

Behaviour Policy



ISI Regulatory Code – 9a

Policy written by – SLT Team

Policy Date – November 2021

This Policy is for Barlborough Hall School

Linked Policies –Anti Bullying Policy, Admissions Policy, Complaints Policy, Safeguarding Policy

Review Date: November 2022

Barlborough Hall School

Educating Men and Women for Others since 1842

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Vision Statement

As a Jesuit School we aim to follow Jesus and care for others.

We want to:

1. Develop our talents, knowing each one of us is special in God's eyes.
2. Understand that God is always with us in good and bad times.
3. Love Truth.
4. Know ourselves so that we can understand others better.
5. Become more responsible for ourselves and for others.
6. Be fair and help those in need.
7. Be the person God wants us to be in all we do.

Introduction

- 2.1 Barlborough Hall School is a community of pupils and staff, which seeks to live each day as a genuinely Christian community based upon Gospel values.
- 2.2 It is the type of environment which enables us to work hard and so develop the many gifts God has given us. But as importantly, it enables us to create the atmosphere in which we can all feel part of a community, a safe and secure environment in which each and everyone matters as an individual, an environment which helps us grow up healthily, an environment we can pass on to succeeding generations of Barlborough Hall School pupils, and an environment we can call, for the time we are here, a second home.
- 2.3 This policy outlines the management of behaviour in Barlborough Hall School, including the EYFS setting. Barlborough Hall School is one of a worldwide family of Jesuit Schools. The 'Jesuit' character of the school is central to its life. The pupils, each and every one, are what our school is about. We aim to do the best we can for them by helping them to develop as God has intended them to develop, as full human beings who take Jesus as their model for life. This is a vision of education from which all can benefit, Catholic and non-Catholic, and for that reason, we seek to be a genuinely ecumenical community. Excellent behaviour and self-management are very important for the progress of each pupil.
- 2.4 The documents, Behaviour and Discipline in Schools (2016), Mental health and behaviour in schools (2015) and Counselling in schools: a blueprint for the future (2015) were referred to in the development of this policy.
- 2.5 This policy complies with our duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND.
- 2.6 The implementation of this policy is the responsibility of all the teaching staff. It will be reviewed annually. The School Trustees quality assure the effectiveness of the policy on an annual basis by auditing the processes including interviews with staff and pupils.
- 2.7 This policy should be read in conjunction with the School's Safeguarding Policy, KCSIE (2021) and Anti-Bullying Policy. This policy is on the school website and is available at request to any current and prospective parents.

2.8 The disciplinary action that will be taken against pupils who are found to have made malicious accusations against School staff is detailed in the School's Safeguarding Policy.

Aim

- 3.1 The policy provides the framework that supports the work of the school and ensures all pupils can feel secure and able to learn.
- 3.2 The behaviour policy will:-
- Take equal account of everyone in the school community through a policy for relationships founded on mutual respect;
 - Promote a positive working environment within which all feel safe and secure and are confident of being treated fairly with a proper concern for individual feelings and needs.
 - Promote self-discipline and proper regard for authority;
 - Emphasise and build on positive values and attitudes through recognition of pupils who have achieved what has been asked of them;
 - Provide the balance of security, challenge and support for individuals to encourage them to achieve their full potential;
 - Raise a whole school awareness of the issues and consequences connected with bullying;
 - Establish clear boundaries of acceptable behaviour;
 - Communicate agreed policy to staff, pupils, parents and governors;
 - Provide support for everyone
 - Equip pupils with a spiritual foundation and a strong moral code; ready to become positive and life-long contributors to society.

School Rules

- 4.1 Before all others, we have one primary duty to develop as men and women of faith who are men and women for others.
- 4.2 The following are our Golden Rules:
1. We conduct ourselves with **respect**: respect for ourselves, respect for others and respect for our environment. This includes any personal property of the schools and the school's fabric and furnishings.
 2. We hold dear the Ignatian principles of **compassion** and **care**: we always seek to understand the difficulties others may be facing. We are sensitive to the needs of others and we try to help in any way we can.
 3. We strive for the **Magis**: in all things, at all times, we have high standards in all that we do and we push ourselves to be the very best we can be – for the Greater Glory of God (**AMDG**)

4. We all have a responsibility to promote good health and wellbeing of ourselves and others.
5. We all have a responsibility whilst on campus to stay within the bounds and designated areas where appropriate supervision is provided.
6. We all have a responsibility when representing our school to uphold the school ethos and Golden Rules whilst reflecting the qualities of the Jesuit Pupil Profile in all we do.

Guidelines for Staff

5.1 We must:-

- be aware that acceptable standards of behaviour, work and respect depend on the individual example and contribution of every member of the school;
- communicate to pupils what good behaviour means;
- communicate why good behaviour is important and, if necessary, teach what acceptable behaviour is;
- match the curriculum to the needs and capabilities of the pupils;
- establish effective classroom management strategies;
- recognise that there are some pupils who will refuse to behave to agreed standards and provide an appropriate degree of support structure for them;
- establish clear sanctions to be used as a consequence of continued bad behaviour;
- have systems and strategies to support staff who are unable to resolve a particular problem.
- ensure due care and attention is taken related to pupils with special educational needs/disabilities and show how reasonable adjustments are made for these pupils (Equality Act 2010)
- liaise with parents about pupil behaviour where necessary.
- ensure correct safeguarding procedures have been put in place to deal with specific behaviour.

5.2 We should:-

- respect and maintain the school environment;
- insist on courtesy and consideration to others at all times;
- take the initiative in relationships, both in and out of the classroom, by being seen to take pleasure in greeting and speaking to pupils, setting and commanding high standards;
- extend opportunities for pupils to demonstrate their ability to assume responsibility;
- deal with misbehaviour, as to ignore it is to condone it, which undermines personal and school standards;
- avoid confrontations and seek to de-escalate and address problems by being calm and fair, listening and establishing the facts, judging only when certain, and using sanctions sparingly. We should ensure all behaviour is positively intended, we are operating to the best of our abilities, with the best interest of the school, staff and pupils in mind.(The Principle of Positive Intent)
- pupils should expect any bad behaviour to be sanctioned in a consistent way, which makes clear distinction between minor and serious offences.

- we should avoid strategies that undermine relationships , sarcasm, humiliation, punishment of whole groups and over punishment;
- leave pupils in no doubt when they have done wrong, but our responses should not be inflexible to specific individual circumstances.

5.3 At Barlborough Hall School, our aim is to promote positive behaviour by the use of positive praise, recognition and appropriate rewards. Unacceptable behaviour is dealt with consistently, appropriately and in a way to encourage future pupil self-management of the behaviour shown.

Rewards and Sanctions

- 6.1 Whilst the discipline and behaviour of the Class is, primarily, the responsibility of the Class Teacher, *all* the Staff are collectively responsible for ensuring that *all* pupils learn to be considerate to others and behave appropriately. Staff should always endeavour to remark on good behaviour and manners, and to commend children for their positive actions. If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner; condemning the *behaviour* without humiliating or “putting down” the child. Staff should have high expectations of all pupils within the school and act according to the Fourth Aspect of Jesuit Leadership – Heroism, e.g ensure appropriate behaviour takes place in all areas of school.
- 6.2 In this environment, most children will respond more co-operatively and with less resentment than if they were constantly being criticised for any negative behaviour.

Encouraging Positive Behaviour – Rewards

- 6.3 The most important reward for a pupil is praise. To become active, motivated learners pupils need to know that their efforts and achievements are recognised and valued. Praise and encouragement is used to also develop resilience.
- 6.4 In order to teach pupils the importance of good behaviour, a variety of rewards are used throughout the School. They include the following:
- complimentary remarks
 - individual praise and encouragement
 - stickers to wear
 - stickers and stamps on work
 - written comments on work
 - M and M award (Movement and Manners headteachers award)
 - leaves/apples – which reflect the qualities of the Jesuit Profile (handed out in weekly assemblies and displayed on the JPP trees in upper school and lower school)
 - gold house points (Upper School) – see Appendix III for the guidelines on giving golds
 - notes in homework diaries (Upper School)
 - headteacher award stickers
 - sharing news of good behaviour with parents
- 6.5 In addition to the above, individual teachers can operate individual class reward systems such as:
- Star of the week

- Busy bee awards
- 6.6 The issuing of rewards vary in timescale but include immediate, weekly and half termly. Rewards given can be a one off or accumulative leading to a reward of greater significance.
- 6.7 Particular effort and commendable behaviour will also be recognised at Parents' Assemblies and weekly Pre-Prep Achievement Assemblies with Excellent Effort Certificates (one award per class) awarded at parental assemblies.
- 6.8 At weekly House Meetings, special mention will be made of those children who have gained the most Golds. The winning house will be taken on a house treat at the end of the term.
- 6.9 At Speech Day, annual awards are also given.

Sanctions for unacceptable behaviour*

- 6.10 Some pupils will still need to be disciplined for persistent poor behaviour and our aim should be to teach them that there are consequences if they deliberately ignore the code of good behaviour which the majority of pupils maintain in School. On occasions staff may need to take further action (see Appendix 1 for the referral system).
- 6.11 As adults how we react to behaviour will influence the way in which pupils respond and behave. The table in Appendix 2 offers a stepped approach in each Key Stage to behaviour management. It is designed to promote consistency of response. Examples of inappropriate behaviour are given a level, then linked to possible rewards and sanctions. Ultimately, every incident is unique and the context in which it has taken place, the previous record of the pupil and the effect of their actions will be given serious consideration.

The use of Corporal punishment is not used or threatened

- 6.12 The School does not tolerate bullying of any kind. If it is discovered that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything possible to ensure that all pupils attend this School free from fear (please see Anti-Bullying Policy).

*Behavioural expectations and sanctions are age and stage appropriate

Coaching for improvement in behaviour

- 7.1 Appropriate behaviour and response to different behaviours are taught throughout the School in various contexts such as in P.S.H.E.E. lessons, circle times, assemblies and spontaneously if there is a situation that requires it. The School recognises when there are pupils that need to be taught particular strategies to improve their behaviour.

Pastoral support and SEND

- 8.1 The School recognises that pupils' behaviour can be affected by different situations that arise in their lives and is equipped to provide additional pastoral support, if considered necessary. This additional pastoral support is provided by the class teacher, the school SENCO and the School Lay Chaplain. This support may take the form of sharing and talking about the individual pupil's concerns/issues.

SEND

- 8.2 A small minority of pupils who have particular behavioural needs require additional, personalised Behaviour Plans. Parents are contacted at this stage to discuss placement on the SEN register. The class teacher, SENCo, parents and child are involved in the writing and reviewing of Behaviour Plans. Strategies for managing the behaviour of these children might include:
- Specific Behaviour Targets
 - Home-school books
 - Individualised reward systems
 - One to one support
 - Involvement of outside agencies
 - Regular contact with parents
 - The use of calming down rooms

Record Keeping and Monitoring

- 9.1 Class Teachers and Duty Teachers at Lunch and Play times should keep a record of poor behaviour using CPOMS. Any incident of rudeness, harm to another person or their property, or deliberate defiance should be dated and recorded.
The Deputy Headteacher will review the behaviour every week. A behaviour log is kept by the Deputy Headteacher and tracked regularly to identify particular behaviour patterns. The Headteacher and SLT monitor these patterns and act upon them accordingly. The behaviour data is reported to governors. Where appropriate, the parents will be invited to discuss this matter and the child may be placed on 'report'. Appropriate targets will be set for the child.
- 9.2 It is hoped that such cases will be seldom, but this action may be necessary for the welfare of the majority of pupils in the School.

The Role of Parents

- 10.1 The School expects pupil's behaviour out of school to be an extension of expectations in School. We work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 10.2 If the School has to use reasonable sanctions for a pupil's inappropriate behaviour, parents should support the actions of the School. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains,

they should contact the Deputy Head. If these discussions cannot resolve the problem, then they should contact the Headteacher and then Board of Governors.

Parental rights of access

- 11.1 Parents have the legal right to be given access to their child's educational records by submitting a written Subject Access Request (SAR) 28 days in advance and by paying for any photocopying costs. Such a request could include the record of pupil sanctions, which does not fall within areas excluded by the Data Protection Act 2018.
- 11.2 Third part communications, which are not directly related to the child's education, such as a letter from another parent or pupil are also excluded.
- 11.3 It is the policy of the school to keep all our pupil sanctions records securely until your child has reached the age of 25, when they will be destroyed.
Unless required by statutory regulations they will not be disclosed to any third party.
- 11.4 If a parent wishes to complain then the process outlined in the complaints policy should be followed.

Involvement of Governors

- 12.1 The governing body wishes to be fully involved in the maintenance of good behaviour and order and to reward success. To this end, therefore, governors are regularly informed, by the headteacher, about pupils who have either consistently broken the school's Behaviour Code or have displayed exemplary behaviour.

Monitor and Review Process

- 13.1 This policy will be subject to continuous monitoring, refinement and audit by the Headteacher and Deputy Headteacher. They will undertake an annual formal review of this policy for the purpose of monitoring the efficiency with which the policy is implemented, by no later than one year from the date shown, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

APPENDIX – 1 – REFERRAL SYSTEM

The following is the procedure to be followed:

- 1) The class/duty teacher would deal with any immediate problems. If the incident is serious at this stage, it should be recorded on CPOMS.
- 2) Refer to form teacher. If the incident is serious at this stage, it should be recorded on CPOMS. Included the level of sanction given
- 3) Inform SLT (appropriate to age of child) of details of behaviour and actions taken. This should be documented on CPOMS.
- 4) Any serious or repetitive poor behaviour should be referred to the Deputy headteacher or Headteacher who will inform the parents and a child may be put on report and/or be temporarily suspended internally or externally.
- 5) A pupil whose behaviour gives serious cause for concern would be put on a pastoral behavioural programme in close discussion with the parents and may be referred if necessary to an external professional education psychologist.
- 6) In cases where all the school's sanctions have failed to significantly change a pupil's behaviour or where an isolated incident is so serious, a pupil may be permanently excluded. This sanction is rarely exercised and only concerns pupils who are deemed to be a serious risk to the safety and/or education of others.

Appendix II – Behaviour Ladder – Pre-Prep

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| Green Level 1 | <p>Childs Actions</p> <p>Following the golden rules, ready to learn, focussed, taking an active part in lessons and tackling challenges</p> <p>Teacher Response</p> <p>Form Teacher informed Complimentary remarks Individual praise and encouragement Stickers to wear Stickers and stamps on work Written comments on work</p> |
| Yellow Level 2 | <p>Childs Actions</p> <p>Not striving for the ‘Magis’</p> <p>Teacher Response</p> <p>Reminder of the golden rules Form Teacher informed Staff to use strategies to reinforce good behaviour – stickers, star of the week, handwriting hero, golden time</p> |
| Orange Level 3 | <p>Childs Actions</p> <p>Low level disruption e.g. Swinging on a chair, repeatedly tapping a pencil, shouting out, making unnecessary noise, work avoidance, inappropriate verbal responses, anything which interferes with the flow of the lesson. Golden rules are not followed Behaviour stopping child or others learning</p> <p>Teacher Response</p> <p>Sanctions and rewards agreed with parents - communication between staff and parents to create a home school partnership and agreement Individualised strategies rewards and sanctions chart/incentives to improve behaviour</p> |
| Red Level 4 | <p>Childs Actions</p> <p>Golden rules are not followed Behaviour from level 3 repeated</p> <p>Teacher Response</p> <p>Behaviour logged in the behaviour folder Form Teacher informed Child sent to SLT member during class time Child given time out in quiet area – time taken away from golden time/playtime 1 minute, 2 minutes etc. Parents informed that level 3 needs reviewing</p> |
| Red Alert Level 5 | <p>Childs Actions</p> <p>Golden rules are not followed Serious incidents e.g swearing, deliberate and malicious violence towards another person, stealing, deliberate and provocative racist comments, refusal to cooperate with a member of staff, running away, rudeness or insolence to a member of staff, deliberate damage to property, sexual harassment, bullying. Behaviour stopping child or others being safe</p> <p>Teacher Response</p> <p>Behaviour logged in the behaviour folder Form Teacher informed External agencies/learning support input for strategies to support /improve behaviour Other sanctions including internal and external suspensions or exclusions may also be given – see referral system</p> |

Appendix II – Behaviour Ladder – Preparatory Upwards

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| Green Level 1 | <p>Childs Actions Following the golden rules, ready to learn, focussed, taking an active part in lessons and tackling challenges</p> <p>Teacher Response Form Teacher informed Complimentary remarks Individual praise and encouragement Stickers to wear Stickers and stamps on work Written comments on work</p> |
| Yellow Level 2 | <p>Childs Actions Not striving for the ‘Magis’</p> <p>Teacher Response Reminder of the golden rules Form Teacher informed Staff to use strategies to reinforce good behaviour and encourage active involvement in the lesson – always striving for the ‘Magis’</p> |
| Orange Level 3 | <p>Childs Actions Low level disruption e.g. Swinging on a chair, repeatedly tapping a pencil, shouting out, making unnecessary noise, work avoidance, inappropriate verbal responses, rough play anything which interferes with the flow of the lesson. Golden rules are not followed Behaviour stopping child or others learning</p> <p>Teacher Response Behaviour logged in the behaviour folder Form Teacher informed Verbal warning Child given time out for a specific time period (5/10 minute blocks) if verbal warning not successful. This time out should be followed up by the form teacher.</p> |
| Red Level 4 | <p>Childs Actions Golden rules are not followed Behaviour from level 3 repeated Low level incidents e.g. inappropriate language, retaliation.</p> <p>Teacher Response Behaviour logged in the behaviour folder Form Teacher informed Child sent to SLT member during class time. Child given time out outside the staff room at break for a specific period (Upper School) Child kept inside with a member of staff (Lower School). This time out should be followed up by the form teacher. Parents informed Possible blank given for Upper School</p> |
| Red Alert Level 5 | <p>Childs Actions Golden rules are not followed Serious incidents e.g aggressive swearing, deliberate and malicious violence towards another person, stealing, deliberate and provocative discriminatory comments, refusal to cooperate with a member of staff, running away, rudeness or insolence to a member of staff, deliberate damage to property, sexual harassment, bullying. Behaviour stopping child or others being safe</p> <p>Teacher Response Behaviour logged in the behaviour folder Form Teacher informed A blank given for Upper School SLT informed Parents informed Other sanctions including internal and external suspensions or exclusions may also be given – see referral system. These sanctions are only given by SLT</p> |

Appendix III – Policy on giving Golds and Blanks

As teachers, we should be looking to reward children for good work, effort, doing the right thing, improvement of any kind. We should actively look for reasons to reward. This is not to say that we should not sanction, but we should not look to sanction.

BHS House point system allows us to award golds or blanks.

As professionals, we can reward or sanction as we see fit to a certain degree.

If all children are aware that it is possible to win golds, they will happily compete and will learn to win or lose – a valuable lesson for life.

If they are also aware that serious misdemeanours earn them blanks and these are also awarded fairly, they will learn to accept the punishment.

On a weekly basis, points are totalled and a house gains 1st, 2nd, or 3rd place, but also bonus points for least amount of blanks.

Gold examples

Good work/presentation: Improved work/presentation: Improved concentration: Good manners: Help in the class/break time: Kindness to other children:

It should be obvious to professionals that we do not reward golds like ‘smarties’ – they should be solid and fair rewards that all could win.

i.e. improvement in personal work, not 10/10 for a child that will never fail to achieve that.

Good effort in class, not winning a game of chance. Such great classroom games could be rewarded with smarties.

Blank Examples

Blanks should be less abundant than golds, as the nature of life is that most school children are more good than bad.

- Bad manners in class/break time to each other/teacher
- Disobedience
- Breaking of golden rules

The children must be very aware of the golden rules in school and class. The individual class teacher must make sure his/her class are aware of what is expected. He/she must also be clear when golds or blanks are awarded.

A blank should not be given without discussion with the child’s form teacher.

A blank should be a considered sanction and not an instant reaction.

Where a blank is given, the following process must be followed:

- SLT informed
- Behaviour folder completed
- ISAMS sanction record updated
- Parents informed on the same day the blank is given, before the child goes home.

IF WE GIVE TOO MANY BLANKS OR GOLDS TOO EASILY, WE DEVALUE THE SYSTEM, PUNISH THE WHOLE HOUSE AND TEACH THE CHILDREN NOTHING ABOUT REWARD, FAIRNESS OR HEALTHY COMPETITION.

Appendix IV - Physical restraint/searching a pupil

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- "Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"
- "Causing personal injury to any person (including the pupil themselves)"
- "Causing damage to the property of any person (including the pupil themselves)"
- "Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"
- "Any other person whom the head teacher has authorised to have control or charge of pupils"

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time.

Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate which includes:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"
- "The chances of achieving the desired result by other means"
- "The relative risks associated with physical intervention compared with using other strategies"

Every member of staff will inform the headteacher immediately after he/she has needed to restrain a pupil physically.

The school will always inform a parent when it has been necessary to use physical restraint and invite them to the school, so that we can, if necessary, agree a way forward for managing that individual pupil's behaviour.

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|-----------------------|-----------------------------------------------------------------------------------|------------|----------------|
| APPROVED DATE | November 2021 | | |
| REVIEW DATE | November 2022 | | |
| SIGNED CEO |  | PRINT NAME | Gareth Chapman |
| SIGNED HEADTEACHER |  | PRINT NAME | Karen Keeton |