



## Behaviour Policy

### Incorporating Rewards and Sanctions, Effort Grade Procedure and Target Card Procedure

(Whole School Including EYFS)

<b>First Issued:</b>	September 2010	<b>Next Review:</b>	Summer Term 2020
<b>Last Reviewed:</b>	Summer Term 2019	<b>Version:</b>	3.0
<b>Responsible:</b>	Senior Management Team		

## **1. Aims**

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2. Objectives**

To ensure all pupils in our care are recognised for displaying behaviour that reflects our School Values and to provide opportunity to recognise excellence. When a pupil makes a mistake, they are also aware that there are appropriate consequences in place to help them to learn from their mistake.

Our shared values are:

- Treat others as we expect to be treated
- Forgive
- Share
- Listen
- Be honest with ourselves and others
- Be kind and helpful
- Do our best to be our best selves

We believe bullying is unacceptable in any circumstances. See [Anti-Bullying Policy](#)

In addition, Orley Farm School clearly and explicitly forbids the expression, whether spoken or written, of discrimination on the grounds of race, religion, culture, sexism, homophobia, transgender, special educational needs and disability via any media (social websites, mobile 'phones, text messages, photographs and email).

## **3. Success Criteria**

This policy will be considered successful if a significant majority of staff, parents and pupils considers that the behaviour within the school community is generally of a high standard and that there are clear, consistent expectations and effective ways of dealing with digression.

### Methodology

In order to encourage positive behaviour, self-discipline and respect we make clear our expectations of good behaviour and encourage children to take responsibility for their own actions. This is done through all interaction with pupils from all staff working at Orley Farm School and in particular, through:

- School and section assemblies
- Form Discussion Times (PSHE lessons, see PSHE Scheme of Work)
- Classroom management
- Informal conversations with pupils in break times
- High expectations
- Staff development and support
- Strong school leadership

For recognised and accepted Rewards and Sanctions please see the following appendices.

**A - (Rewards for Positive Behaviour)**

**B - (Consequences of Unacceptable Behaviour)**

**C – (Target Card Procedure)**

**D – (Effort Grade procedure for work-ethic expectations)**

#### Physical Force

Under section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited for all pupils in independent and maintained schools

Under normal circumstances teachers should not touch the pupils as part of a disciplinary sanction. However there are occasions where reasonable force may be necessary, to control or restrain a pupil. They will fall into two broad categories;

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury or significant damage to property.

Examples of behaviour that fall within one of these two categories are;

- A pupil attacks a member of staff or another pupil.
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.

#### Monitoring and Evaluation

The Deputy Head(s), Heads of Section and Year Group Leads are ultimately responsible for monitoring the standard of behaviour in the school and therefore the evaluation of this policy. However, the Senior Team and the rest of the staff support them in this. Their views, together with those of the pupils and parents, as assessed through discussion and via confidential annual parental and pupil questionnaires, are of great value.

## **Appendix A (Recognition for Positive Behaviour - Rewards)**

Recognition for Positive Behaviour throughout the school include:

- Individual verbal praise
- Public praise in the classroom or during Celebrations Assembly
- Informing parents verbally where possible or via a note in the reading record or diary
- Specific privileges given within the classroom
- Written comments on work
- 'Award stickers' or 'House Point' stickers, Thinking Skill stickers. Points awarded for 'House Points' and Thinking Skills count towards House totals.
- Head's Commendations, which also gain House Points

### **Guidelines:**

Nominations should be in comparison to child's usual standard of work

We should be confident that work is pupil's own

Each teacher should try to look for one piece of work per term (on average)

### Pre-Prep

- Golden Time
- Good work certificates and stickers from Head of PP awarded weekly
- Class points for class of the week trophy
- Award stickers
- House Points in Pre-Prep House system for Years 1 and 2
- Termly House Cup
- A Golden Ticket is awarded to a class for working collaboratively

### Middle School

- 3, 4 or 5 Effort Grades
- Form of the week (efforts statistically)
- House Points for behaviour/ effort / good work
- Raffle Tickets (conduct and behaviour in class and around school)
- Beanbag Cheer (exemplary behaviour)
- Golden Time (Year 3 only)
- Headmaster's Commendation (academic excellence)
- Head of Middle School Certificates
- Form Merit certificates, awarded termly by Form Teachers
- Termly courtesy cup
- Head of Middle School Cup (for upholding school values / termly)

### Upper School

- 3, 4 or 5 Form Effort Grades
- Form of the week (efforts statistically)
- House Points for behaviour/ effort / good work
- Beanbag Cheer (exemplary behaviour)
- Colours
- Honours Awards
- House Captains / Vice Captains
- Headmaster's Commendation (academic excellence)
- Form Merit certificates, awarded termly by Form Teachers
- Termly Reliability and Courtesy Cups
- Termly Final Assemblies also reward excellence and achievement in other areas. See prize lists.
- Final Prize Winners Assembly at Harrow School recognises endeavour and success from the academic year, for pupils in Years 3-8.
- Scholarship photographs are taken in June and all pupils who were awarded a scholarship are recorded in this. Only pupils who take up their scholarship have their names recorded on the Scholarship Boards.

## **Appendix B (Consequences of Unacceptable Behaviour - Sanctions)**

We intend consequences to be related to the misdemeanour, so that children gain an understanding of cause and consequence. They will be reasonable and fair. We believe in positive correction, which includes the application of sanctions when necessary. For repeated poor behaviour the Deputy Head (s), Head of Section, Year Group Lead or Headmaster may be involved.

### **Sanctions can include:**

#### In the Pre-Prep

- Warning from Staff
  - Time Out in playground
  - Minutes lost from Golden Time
  - Detention with the Head of Pre-Prep during Golden Time if more than 3 crosses in a week
  - In certain cases it may be necessary for the Form Teacher to keep a behaviour record, which would be discussed with and supported by parents.
  - Pupils may be sent to the Head of Pre-Prep who would write their name in the 'sad' book on ISAMS and parents are informed. After the third warning, parents will be called in to meet with the Headmaster.
  - Information on all recorded incidents can be found in 'Sanctions Log' on MIS
- Suspension or Exclusion (as set out in the Exclusion Policy).

#### In the Middle School

- Warning from their Form Teacher - this may be accompanied by a note in the diary.
  - Minutes lost from Golden Time (Year 3 only)
  - Withdrawal of privileges / break time
  - Target Cards (see Target Card Procedure)
  - Discussion or written account, e.g. reflection 'Think Sheet', writing a letter of apology, leading to attempts to put things right
  - Poor effort grades for attitude to learning in lesson time. A 2 grade or 1 grade would be recorded in the diary. This also records in the MIS Grade Markbook.
  - Red Warning for behaviours that affects others around the individual for low level misdemeanours outside of lessons. These are recorded in the diary & in the Sanctions Log and x3 in a half-term result in a detention. These are cleared each half-term.
  - 'Detention' to Head of Middle School (contact with parents) Recorded in Sanctions Log on MIS
  - Information on all recorded incidents can be found in 'Sanctions Log'
- Further sanctions as detailed in Upper School section may be applied as appropriate.
- Fixed Term Exclusion or Permanent Exclusion (as set out in the Exclusion Policy).

#### In the Upper School

Sanctions can include withdrawal of privileges, loss of free time, poor effort grades (Attitude to Learning), Target Cards (see Target Card Procedure), and discussion or written accounts related to the school values.

- Verbal reprimand and warning

- Warning about a pending poor grade (written in child's Diary)
- Poor effort grades for attitude to learning in lesson time

An effort grade less than 3 will be followed up by the form tutor. More than one 2 Grade in a week would be followed up by the Year Group Lead. More than three 2 grades per half term will be followed up by the Deputy Head(s) during a lunchtime review meeting with the pupil. Where work is missing or late, the review time might be used to complete this work.

or

- RED:

In lesson time behaviours that affects others around the individual

Out of lesson time: for low level misdemeanours.

These are recorded in the diary and in the Sanctions Log.

Upon receiving a RED, the form tutor speaks to the pupil. After 2 REDs are received the Year Group Lead completes a 'Think Sheet' during a reflective break session, if 3 REDs are recorded in a half-term a Friday detention (30mins) is given. These are cleared each half-term.

- School Detention with the Deputy Head (s). Details are recorded in the School Sanctions Log and parents informed.
  - Deputy Head(s) After School Detention - Following a detention, an After School Detention may be appropriate. In this case the parents will be called in for a meeting and the pupil will be required to stay in school until 17:30. Again, this is recorded in the School Sanctions Log.
  - Headmaster's Detention - For serious or repeated breaches of discipline, such as gross disobedience or persistent bullying, this would trigger a letter from the Headmaster to parents. The pupil would be issued with a Headmaster's Detention which takes place on a Saturday morning.
  - Serious breaches in discipline, including violence, may result in an Internal Suspension. Parents will be informed and the sanction will be logged.
- Fixed Term Exclusion or Permanent Exclusion (as set out in the Exclusion Policy).

## Appendix C – Target Card Procedure

If, over a period of time, the weekly effort grades the child receives are not of a sufficient standard then the child can be put on a Target Card. Normally he or she will receive a warning that this may happen, but a particularly poor performance can meet with an immediate response.

### Form Tutors should:

- Monitor effort grades and identify areas of concern, e.g. as reflected by deteriorating effort grades.
- Monitor the 'Sanctions Log' for behaviour that has led to a red warning or detention and look for patterns reflecting an area for improvement.
- Liaise with the relevant teachers, diagnose the concerns, and produce a list of short term specific targets (maximum 3).
- Inform Deputy Head Academic / Year Group Leads / Head of Middle School / of organisational/academic issues (such as: lack of prep, poor focus in class, pupil being incorrectly equipped for a lesson etc.) and run through suggested targets for improvement.
- Inform the Deputy Head Academic / Year Group Lead / Head of Middle School of behaviour related issues (such as: disruptive behaviour in class, poor social skills etc.) and run through suggested targets for improvement.
- Contact the parents, preferably by phone, to discuss with them of the reasons for the Target Card and the specific targets that we are setting.
- Note the Targets on the MIS – Pastoral Concern, Target Card.

Sign the card each day, using this opportunity to praise good feedback or suggest remedies for poor comments.

### Action to be taken following a full week of use:

- If progress / improvement is evident a note in the diary could inform the parents of this and the pupil might come off the card if it is felt that it has served its purpose.
- If some progress / improvement was made the pupil(s) should continue to use the card for another week; parents will need to be kept informed. The process will be reviewed at the end of the second week.
- If no progress / improvement was made, or the situation deteriorated further the parents will be invited to organise an appointment with relevant Deputy Head / Head of Middle School, who will decide on the next course of action.

## D - (Effort (Attitude to Learning) Grades Procedure for work-ethic expectations)

Grades are entered electronically by 16:30 on a Thursday.

As Grades are awarded for effort, every child has an equal opportunity to achieve, regardless of ability. Weekly grades for all subjects, including Form Teacher grades, are given from Year 3 for effort:

5	<b>Outstanding</b>	Outstanding behaviour for learning and full concentration in class at all times. On some occasions the pupil voluntarily produces pieces of work beyond the criteria set. Enthusiastic participation in class discussions and activities with evidence that the student is inquisitive and independent about their learning. Fully
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		equipped for all lessons.
<b>4</b>	<b>Exceeding</b>	Excellent behaviour for learning and full concentration in class at all times. Enthusiastic participation in class discussion and activities. Fully equipped for all lessons and prep completed as requested.
<b>3</b>	<b>Expected</b>	Good behaviour for learning and a good level of concentration in class. Class work generally complete. Some participation in class discussion and activities. Fully equipped for most lessons prep completed as requested.
<b>2</b>	<b>Coasting</b>	Inconsistent behaviour for learning and concentration in class. A limited effort is made with class work. Reluctant to participate in class discussion and activities. Often needs to borrow equipment and / or prep is occasionally not completed as requested. There is a need for improvement in the student's effort.
<b>1</b>	<b>Poor</b>	Poor behaviour for learning and poor concentration in class. Minimal effort is made with class work. Minimal participation in class discussion and activities. Often needs to borrow equipment and / or prep is often not completed as requested. There is an immediate need for improvement in the pupil's effort.

A grade '2' would indicate that the teacher's expectations (as listed above) were not met. Pupils should be given an explanation for receiving this grade. A warning should be written into the pupil's diary to allow them the opportunity to rectify the situation.

All teachers should be willing to explain to pupils the reasons for a Grade which is not a 3. Grades below a 3 should have an explanation recorded in the log.

Each pupil's grades contribute to the House Final total for the term.

At the end of each term approximately 25% of children in each form who have the best grades will be presented with a prize.

### **Monitoring**

Governors are informed on a termly basis of incidents that have required sanction higher on our Sanctions log.