



Lady Margaret School

Behaviour Policy

(Positive Discipline Classroom Behaviour Policy)

Reviewed: October 2015
Next Review: October 2018

1. Aims of the School

The School aims to provide its pupils with a sound education in accordance with Church of England principles. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers. We seek to offer a safe, caring and intellectually demanding environment to enable all our girls to benefit fully from a sound secondary education. The school has a sense of joy about it and we are very proud of our motto,

I have a goodly heritage

2. Principles

The Behaviour policy at Lady Margaret School is based on the principle of mutual respect. This is a caring and purposeful Christian community. Each member of the community is made aware of the high standards of behaviour and work which are expected. Staff and pupils are expected to be kind and show tolerant attitudes to others both inside and outside the classroom. The school rules regarding issues such as uniform and homework are enforced and parents are expected to support the school in these areas.

The purpose of this policy is to encourage and reward good behaviour throughout the school thereby promoting a learning environment. It aims to:

- Promote good behaviour, self-discipline and respect;
- Prevent bullying;
- Ensure that the girls complete assigned work and
- Regulate the conduct of the girls

3. Purposes

- To enable girls to study in a disciplined classroom environment
- To provide a consistent approach to classroom behaviour management
- To reward good behaviour and attendance in a consistent way
- To provide information about girls behaviour for senior staff, middle leaders, teachers, parents and pupil files
- To support teaching and non-teaching staff in the implementation of effective classroom management

4. Guidelines

Within this general framework we have specific rules for classroom behaviour. The classroom rules for Lady Margaret School are as follows:

1. Arrive on time with everything you need to work
2. Follow instructions straight away
3. Pay attention to your teacher and other students when they are talking
4. Put up your hand when you need attention
5. Be polite and respectful to all
6. Respect your learning environment
7. Display a positive attitude to learning

These rules need to be used and displayed in day books, classrooms and work areas.

The key aspect of Positive Discipline is the emphasis on positive reinforcement of good behaviour. We expect students to behave well - but they need our guidance and support! We need to praise and promote good behaviour, not just take it for granted.

5. Praise and rewards

As part of Positive Discipline, we use:

- Praise Points, rewards and prizes
- Wristbands, own clothes days and raffles
- Phone-calls home, postcards and in Mentions
- Work displayed around school and comments in day books
- House competitions
- Presentations in assemblies
- Letters to parents from Key Stage Leaders; Deputy Head Teacher; Head teacher and Governors

6. Attitude to Learning

Students are monitored through reports. Student Attitude to Learning is reported

5=Excellent effort

4=Good effort

3=Acceptable effort

2=Some inconsistent effort

1=Rarely makes an effort

Pupils who receive an average of 1 or 2 across their report receive a letter home from the Deputy Headteacher.

7. Home School Agreement

Parents/carers have a vital role to play in promoting a positive attitude to school and together with the school, celebrating achievement at all levels and in all areas of school life. The school will work with parents/carers and the student to resolve any difficulties that may affect a student's behaviour. This 'partnership' is cemented through the Home School Agreement.

8. Pupils' conduct outside the school gates.

The Behaviour Policy and therefore the right to sanction a student apply equally on and off the school site.

For conduct outside the school gates this may include a girl

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

9. Sanctions

Most girls follow the rules: that is how schools function. The system for discouraging poor behaviour is outlined below:

First warning – A verbal warning

Staff should remind the girls about the high expectations for behaviour in the classroom pointing out the area of concern. This can often be handled effectively in a quiet fashion in the classroom.

Second warning – Name recorded

After the first verbal warning, girls who break a classroom rule have their name written down on the board or a pad, or in PE or other practical areas, a piece of paper on a clipboard, for example. This second stage is a public visible warning to pupils. Most girls will stop misbehaving at this stage.

Third warning – Move places, next break/lunch/after school detention and incident recorded in day book

A third warning is a third stage offence: a girl has broken three rules or the same one three times. A girl who receives a third warning should move to a different part of the room. The teacher records this on the board by marking a cross/tick next to the girl's name.

A third warning offence results in a break or lunchtime or after school detention with the class teacher or departmental member.

A note should be written in the day book by the class teacher.

Third warning detentions should be logged against the student's name in SIMs.

Girls put in break, lunchtime or after school detentions should either sit in a classroom with the teacher or wait in an area near where the teacher is.

The suggested time length for a third warning detention is 15 minutes.

Fourth Warning – Removal from class to another area and an after school detention

If a pupil reaches the fourth warning stage, the teacher sends a message to the School Office via email. The on-call system comes into operation: an on-call member of staff comes to take the pupil away for that lesson and places them in the Inclusion room to complete the set work for that lesson.

The teacher also needs to complete a Fourth Warning Form in SIMs and it is recorded on the girl's record. The details of the misbehaviour will be noted and this will be included in a letter sent home from the School Office. The letter will also contain details of the detention issued by the subject. A note should be written in the girl's day book by the teacher giving notice of the after-school subject detention.

The detention should be 45 minutes. There is a centralised Departmental detention system which runs from Monday-Thursday to support this.

Following a Fourth Warning and removal from class the girl returns to her next lesson unless the offence is one of a serious incident.

When a pupil is misbehaving and preventing others from learning, this girl's behaviours must be addressed. It could include temporarily removing the pupil from the classroom. Normally staff will need to follow the system as outlined, progressing clearly from warning stage to warning stage with pupils.

The interest of the class must be seen as paramount and the disruption cannot be allowed to continue. Effective action will ensure that in most cases the pupil is subsequently able to re-join the class.

SUMMARY:

1st Warning: Verbal warning

2nd Warning: Name on the board

3rd Warning: Classroom teacher

Note in day book and move seat

15 minute detention break/lunch/after school

4th Warning: Head of Department level

Removal from class

Behaviour entry into SIMS

45 minute detention after school

Letter to be sent home

10. Serious Incident (SI)

This is a formal request to the Deputy Headteacher (Inclusion) to exclude the pupils (in internal inclusion or externally for a fixed period) following an incident.

If the Deputy Headteacher believes the incident requires an external exclusion, this will be referred to the Headteacher.

Sometimes – hopefully very rarely – a student will behave in a manner that is totally unacceptable and would be classed as serious incident – e.g. fighting or swearing at a teacher. If this happens the teacher sends a message to the School Office, and an on-call member of staff comes to remove the pupil. The removal will ensure that the teacher does not have to teach the pupil again that day, whilst the incident is investigated. The teacher will provide the work for the lesson.

The teacher should complete a Serious Incident Form as a matter of urgency, and copy it to the relevant staff.

Serious Incident

Behaviour displayed that will result in Lady Margaret School excluding a student (in internal inclusion or externally for a fixed period) include the following:

- Bullying – including cyber bullying
- Repeated or extreme non-compliance
- Drug & alcohol related behaviour

- Damage to personal or school property - including graffiti
- Physical assault against adult
- Physical assault against student
- Racist/homophobic/faith abuse
- Sexual misconduct
- Theft
- Verbal abuse/threatening/rude/insulting behaviour to adult
- Verbal abuse/threatening/rude/insulting behaviour to student
- Use of swear words/inappropriate language
- Behaviour that disrupts the good order of the school
- Or any unacceptable behaviours as outlined in the DfE guide to exclusions from school.

Behaviour that is committed outside school that brings the school into disrepute or causes offence or harm to members of the school community will also be sanctioned by the school.

A compulsory return from inclusion or a fixed term exclusion meeting will be held directly after the period of exclusion with the parent/carer, the student, the Deputy Headteacher, Key Stage Leader and the teacher who issued the Gross Misconduct.

A sanction for a serious incident (SI) will be decided upon by the Deputy Headteacher (Inclusion) acting on information and advice provided by the teacher and other staff as required. If the incident involves violence, or verbal abuse of a member of staff, the sanction could include exclusion from school.

Any decision on external exclusions will be taken by the Headteacher.

11. Monitoring and further consequences

Data on the awarding and number of fourth warnings, serious incidents and respect cards issued will be kept on computer and on file. The number and frequency of these issued within the school will be monitored weekly by the appropriate staff. Weekly and half termly reports will be produced.

A girl who fails to complete two set detentions issued by a subject will then be issued a detention with the Headteacher on a Thursday evening.

Failure to attend this will result in the girl being referred to Inclusion for a day placement on the grounds of repeated non-compliance.

The issuing of fourth warnings, serious incidents and respect cards across a year group should be monitored by the relevant Key Stage leaders. There are clear consequences for girls who reach a certain number of higher warning stages in the discipline system. These are laid out below.

12. Thresholds

These are set limits to the number of Fourth Warnings received and the impact this persistent behaviour is having to the learning of the individual girl as well as others. The interest of the class must be seen as paramount and the disruption cannot be allowed to continue.

Girls who receive three Fourth Warnings will be given an extended two hour detention with Deputy Headteacher (Inclusion). Girls who receive two Serious Incidents in a term will be detained until 5:00pm and those who receive three or more will be detained until 6:00pm by the Deputy Headteacher (Inclusion) on the day of their placement to Inclusion.

Warning total reached	Action to be taken
4 x Fourth Warning	<p><u>Pupil placed in Inclusion for one (1) day</u> Key Stage leader to hold formal meeting with girl warning them of the consequences. Identify and agree any support to be put in place.</p> <p>Pupil on report to key Stage leader</p> <p>Letter to be sent home to inform parents</p>
8 x Fourth Warning	<p><u>Pupil placed in Inclusion Room for two (2) days.</u> Deputy Headteacher for Inclusion to hold formal meeting with pupil and parents.</p> <p>Individual Behaviour Plan or PSP (Pastoral Support Plan) agreed with pupils and parents.</p> <p>Pupil on report to Deputy Headteacher</p>
12 x Fourth Warning	<p><u>3 days internal or external exclusion</u></p> <p>Pupil re-admission interview with parents held by Headteacher.</p> <ul style="list-style-type: none"> • Review of previous support • Agreed strategies to be shared with DHT to implement • Review meeting date agreed
Higher numbers of Fourth Warnings or Serious Incidents	<p><u>External exclusion</u> Decision at the discretion of the Head Teacher Governor interview panel with parents</p>

In line with the current legislation other sanctions that can be applied include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Extra physical activity such as running around a playing field.