

Behaviour Policy

School Ethos

Challenge, Prepare, Inspire

St Edward's provides an education that brings out the best in our boys. We aim to prepare all our pupils and equip them with the skills and character they need to face the challenges that life brings whether that is at St Edward's, entry to their next school or in the work place.

We value individual talents and interests and provide opportunities for pupils to find out what these are through our exciting, challenging and inspiring curriculum.



Aim of this policy is to:

Create a secure, happy and equitable environment where “Good behaviour is at the centre of Learning”. We believe that high-quality teaching promotes effective learning and good behaviour. We recognise that children learn best when they feel safe and when there is a calm and well managed atmosphere in the school. Our emphasis will be on recognising and celebrating success and effort in order that all pupils feel valued. Pupils will be taught to take responsibility for their own actions and to accept the consequences of their choices. In order to be “The best that they can be”, ultimately our outcome is that our young people become independent, self-disciplined, self-regulated autonomous learners. This behaviour and sanctions policy has been written according to the advice found within The Behaviour and Discipline in schools DfE (2014) paper and the Education Act 2002.

Principles of behaviour management

The school's behaviour management policy is guided by the following principles:

1. All pupils have the right to learn and achieve their potential and the responsibility to let others do the same.
2. All pupils and staff have the right to be safe and treated with respect at school and the responsibility to ensure others feel safe and respected.
3. Good behaviour in the classroom is a prerequisite to quality learning.
4. Self-discipline is fundamental to the personal and academic development of pupils and we believe that the education of the majority should be protected from disruption by any minority or those badly behaved.
5. The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every pupil. Rewards therefore should outweigh sanctions.
6. Successful behaviour management requires a partnership where pupils, staff and parents share common expectations and work together to achieve them. All

members of our community will be informed about the expectations of the school and the policies in operation.

7. Behaviour is a shared responsibility. It is the duty of all staff to apply a consistent approach both in and outside of the classroom and for pupils to observe the same in and out of school.

Reinforcing our values

It is the intention of our behaviour system to reward pupils for consistently demonstrating our academic and pastoral values (see below). We must also protect our ethos by ensuring that pupils who break our values are subsequently sanctioned according to our consequence ladder.

Curriculum Values

We educate our boys to become **Curious, Creative, Problem Solving** citizens of the world, capable of **Independent** and **collaborative** work and who are able to **apply** and transfer skills from one subject to another.

Curriculum Points therefore will be awarded for pupils demonstrating the following virtues

- Hard work
- Creativity
- Curiosity
- Problem Solving
- Application
- Independence
- Collaboration

Pastoral Values

Our pastoral philosophy provides a happy, caring and safe environment in which the spiritual, moral and physical development of each boy is promoted. Our boys are encouraged to behave in a responsible manner, showing **respect** to themselves and others, **kindness** and **tolerance** at all times. We encourage **cooperation** to ensure the boys' collaborate positively and understand each other's unique differences. We provide the boys with significant opportunities to develop their **confidence** and **resilience** in becoming ambitious citizens for the future.

Pastoral Points therefore be awarded for pupils demonstrating the following virtues:

- Respect and Tolerance
- Kindness and Courtesy
- Confidence and Resilience



Headmaster's Challenges

As well as rewarding good behaviour and working towards specific values staff and pupils will decide on three behavioural challenges each week. These are to be very precise, for example: making sure uniform is tidy at all times or turning up to lessons with the right equipment. For the first half of the term pupils will be reminded and rewarded for completing the challenge. For the second half of term, for the Prep School, it will become a 'No Excuse' and pupils will be warned if they are not completing the challenges. Challenges can go on for more than one term if not enough pupils have achieved them – PrePrep will continue with a behavioural challenge. Completed challenges become the expected behaviour of a St Edward's pupil.

REWARD LADDER

At St Edward's we operate a positive behaviour management system. We look to reward boys for consistently demonstrating our school values.

L5 REWARD		FINAL YEAR AWARDS
These awards are for boys who have demonstrated the school values consistently across their time at school. This has resulted in academic, pastoral, sporting, musical, dramatic, technological or artistic success.		Speech day prizes Wishford Leadership Award Head Boy, House Captains and other responsibility rewards
L4 REWARD		END OF TERM AWARDS
These are awards for consistent demonstration of the school values throughout the term in different areas of school life.		High House Point Earners (Badges and certificates) Sports Colours House of the term award and outing
L3 REWARD		PUBLIC RECOGNITION
A level 3 reward is for a pupil that demonstrates either a curriculum or pastoral value that exceeds the expectations of day to day school life.		Headmaster's award Pre-Prep Star of the week award Man of the Match award Swimmer of the week award Sitting at the Head's Table Award in Celebration Assembly
L2 REWARD		HOUSE POINTS (DOJOS)
A level two reward is for consistently demonstrating one or more of the school values (3 or more) an expected level, or once at a high level. This includes manners in the dining hall.		House points notify parents and feed into the whole school system
L1 REWARD		PRAISE VERBAL
Pupils seen demonstrating curriculum or pastoral values should receive at an expected level		Verbal Praise Positive recording of their behaviour (3 tick system) stickers and stamps.

Guide to Rewards

If pupils meet our expectations as a school we will look to reward them as often as possible, Positive reinforcement for pupil behaviour is an important part of our ethos. By combining positive recognition for appropriate behaviour and consequences for poor behaviour we will clearly establish the parameters of the behaviour we want and don't want. By using rewards we will reinforce our expectations and be able to motivate pupils to improve their behaviour.

L1 Verbal / Written Praise

Pupils seen demonstrating curriculum or pastoral values should receive verbal praise and reinforcement. Written praise through marking or through stickers should also reward pupils demonstrating the core values. When offering verbal or written praise it should be specific and mention the exact behaviour you are positively reinforcing. A 3 tick system used in lessons offers pupils a visual and sequential system for encouraging them to work towards a house/Dojo point (L2)

L2 House points / Dojo Points

A level two reward is for consistently demonstrating one or more of the school values (3 or more) an expected level, or once at a high level. This includes manners in the dining hall. House points notify parents and feed into the whole school system.

L3 Public recognition

A pupil will be acknowledged publicly for demonstrating a curriculum or pastoral value that exceeds the expectations of day to day school life. This public recognition will be achieved in our Friday celebration assembly in which parents are welcome to attend and pupils can receive the following:

- Headmaster's award
- Pre-Prep Star of the week award
- Man of the Match award
- Swimmer of the week award
- Sitting at the Head's Table
- Award in Celebration Assembly

L4 End of term awards

The end of term awards offer again public and whole school recognition for consistent demonstration of the school values throughout the term in different areas of school life. The following can be achieved in the end of term assembly:

- High House Point Earners (Badges and certificates)
- Sports Colours
- House of the term award and outing

L5 Final year awards



These awards are for boys who have demonstrated the school values consistently across their time at school and for some in an academic year. This has resulted in academic, pastoral, sporting, musical, dramatic, technological or artistic success and can be rewarded in the following ways:

- Speech day prizes
- Wishford Leadership Award
- Head Boy, House Captains and other responsibility rewards

CONSEQUENCE LADDER

L6 CONSEQUENCE		PERMANENT EXCLUSION
<p>The decision to permanently exclude a pupil will be taken in response to:</p> <ol style="list-style-type: none"> 1. A serious breach or persistent breach of the schools behaviour policy. 2. Where a student’s behaviour means allowing the student to remain in school would significantly harm the education or welfare of the students or others in school. 3. The possession or distribution of prohibited items or illegal substances, , serious assault, putting the health and safety of the school community at risk and any other such behaviour that is deemed serious enough. 		Permanent Exclusion
L5 CONSEQUENCE		SUSPENSION
<p>Failure to respond to L4 consequence, serious vandalism, serious fighting, persistent bullying, verbal abuse of staff, inappropriate sexual behaviour. Misbehaviour that compromises Health and Safety at a high level. Theft of school or another’s property.</p>		Isolation / Suspension (internal or External)
L4 CONSEQUENCE		HEADMASTER REFERRAL
<p>Failure to respond to a L3 consequence, fighting, acts of violence, maliciously spitting at another, gross defiance, small-scale vandalism, bullying.</p>		<p>Headmaster’s consequence e.g. academic or pastoral report card Parents informed</p>
L3 CONSEQUENCE		PASTORAL REFERRAL
<p>Failure to respond to L2 consequence in the lesson or a series of lessons, a deliberate breaking of a school value for example defiance, swearing within earshot of a member of staff, misuse or damage of resources or equipment, rough play, pushing and shoving.</p>		<p>Referral made to Pastoral Team Pastoral Consequence Record on pupil file</p>

L2 CONSEQUENCE		TEACHER RECORD
This is for persistent breaking of the school values, failure to respond to verbal warning in the lesson or a series of lessons, misbehaviour that compromises Health and Safety (low level), inappropriate language, or the breaking of a school value at a higher level.	Needs Work point with a loss of personal time to discuss. Record on Class Dojo	
L1 CONSEQUENCE		TEACHER VERBAL
This is for low level disruption, not following instructions, low level rudeness etc.	Verbal warning Written warning (record on board or similar) Pre-prep: Name moved on traffic light system	

Guide to Sanctions

Although St Edward's operates a positive behaviour management system, there are times where boys over step the mark and need to be reprimanded. This should always be done in an impersonal way, making reference to the negative behaviour and not degrading or labelling the child. A member of staff should point out that the pupil is going against the St Edward's values, Curriculum or Pastoral and needs to stop. E.G. low level disruption is not showing respect for others and is not the characteristic of a hardworking pupil.

The intention of this system is to ensure consistency of classroom management across the school. If we are clear with pupils about our expectations and the consequences of poor behaviour, we hope the teachers can concentrate on delivering outstanding lessons. If a pupil or pupils are not following our expectations of classroom behaviour, all staff should calmly but assertively work through the following system, Ladder of Consequences. This outlines appropriate sanctions that will be carried out when pupils do not behave in the required manner. The Ladder of Consequences is an outline and the examples are there to offer guidance and not as a definitive list. A pupil version, known as the Consequences Table, is placed in all classrooms to help pupils understand what consequences will result from poor behaviour.

L1 Teacher verbal

A verbal warning is to be issued to the pupil followed by a written warning (write name on board or record where possible) for low level disruption, not following instructions, low level rudeness etc. Make them be awarded that failure to respond to this will lead to a minus house point (L2).

L2 Teacher recorded

A 'needs work' is to be recorded on Class Dojo if a pupil:

- persistently breaks the school values
- fails to respond to a verbal warning in the lesson or a series of lessons
- misbehaves in a way that compromises Health and Safety (low level)
- uses inappropriate language.
- Breaks a school value at a higher level.

Following the needs work this should be reinforced with a sanction e.g. EG. Loss of personal time with respective teacher to discuss their behaviour. Parents are not informed of negative points.

L3 SLT Referral

A referral can be made to SLT (Deputy Head) if the relevant teacher believes there has been persistent failure to respond to C2 in the lesson or a series of lessons. Moreover, if there a deliberate breaking of a school value for example defiance, swearing within earshot of a member of staff, misuse or damage of resources or equipment then this can be escalated to SLT. At this level a 30 min detention (lunchtime) will take place and parental contact made to inform the pupil's parents of the referral. A behavioural report or academic report may be used to monitor the pupil's progress in lessons.

L4 Headmaster Referral

Meeting

The pupils and their parents have to attend a meeting with the Headmaster, where they have to explain their behaviour. A formal warning is normally given with the explanation that any further behaviour of this type is likely to see the pupil potentially permanently excluded. The pupil will be expected to attend the Headmaster's Detention that Friday.

Letter

A formal letter addressed to the parents of the respective boy will outline the behaviour that has taken place and a formal warning is normally given with the explanation that any further behaviour of this type is likely to see the pupil potentially permanently excluded.

Headmaster's Detention

This will take place at 4.15 – 5.15pm on a Friday in the Headmaster's Office. This detention will take precedence over any fixture or club a pupil may be expecting to attend.

L5 Suspension

Isolation

Pupils will be placed in isolation with the Headmaster to undertake class work away from other pupils.

External exclusion

The length of the external exclusion is at the discretion of the Headmaster, depending upon the offence or regularity. On occasions a longer period of internal exclusion may be used than an external exclusion.

L5/6 Temporary exclusion / permanent exclusion

On the rare occasions where there are serious difficulties with a pupil's behaviour, where it is felt inappropriate for the pupil to remain in school for the safety of himself or others, then exclusion will be considered.

Exclusion of a pupil may take place if:

- In the opinion of the Headmaster a number of sanctions have been applied with no significant effect
- The boy in question by his continued poor attitude or behaviour is causing danger to himself or others
- The poor attitude or behaviour is disrupting other pupils' opportunities to learn
- The actions of the boy are considered criminal e.g. stealing, criminal damage, serious assault

Temporary or permanent exclusion will be a sanction only given by the Head in circumstances where no other sanction is appropriate.

There will be a full discussion with the pupil and with the parents about the incident after a complete investigation has taken place. Exclusion will be for as short a period of time as possible. If parents do not agree with the decision to exclude, which would only be taken after consultation with parents, they may appeal to the Proprietor. It should be noted that, in the contract parents sign when their children are admitted to St. Edward's, there is a clause giving the Headmaster and Deputy Head the right to exclude in extreme circumstances. Please see attached.

Policy Reviewed by J.Parsons (Deputy Head) September 2018