



FARNBOROUGH HILL
WHOLEHEARTEDLY

BEHAVIOUR POLICY **including REWARDS and SANCTIONS**

This policy has been written with due regard to the advice in 'Behaviour and Discipline in Schools' 2016 and should be read in conjunction with the following:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Drugs Policy
- Exclusions Policy

The Behaviour Policy is agreed by pupils (via School Council) and staff. A summary is printed in the Planner. It is as follows:

Farnborough Hill is a Catholic school committed to educating the whole person in a happy, caring, Christian community. It aims to establish an expectation of high standards amongst its members with regard to habits of work and behaviour, mutual support and courtesy displayed to one another and to members of the wider community.

Good relations are fostered by:

- valuing others and their opinions, and treating them with kindness and consideration
- respecting all personal property
- looking after the School working environment, both inside and outside the classroom
- upholding the reputation of the School by doing nothing to bring it into disrepute, including when travelling to and from school, on school trips and when using the internet and e-technologies
- acting fairly and equally in relation to each other

Staff are expected to reinforce the *Behaviour Policy (including Rewards and Sanctions)*, the School Rules and the Code of Conduct through all aspects of school life.

The general discipline of the School is the responsibility of each and every member of staff both inside and outside the classroom. Teachers should have high expectations of pupil behaviour and insist on the following:

- being punctual for lessons
- being courteous and industrious in class
- standing up when they enter a classroom (optional)
- saying 'Good Morning' and 'Good Afternoon'
- addressing all members of staff by their full titles (Mr, Mrs, Ms, Dr) and surnames
- opening and closing doors for staff and others
- being punctual in handing in written homework
- wearing full, correct school uniform
- treating other pupils in a positive, thoughtful, respectful way

Pupils' Responsibilities

Pupils should help each other and contribute fully to the life of the School by:

- agreeing to follow school rules and the Code of Conduct, including those related to rewards and sanctions (the School Rules and Code of Conduct can be found in the Planner)
- working hard and not preventing others from doing their work, or the teacher from teaching
- taking every opportunity to represent the School and take part in extra-curricular activities
- attending school with all the necessary equipment and being organised for lessons
- wearing their school uniform/Sixth Form dress correctly and with pride
- not participating in any kind of behaviour that is dangerous to themselves or others
- not being in possession of any items that could be misused to cause harm to self or others

Staff Responsibilities

Staff should support the ethos of the School by:

- being a good role model
- safeguarding and promoting the health, safety and welfare of the pupils in their care
- treating pupils fairly, adopting a consistent approach and recognising that each girl is an individual
- giving praise and acknowledging excellent effort and work by giving Merits and other rewards
- using the School Rules and the Code of Conduct, including those related to rewards and sanctions, clearly and consistently
- understanding their duty under the Equality Act 2010, including issues related to pupils with special educational needs or disabilities and how reasonable adjustments need to be made for these pupils
- acknowledging that some pupils require more support and guidance than others and effectively managing the transition of pupils who are new to the School

Parents' Responsibilities

Parents should support their daughters in all that they do at school by:

- encouraging them to be independent and self-disciplined
- ensuring that they understand and follow the School Rules, Code of Conduct and *Behaviour Policy*

This *Behaviour Policy* refers to the School Rules and Code of Conduct which are readily available to pupils in their Planner.

REWARDS

Farnborough Hill aims to promote good behaviour, self-discipline and respect for others. Pupils are encouraged to adopt a positive attitude and approach towards learning. Pupils generally take pride in their work and gain intrinsic reward from their achievements.

There are various forms of extrinsic rewards including Merit stickers, Praise Postcards and other celebrations of achievement at school assemblies, and the awarding of certificates and trophies.

Academic Rewards

Merits are given by staff at both departmental and whole school level (in written, sticker or stamp form). Merit stickers are stuck on the allocated pages of the Planner or in exercise books. Pupils typically receive Merits for the following:

- excellent effort
- excellent work

Pupils can qualify for a Head's Merit after gaining the requisite number of Merits in a subject. The Head awards Head's Merits stickers when pupils take their work to show her.

Praise Postcards are sent to pupils' parents to recognise particularly excellent achievements for work such as extended projects and examination results. These will usually be written by subject teachers but also signed by the relevant Head of Department where possible.

Achievement Certificates are awarded by Heads of Year to pupils in Years 7 – 11 who gain mostly 'Outstanding' and 'Excellent', and no 'Requires Improvement', for Approach to Learning for their Interim Grades.

Head's Commendations are awarded by the Head on the advice of teachers for particular achievements and consistent effort.

Commendation Letters are sent by the Head to parents of girls who receive 5 Head's Commendations and Head's Merits (any combination).

A number of other **department-based rewards** are also awarded for excellent work/effort. These complement the School's overarching rewards system. Examples include Certificates of Achievement, Star Baker, Mathematician of the Week or Linguist of the Month.

Extra-curricular and House Rewards

Contribution Merits are awarded by staff for commitment to extra-curricular activities and contributions to the life of the School in other areas, such as the Chaplaincy and Careers.

Praise Postcards are sent to pupils' parents to recognise outstanding contributions to particular events, for example Masses or House activities, or for excellent commitment to these activities.

Colours are awarded by the Music, Drama and PE Departments for specific outstanding contributions and achievements in those areas. These colours are awarded at the end of the summer term.

House Points are awarded by staff Heads of House for the contribution pupils make to the work of the House, including participation and success in competitions, helpfulness and leadership.

Prize Giving

Prize Giving is an opportunity to formally recognise and reward outstanding achievements. It is a highlight of the School year; all Year 11 pupils and Upper Sixth students and their parents are invited to attend to collect their GCSE and A level certificates. Prizes are also awarded to pupils for their achievements in subjects, for sport and for their contributions to the life of the School. Prize Giving is held in November.

Junior Prize Giving

Junior Prize Giving is an opportunity to recognise academic achievement, academic progress and contribution to school life in a variety of arenas (sport, music, drama, arts, DT, helpfulness and courtesy) for girls in Years 7 to 9. It takes place at the end of the summer term.

SANCTIONS

Most pupils at Farnborough Hill adhere willingly to the *Behaviour Policy*, and show kindness and consideration for others. However, sometimes sanctions are needed for inappropriate behaviour. Classroom teachers, Tutors, Heads of Department, Heads of Year and Assistant Heads of Year, the Deputy Heads and the Head all help to facilitate and manage situations related to unacceptable behaviour.

Depending on the seriousness of the misdemeanour, different sanctions will apply. Once the concern has been satisfactorily dealt with a record is kept by the teacher, on iSAMS or in the pupil's file in more serious circumstances.

Pupils who do not show the attitude and approach explicit in the *Behaviour Policy*, the School Rules and Code of Conduct may need to be directed towards that which is expected.

Staff will, in the first instance, issue a **verbal caution** for:

- inappropriate/unacceptable behaviour in lessons or around the School
- failure to complete work on time

- a minor infringement of the *Behaviour Policy*, the School Rules or Code of Conduct
- lateness which is the pupil's own fault
- not being fully equipped for lessons (including PE kit)

Detentions

If verbal warnings have not been effective in stopping unacceptable behaviour, then detentions may be given. Detentions will take place within departments for academic reasons, or with Heads of Year for behavioural reasons, at a time and venue decided by the member of staff issuing the detention, usually lunchtime. The Deputy Heads may also be involved in the detention process when appropriate. On rare occasions, detentions for more serious offences may take place after school, once the Head has been informed. Detentions may also be given for other issues, such as repeated uniform infringements. Parents are informed in writing in advance of any detention scheduled after school.

Any teaching staff can issue detentions for the following:

- repeated inappropriate/unacceptable behaviour in lessons or around the School
- repeated failure to complete homework on time
- failure to complete or submit homework without good reason
- repeated lateness which is the pupil's own fault
- not being fully equipped for lessons (including PE Kit) on repeated occasions

In the case of a pupil's continued non-compliance, there will be liaison with parents and (if appropriate) other agencies.

On Report

In order to provide additional support in certain circumstances the Head of Year can place a pupil on report. This will only be done after discussions with the relevant staff and, on approval of either the Deputy Head (Academic) or Deputy Head (Pastoral). A report can also be used to help support a pupil who has had a number of detentions for failure to complete homework, repeated lateness or disruption of lessons. Whilst on report the pupil will carry a Report Form with her to each lesson, for completion by the subject teacher. This action is usually for a specific period of time e.g. a week, and is reviewed regularly.

Other Infringements

Pupils are expected to take pride in their uniform and appearance, to adhere to the School Rules where issues such as jewellery and chewing gum are concerned and to follow the School's conduct guidelines related to the use of mobile phones. They are also expected to respond courteously, respectfully and positively during any discussions with staff around these issues. If pupils do not meet the School's high standards in these cases staff will deal with these issues as appropriate. A detention or other sanction may be issued in certain circumstances.

In the Sixth Form, if a student is causing concern in terms of effort and/or progress, the privilege of going off-site during study lessons may be withdrawn and supervised study put in its place. A range of other responses may be used as appropriate, in discussion with parents.

Sanctions Record

A Discipline Log containing a record of sanctions for serious disciplinary offences is kept by the Head and it includes the following:

- Pupil's name and year group
- Nature and date of offence
- Sanction imposed

These offences and sanctions will also be the subject of a discussion between a member of the Senior Leadership Team and the pupil's parents before any action is taken. The Discipline Log will be reviewed termly by the Head and the Deputy Head (Pastoral).

Exclusions

For very serious incidents a pupil might be excluded either temporarily or permanently. A pupil will not be permanently excluded without grave cause. The circumstances which may lead to exclusion include: the supply, possession or use of certain drugs, solvents, alcohol and tobacco; theft, blackmail, physical violence, intimidation, racism and/or persistent bullying; vandalism and/or serious computer misuse; use of mobile phones for taking inappropriate photographs at school that are put on websites such as YouTube and other social networking sites; persistent attitudes or behaviour which are inconsistent with the School's ethos; the making of a malicious accusation against a member of staff; and other serious misconduct towards a member of the School community or which brings the School into disrepute on or off the School premises. A complaint which could lead to permanent exclusion will be investigated thoroughly and fairly. In such cases parents are contacted as soon as reasonably practicable.

Corporal Punishment

Corporal punishment is strictly forbidden and deemed to be abhorrent. This applies to all members of staff.

USE OF PHYSICAL INTERVENTION OR RESTRAINT

This section of the policy is in accordance with the following document:

Use of reasonable force: Advice for head teachers, staff and governing bodies (DfE July 2013)

Staff are expected to encourage a climate of calm discussion between pupils, or pupils and staff, who are in conflict. At Farnborough Hill, fighting between pupils is virtually unknown but if it happens, staff need to intervene appropriately.

In managing pupil behaviour, staff should be aware of the above document which clarifies the position about the use of physical intervention for staff. The law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil or which is primarily intended to cause pain, injury or humiliation. That said, everyone has the right to defend himself or herself against attack, provided they do not use a disproportionate degree of force to do so.

If a pupil is at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

Before physical intervention, a teacher should:

- adopt a calm and measured approach
- tell the pupil who is behaving inappropriately to stop
- continue to talk to the pupil throughout
- be aware that the shoulder and upper arms are the most suitable areas for the application of restraint
- make it clear that physical contact or restraint will stop as soon as it ceases to be necessary

A restrained child should feel safe, even if also furious/angry/upset. If the teacher believes she/he may be at risk of injury themselves, they should not intervene without additional help.

Reporting Incidents of Physical Restraint

Immediately following any such incident when physical intervention or restraint is used, the member of staff concerned should tell the Head and provide a written report. This should give all appropriate details, names, witnesses and the outcome. The report must be signed and dated.

This policy is reviewed annually by the Deputy Head (Pastoral) and Heads of Year.

The next review is due in April 2019.