

SKIPPERS HILL MANOR

BEHAVIOUR POLICY

PURPOSE

- At Skippers, it is our expressed aim to be a vibrantly happy and stimulating school and this can only occur if pupils, staff and parents work in harmony. All behaviour strategies are intended to be positive by nature and our goal is to help pupils on the road to self-discipline.
- This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

AIMS

CHILDREN should:

- Be tolerant and understanding with consideration for the rights, views and property of others
- Develop a responsible and co-operative attitude towards work and towards the community
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- Take a pride and responsible interest in caring for their environment

RESPONSIBILITIES

All members of the school community work towards the school's aims by:

- Respecting the rights, values and beliefs of all other individuals
- Providing a well-ordered environment and fostering a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviour and work
- Rejecting all conduct involving bullying or harassment
- Helping to develop strategies to eliminate undesirable behaviour and applying these consistently
- Caring for, and taking a pride in, the physical environment of the school
- Working as a team, supporting and encouraging one another

THE MANAGEMENT TEAM works towards the School's aims by:

- Implementing an effective Child Protection Policy
- Taking a lead in the establishment of a positive school ethos
- Implementing and evaluating a Teaching and Learning policy
- Monitoring behaviour throughout the School, evaluating and updating as required
- Recording and monitoring attendance and punctuality – and responding firmly when either is poor
- Recording and reporting incidents of serious misconduct
- Taking active steps to ensure that buildings and grounds are well-maintained and that any damage is rectified as soon as possible

TEACHERS work towards the school's aims by:

- Implementing an effective Child Protection Policy.
- Providing a challenging and stimulating Programme of Study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being aware of the individual's needs according to ability and aptitude
- Enabling children to take increasing responsibility for their own learning and conduct
- Ensuring that learning is progressive
- Being good role models
- Taking quick, firm action to prevent one child inhibiting another's progress
- Providing opportunities for children to discuss appropriate behaviour
- Working in a co-operative manner with a shared philosophy and commonality of practice

PUPILS work towards the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep
- Being punctual and organised
- Contributing to the development of the school's Code of Behaviour and conducting themselves accordingly
- Taking growing responsibility for their environment, their own learning and conduct

PARENTS work towards the school's aims by:

- Ensuring that children attend school punctually; in good health maintained by adequate diet, exercise and sleep
- Providing early information about absences
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise
- Attending the regular parent interviews and providing feedback via the Report System; bringing to light any anxieties as early as feasible
- Taking an active interest in their child's learning by supporting any homework

- Allowing children to take increasing personal and social responsibilities as they progress throughout the school

PROCEDURES

For ensuring involvement of all Members of the School Community include:

- Regular meetings of Staff to review behavioural issues
- Frank and open debate at Management Meetings

For developing good partnerships with parents include:

- Regular, informal contact with teachers
- Good communication channels including regular newsletters, Parents' Evenings, Reports
- A varied programme of events such as Open Mornings, Productions, Concerts, Carol Service, Speech Day, FOSHA events, Sports Day, Parents' matches, School trips, Courses and Charity Fund Raising
- An introductory day for new pupils
- An opportunity to meet staff prior to a new academic year
- Furnishing all new parents with a Skippers Hill Folder containing vital school information
- Having a system of Form Mums or Dads who welcome new parents and arrange Coffee Mornings thereby giving valuable advice and easing the induction process
- Welcoming parental contributions such as accompanying educational visits, providing transport for children and helping with extra-curricular activity
- A clear policy for children with learning difficulties or disabilities
- A procedure for the monitoring of Homework and parental support with reading, involving a homework/liaison book

For providing children with opportunities to discuss appropriate behaviour include:

- A programme of PRHSE to promote mutual respect, self-discipline and social responsibility. Incorporated into this is a programme of Religious Education, mainly based on ethical and moral issues. PRHSE also deals with elements of Child Protection issues
- A forum for discussion held in form rooms, as deemed necessary, especially in the Senior School when the form period is used
- The compilation of a set of Rules or Form Charter where deemed necessary
- Stage "Niggle and Natter" assemblies as needs arise
- Having a system of Form Reps who can listen to the needs and opinions of their classes and act as a line of communication through the Form Teacher or to the Head
- Having a School Council comprising representatives elected by the children, from each form, from Juniors to Year 8. The School Council meets twice every half term with two teachers. Topics raised by the children are discussed at these meetings

For promoting desirable behaviour include:

- Staff acting as role models
- Staff offering guidance to children including praise and encouragement
- The provision of a curriculum that will stretch and engage each child
- Classroom organisation which facilitates independent working
- The encouragement and appreciation of those children who act as positive role models
- Collaborative work within classes and across age groups which helps develop good relationships e.g. Choir, Productions, Fund-Raising etc.
- Positive systems that reinforce vertical grouping and foster a “family” feeling in the school e.g. Form Reps, Luncheon Arrangements and Table Plan, Houses for Sport/Drama/Music/General Knowledge Competition, Prefects and Librarians
- In the Juniors, there is a common practice of immediate verbal praise accompanied by stickers and other rewards. The House “Jewel” System works very well! Good work and behaviour is also commended in Assembly and by the Headmaster.
- In the Seniors, a system of merit slips has been introduced which encourages good work and behaviour. Pupils who lack focus in class or who are underachieving due to lack of effort can be placed “On Report”.
- Rewarding children by displaying good pieces of work.
- Recognising achievements by presenting awards in Assemblies
- Promoting politeness and good manners at all times – “please” and “thank you”, putting a hand up to answer and not calling out

For eliminating undesirable behaviour include:

- Clear guidelines on responding to behavioural issues which have the full commitment of all staff
- A schedule of sanctions for undesirable behaviour – Misdemeanour Slips, Form Books, Extra Work Assignments and removal of privileges
- Conscientious supervision of pupils at all times – see relevant sections on supervision.
- Rapid and stringent response to incidents of bullying and racial or sexual harassment
- A varied programme of extra curricular activities

For promoting care of the physical environment include:

- Displays of children’s work and photographs of children’s activities to enhance the environment engage the children’s interest in their surroundings and increase self-esteem
- The commitment of FOSHA funds towards enhancing the school environment

GUIDELINES FOR STAFF RESPONSES TO BEHAVIOURAL ISSUES

- Always be consistent

- Avoid sarcasm
- Do not send a child out of the class
- Before reacting to a situation, stand back, investigate and if necessary have a cooling off period to establish the right of the situation
- Talk the problem through and make colleagues aware that a child have been reprimanded – if necessary, use a misdemeanour slip – see separate guidelines for their issue
- Avoid shouting – quiet controlled discipline is more effective
- Make sure any punishment fits the crime
- A more serious offence or the issue of too many misdemeanour slips may lead to an extra work assignment being given. This involves a form being sent home by the teacher, explaining why an assignment has been given and the task that is expected. The assignment must be signed by the parent and the work handed into the Head Teacher the following day, prior to Assembly or commencement of Period 1; the child will be given the opportunity to discuss the circumstances surrounding the offence
- If it is thought that any issue is more serious and requires further sanction, then it must be brought to the attention of the Head Teacher to deal with
- Any pupil issues should be aired at the weekly Staff Meeting

SUSPENSION/EXCLUSION

In the rare event that all attempts to resolve behavioural problems are unsuccessful, the Headmaster reserves the right to suspend or exclude a pupil.

- **SUSPENSION:** After a meeting with the parents, the Headmaster will send a letter confirming the reasons for suspension and the duration. Work will be set for this period so that the pupil is not disadvantaged
- **EXCLUSION:** If a pupil has been suspended twice, then it may be of benefit to all parties to exclude that pupil and organise a managed transfer to an alternative school

N.B. Parents have a right to appeal against exclusion which must be sent to the Headmaster within 5 days. A panel hearing will take place as detailed in the School's Complaints Policy.

GUIDELINES FOR TEACHERS ON BEHAVIOUR CODE

It must be in the best interest of the school and the welfare of its pupils for all teachers to insist on a uniform standard of behaviour. Rules, mores and norms can only be implemented if every teacher is consistent in attitude and application.

Playground:

Good supervision is the key to playground safety. Rotas must be enforced and playground rules, such as the wearing of trainers on Top Quad, are paramount. The following guidelines apply:

- Only one type of game is allowed on Top Quad at any time e.g. football and cricket
- Boisterous games should be controlled and any aggressive behaviour should be dealt with by the supervisory teacher. Always remove protagonists from the game for a cool off period [*Sin Bin*]
- All ball games must be played on Top Quad or the Games pitches. Never on Middle or Back Quad
- Certain areas are “out of bounds” during break: behind the gym; car park; any area out of sight of supervising teachers, without express permission
- Line-up is important. Ensure that lines are straight and pupils silent - if children are calm at the end of break they will be in the right mood for studying next lesson!

Lunch and Meal Times:

- Children should never be forced to eat against their will – refer any concerns to the Registrar who will contact the child’s parents
- Good table manners must be inculcated by gentle, positive reinforcement.
- Grace will be said before lunch
- Lunch will be conducted by a Duty Teacher. In the event of any pupil being unhelpful at lunch/tea, extra clearing duties can be assigned

Junior Lunch Procedure:

- Children are escorted to the Dining Room by the Form teacher for 12.00 commencement, and should stand quietly by their tables
- Grace is said, after lunch, by Duty Teacher
- On days when Years 3 and 4 are in Junior lunch, children line up at the door and are directed to a table, by the Duty Teacher, so that there is a mixed age range. Food is served by Years 3 and 4. The Duty Teacher serves seconds. On other days, children have a set table, but can choose their place. Year 2 serve on these days
- Children are silent for the first course but are allowed to talk quietly during dessert
Children clear their own plates from the main course. The servers clear away the pudding bowls
- The children are asked to stand up quietly to say grace
- Children are dismissed table by table to collect coats and go out to the playground (weather permitting) to have fun and make lots of noise!

Senior Lunch Procedure:

- Children line up on the middle quad when dismissed from class at 12.55
Table Heads go straight to the Dining Room

- Duty Teacher goes direct to Dining Room for start of lunch at 1300h and signals when food has been distributed around the tables
- Once all pupils are in place, Duty Teacher says Grace or asks a child to do so
- Food is served from the head of the table by Senior pupils. The table Head nominates a person to clear
- Any notices are given out. Then children are dismissed to collect their coats and go out to the playground (weather permitting)

DISCIPLINE

General Discipline:

Each member of staff has his own style and this will be respected; it is, however, vital that we are consistent in our standards and expectations. Children are happier when they know where they stand and are baffled and unsettled by varying or even “double” standards.

All staff must be conversant with the School Rules and ensure that these rules are upheld at all times.

Children have a tremendously developed sense of the truth and before reacting to any situation Staff should stand back, investigate and, if necessary, establish a “cooling-off” period to establish the right of the situation. It is very important to be fair and to be seen by the children as a fair person - only in this way will the children feel safe enough to approach Staff about important matters.

On day to day issues, the member of Staff talks the problem through, gives a warning and then makes colleagues aware of what has happened. Any issues are discussed at the weekly Staff Meeting.

In general, it should not be necessary to shout at any pupil; quiet controlled discipline is usually much more effective.

Good manners are insisted upon at all times. ‘Please’ and ‘thank you’ should be the order of the day!

Children needing to speak to a member of Staff should knock on the Staff Room door and a member of Staff will deal with whatever the request may be.

Sanctions generally involve no more than depriving children of their free time, privileges or treats. All serious punishments are notified to the Headmaster.

No form of corporal punishment will take place.

GUIDELINES FOR DEALING WITH LATE/MISDEMEANOUR SLIPS

This is a method of improving lines of communication between all teachers and is particularly helpful to a child’s form teacher. They can assist the form teacher to help individuals or groups of children to deal with any problem before it escalates

and hopefully find a solution. Slips issued by a teacher are passed on to the form teacher who will deal with each incident appropriately. Any action needed will then be at the discretion of the form teacher, or if very serious, passed on to the Headmaster.

It must be stressed that to receive a slip of paper or even a number of slips is not a punishment, unless it is agreed that the nature of the offence deserves a justifiable and appropriate sanction.

Situations that may result in the issuing of a slip are:

- Arriving late for a lesson for no good reason
- Having to leave a lesson because the necessary books/equipment have been forgotten
- Failure to do/complete/give in prep on time for no good reason
- Anti-social behaviour of some kind
- Disobeying school rules

N.B. These slips are sometimes used in conjunction with "Form Books" in Years 4 – 8; these books simply record, on a lesson by lesson basis, the behaviour and attitude of members of a particular class over the period of a week. These books are discussed at Staff Meetings and any necessary action taken.

SCHOOL REWARD SYSTEM

Senior School Merit slips

- Merit slips may be awarded by a member of the teaching staff to a pupil who has done something considered outstanding in any aspect of school life
- They are not given lightly
- Examples might be:
 - an outstanding piece of work in terms of achievement or effort
 - a situation where a child has acted extremely responsibly
 - for helping out without necessarily having been asked to do so
 - for an exceptional performance in an extra curricular activity
- The teacher awarding the merit slip puts it into the pigeon hole of the form teacher, who then keeps a record of how many slips each child has collected
- After having collected the stipulated number of slips, children are then awarded a certificate of achievement, in their house colours, during an assembly. These are displayed on a Roll of Honour on the Achievements Board
- A prize is awarded for the pupil achieving the most certificates

Headmaster's Recommendation

- Any outstanding action/effort is entered in the special log in the Staff Room during the course of the week. On Fridays, the book is taken to the Headmaster who decides whether to award a recommendation certificate in Monday's Assembly
- Names of those receiving certificates appear on the Achievements Board

Junior School Reward System: Wows and Jewels!

- Children earn "Wows"! These are displayed on the visual "Wow" wall and recorded in individual Achievement Booklets for each child. "Wows" are given for especially commended work or effort in class
- When a child receives a certain number of "Wows", he or she is invited to have a "Lucky Dip", which is scheduled for the Friday Celebration Assembly
- Children in the Junior School are invited to vote as to who should be awarded a "Wow"
- Good work, effort and kindnesses are rewarded with a "jewel", which the children place into their house pot in their classroom
- Whilst each Junior teacher has her own supply of jewels, really special work or deeds are rewarded by inviting the children to show their achievements to another Junior teacher; this teacher will then personally give that child the jewel
- Once a week there is a "Jewel Assembly" when all the jewels are counted and scores recorded onto a large chart. This allows time to celebrate special individual achievement, as well as that of the House
- At the end of each term, in a special assembly, every child receives a certificate to record the scores of the Houses and to celebrate his/her achievement. The members of the winning House are invited to select a jewel from the box, which they can keep. In this way, we hope to ensure that from Reception onwards, every child feels a valid member of the House System in the school and part of the whole school community.

Anti – Bullying

Bullying is defined as deliberately hurtful behaviour, either physically or emotionally, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

It can happen anywhere, both in and out of school.

Bullying can have a negative life-long impact. It can make it difficult for children to learn and can have a lasting detrimental effect on their lives. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with it emotionally and at worst, bullying has been a factor in suicide.

There are many types of bullying:

- Racial/Religious/Cultural – where someone is made to feel inferior because of their background, culture or religion.
- Sexual/sexist –bullying based on something specifically gender-linked.

- Homophobic –bullying based on sexual orientation
- Disability –any exploitation of a particular aspect of a child’s disability
- Cyber-bullying via technology e.g. internet/mobile phones

Bullying can include name –calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate touching, producing offensive graffiti, spreading hurtful and untruthful rumours or always leaving someone out of groups. It is also bullying when a young person is pressured to act against their will by others or is harassed by unwanted conduct, which violates a person’s dignity or creates an intimidating, hostile, degrading or humiliating environment.

ACTION AGAINST BULLYING

It is a fact that many adults do not know what to do when faced with a child who is being bullied. It is, therefore, a priority to have several strategies on which to call:

- Skilled observation is needed to detect bullying. An unwillingness to go to school, homework not done, evasiveness etc. may all be symptoms
- The School Curriculum embraces the subject in the same way as sex education, drink, drugs etc. There are many situations within the daily timetable which can be used as a forum for discussion - for example Assemblies, Form Periods, House Meetings, Divinity & Drama lessons - with the use of psychodrama, videos, games and role-play
- Two weeks (one being Anti-Bullying Week in November) are allocated as a prime focus for PRHSE and Assemblies with the theme: “SAY NO TO BULLYING”. This is part of the SEAL programme
- Parent/teacher liaison is very important so that both home and school can help to support the victim without over-protection. Confidentiality is paramount
- It is possible there may be a role for outside assistance, such as an Educational Psychologist, Social Worker or the Police - in helping children who bully others. A child could have deep-seated psychological problems which need exposing and treating
- Organisation of the school day is vital to help alleviate situations where bullying can occur. Games staff must always supervise changing and showering; Inside Duty Person must ensure that toilets and cloakroom are cleared at break time; Outside Duty Person should strenuously observe playtimes and breaks. Physical activity and a good quota of P.E. and games can help to burn off energy/aggression
- As part of the pastoral care system, vertical bonding between the senior and junior pupils should be encouraged via the House System, to give opportunity for vertical bonding and to give a younger child a chance to externalise feelings/anxieties that it would never share with an adult member of staff or even its own family. Senior pupils accompany Junior pupils to main Assemblies. Reception – Year 3 classes have senior Form Reps
- All children have the opportunity to speak to their Form Teacher or Tutor. In September of each year, each child is allowed to name a special tutor in

any part of the school – this tutor is someone they feel comfortable with and who knows that that child will turn to them in a case of need when the child does not wish to speak to the Form Teacher or Form Tutor

The words of D.P. Tattum should be remembered:

“It is a basic entitlement of all children that they receive their education free from humiliation, oppression and abuse. Education is compulsory in our Society and therefore it is the responsibility of all adults to ensure that it takes place in an atmosphere which is caring and protective.”

Therefore, the following steps may be taken, if an incident occurs:

- If a child or parent has any concern, they should approach the most appropriate member of staff
- If possible the incident should be dealt with immediately by the member of staff that is approached
- A clear account of the incident should be recorded and passed on to the Head Teacher or his deputy.
- If a member of Staff or a parent has any cause for concern, they should report the incident to the Form Teacher, the Head Teacher or Director of Studies immediately.
- Those concerned will be interviewed and the outcome recorded.
- All relevant members of staff will be informed and any necessary action will be taken, as per sanctions in the Behaviour Policy.

Support will be given for all parties concerned.

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