullying / damage to school property etc

Parents are informed rapidly by the DHM of any particularly serious infraction. All parents are provided with details of their son's Minus Point tally at the end of each term. Any communication with parents about a boy's behaviour is recorded in the PASS notes.

iii. Detention – Boys can be placed in Detention after consultation with the Deputy Head or the Headmaster. For most offences, detention will simply take place after school (day to be agreed with the DHM). Occasionally boys will be required to attend a Saturday Morning detention. This lasts from 9.00 – 11.00am and is normally supervised by the Headmaster. Parents must always be given adequate notice before a child is placed in Detention. Detention can only be authorised by Head or Deputy Headmaster.

(Report Card – the Deputy Headmaster reviews the Minus Point book weekly and decides which boys, if any, need further attention. This may result in a lesson by lesson report card, usually for a week's duration. Parents should be informed. (Report cards can also be used to help monitor a boy's academic effort)

Boys can be put on a report card as a result of staff recommendations at the weekly staff meetings. These cards which can be used to help with either behaviour or effort are monitored by the Form Teacher, Pastoral Coordinator or Headmaster.)

iv. Calling in parents to discuss the boy's problems.

v. Suspension (in conjunction with the Principal).

vi. Expulsion (in conjunction with the Principal and Chairman of Governors).

Prefects cannot apply sanctions except to report a pupil to a member of staff so they must be supported by members of staff.

Bullying, exploitation, sexual and racial abuse, unkindness, violence, theft, rudeness and severe disruption in class are not acceptable and the Head and Deputy Head in Yardley Court should be informed of any such behaviour. Any incidents of bullying (suspected or proven) are kept in a separate log by the DHM.

On rare occasions pupils may require additional specialist help from outside agencies / professionals who deal with pupils with severe behavioural difficulties. These will be followed through by the Headmaster in conjunction with parents.

While we pride ourselves on the pupils' individual and collective happiness, we know that children will have moments of disappointment / upset. Each child's Form Teacher will be the first point of contact in times of upset but the pupils are encouraged to talk with any responsible adult about any problems that they are experiencing. Jonathan Shute acts as Head of the Junior School and Junior School Pastoral Co-coordinator, whilst Jacquie Berard-Spiers undertakes the same role in the Middle and Senior parts of the school. The Head should always be informed of pupils who are in any way distressed.