

Policy Lead: JA; JAF; SAP	Date: 24/02/2016	Revision due: February 2017
Date of Amendment:	Staff Initials:	
14/1/2016	JAF (prep section)	



WORKSOP COLLEGE

Behaviour POLICY

School Tier: Whole School

Related Policies:

- Admissions Policy
- Admissions & Attendance Register
- Anti-Bullying
- Complaints Procedure
- Discipline and Exclusions
- The Use Of Force To Control Or Restrain Pupils
- Disability Policy
- Equal Opportunities
- Framework for Assessment & Evaluation of Pupil Performance
- Pupil Sanctions Record
- SEN & Learning Difficulties Policy
- PSHE Policy

POLICY AIMS

Through the operation of this policy we aim to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone.

INTRODUCTION

We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities and PSHE/PSED programme.

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Worksop College is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aim to develop the whole person equipped to take a place in the modern world.

Under no circumstances are staff in the Pre-Prep (including EYFS), Prep or College allowed to threaten or use corporal punishment on any child. This is strictly forbidden

In addition to setting out rewards and sanctions, consideration should be and has been given to:

- (a) duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils at Worksop College;
- (b) support systems for pupils to ensure they are treated fairly and considerately;
- (c) close liaison with parents and guardians in particular, and any other agencies involved;
- (d) managing pupils' transition between year groups and other schools.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is set out in the 'Welcome Pack' and, in brief, in 'The Pupil Charter'. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

The Headmasters undertake to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. The school's policy on Discipline and Exclusions is available from the School on request.

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1. PRE-PREP DEPARTMENT

This section of the policy applies to all pupils in the Pre-Prep, including in the Early Years (EYFS). Mrs Payne, the Head of Pre-Prep, is the person responsible for behaviour management in Years 1 and 2, and Mrs Pritchard, EYFS coordinator, is the person responsible for behaviour in the EYFS.

- 1.1** Pupils are encouraged to treat others as they would like to be treated themselves. Discipline is firm but fair using a positive approach.
 - 1.2** We are a 'Growth Mindset' school and, in the pre-prep, the Jigsaw PHSE Scheme is followed.
 - 1.3** Nursery to Year 2: If a child misbehaves, then an adult will discuss their behaviour and its repercussions, reinforcing acceptable levels of behaviour.
 - 1.4** If a child hurts another child badly e.g. by biting, then both sets of parents should be notified by the class teacher. Parents should be informed of any serious incident, which will be recorded on iSams.
 - 1.5** If a child's behaviour is persistently unacceptable, then the parents' co-operation is sought at an early stage. A daily record of the child's behaviour should be kept by staff who have contact with him/her. The child may also have a Behaviour Book to take home. Parental concerns will also be logged on iSams.
 - 1.6** If a child's behaviour gives staff exceptional cause for concern then the Deputy Headmaster should be involved. The Early Years Development and Child Care Partnership (EYDCCP) of Notts. County Council will provide experienced staff to advise on strategies to deal with unacceptable behaviour amongst Foundation Stage children. This should be initiated by the child's class teacher and in discussion with the parents. Staff will cooperate with educational psychologists on behavioural issues. The parent should initiate such a meeting through the G.P. The Headmaster has the final decision as to whether the child remains at school.
 - 1.7** Under no circumstances are staff allowed to threaten or use corporal punishment on any child. This is strictly forbidden.
- 1.7 Implementing Jigsaw PHSE**
- Class session during the week – discussion, games, role play and assembly.
 - Promoting co-operative play through playground games e.g. Skipping, clapping and traditional playground games.
 - Buddy system where certain Year 2 pupils are appointed as buddies each week.
 - "Playground Stop and Bench" for children who need a buddy.

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2. PREP SCHOOL

2.1 Behaviour is a whole school issue, and all members of staff are involved. Good behaviour depends upon all members of the school – especially in the Prep School - being familiar with the school's **Core Values** and **Important School Rules** (see Appendix 1). Staff need to know that when they are upholding the Core Values and Rules, so is everyone else. The Important School Rules document is not an exhaustive list of school rules; there may be occasions when staff need to consult with the Headmaster or Deputy Headmaster Pastoral (or Assistant Deputy Headmaster) for a specific ruling, especially when taking into account any circumstances about a particular child (such as a disability) which may lead to different requirements for that child. Good behaviour demands great energy but in the end pays great dividends.

2.2 The **Core Values** and **Important School Rules** are: to be sent to parents of Prep School pupils; carried by pupils in House Books / Pupil Planners; posted in classrooms; revised during PSHE, form periods, Chapel Services and Assemblies. The Core Values and Important School Rules are the foundation of the behaviour system. It is desired that there are no doubts about what is expected. Good manners and good socialisation are to be emphasised in accordance with the **Manners Charter** (see Appendix 2). The behaviour system is an integral part of that pastoral vision which sees the creation of a caring community as a paramount function of Worksop College Preparatory School. Enforcing good behaviour is a part of every teacher's job description; it is the essential hidden agenda of good education.

2.3 Quality of academic work is dealt with departmentally. Spots, Minuses, Detentions and loss of privileges are sanctions against pupils who break the Core Values and Important School Rules. (Academic Departments may want to ask children to 'stay behind' or 'lose a breaktime', etc. but the Behaviour Policy does not cover such departmental sanctions.)

2.4 Behaviour Policy Sanctions (Prep School)

The following sanctions may be used as appropriate in the first instance:

- Verbal Warning;
- A second final reminder (verbal);
- Loss of minutes of Privilege Time (Years 3 to 4) – see details in section 2.11;
- Spot (for minor misdemeanours to do with equipment, appearance, prep not being handed in or silly behaviour) - recorded in House Book / Pupil Planner ;
- Detaining a pupil after class for 10-15 minutes in order to complete academic work;
- Written Warning - recorded in House Book / Pupil Planner;
- Minus - (for incidents of bullying, vandalism and blatant lying) recorded in House Book / Pupil Planner.

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The following sanctions may be used as follow-up punishments (in consultation with the Deputy Headmaster Pastoral and/or Headmaster):

- Deputy Head's Detention;
- Loss of privileges (tuck, free-time, etc.);
- Interview with Deputy Headmaster Pastoral or Assistant Deputy Headmaster;
- Interview with Headmaster;
- Formal Verbal Warning;
- Formal Written Warning;
- Suspension;
- Exclusion.

2.5 Sanctions are recorded by staff in the pupils' House Books or Planners so that information can be shared with Form Teachers, Group Staff and parents. Parents should be informed of any serious incident, which will be recorded on iSams.

2.6 Receiving five spots during a half term will result in the giving of a minus. Receiving two or more minuses during a half term will result in a detention (usually on a Wednesday afternoon at 3.30pm).

2.7 The breaking of some elements of the Core Values and Important School Rules result in an automatic minus:

- Any kind of bullying
- Vandalism of either school property or any pupil's personal property.
- Theft
- Blatant lying

2.8 Staff must aim to be consistent in their application of sanctions. (This is why a primary function of the Core Values and Important School Rules is to help provide a *constant* against which people can operate with confidence). If in doubt, take time and consult with colleagues, especially if an individual child requires a different approach. It will be a great help to all members of staff if they can say that a sanction has been applied because, in the opinion of the whole staff, the spirit of the 'Ranby' code has been broken.

2.9 In cases where a pupil has received a significant number of sanctions, it may be appropriate at that stage for strategies to be put into place in order to help support the individual and encourage positive behaviour. It is important that all sanctions are recorded on iSams.

2.10 Promoting Good Discipline Positively

2.10.1 In the very nature of punishment, any sanctions are bound to be essentially negative in nature, but at Ranby House the emphasis must always be upon the positive reasons for any punishment being applied. We believe that

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rules exist to create and preserve community; punishments are given to ensure the continuance of community for the good of all.

2.10.2 The Group system helps to underpin the Behaviour System by generating team spirit and peer pressure to do 'the right thing' and behave well.

2.10.3 **Stars** are awarded to pupils who perform minor acts of kindness, helpfulness or thoughtfulness; they are totalled up into full Commendations (receiving 5 stars will result in being given a commendation). **Commendations** can be awarded in their own right for extreme helpfulness and good conduct.

2.10.4 These rewards for good behaviour are recorded in the pupil's House Book or Planner. The weekly Conduct Totals for each Group are read out every week in Monday Assembly. The totals contribute to the Group Conduct Competition and therefore to the overall Group Competition known as the 'Ranby Saints Shield'. Children who achieve totals of multiples of five commendations are rewarded with educational vouchers to be spent at branches of W. H. Smith.

2.10.5 A summary of the Rewards that a pupil can receive for both good behaviour and good academic work are summarized in the following table:

PUPIL REWARDS – PUPIL DESCRIPTORS

Type of reward	What is the reward for...
I ₁	Your effort has maintained expected standards of presentation and you met the lesson's targets (WALT & WILF) using 1 growth mindset approach; Effort (trying hard).
I ₃	Your effort has resulted in a significant improvement on a piece of work where you showed 3 growth mindset approaches to work; Effort (trying hard), Resilience (not giving in or asking for help straight away) & Retention (remembering information from other lessons)
I ₅	Your effort has resulted in a distinctive improvement on a piece of project or topic work using 5 growth mindset approaches to work; Effort (trying hard), Resilience (not giving in or asking for help straight away), Retention (remembering information from other lessons), Reflective (thinking how you could make your work even better), & Resourcefulness (using different ways to find out or show information)
Star	'Being Kind and helpful' beyond the expectations of our 'Manners charter'
Commo	'Awarded in their own right for extreme acts of helpfulness, kindness or good conduct'
HMC's (Badge)	Success that reflects a particular element of our Learner Profile. The outstanding effort has resulted in an achievement above and beyond all expectations that demonstrates a number of criteria listed for a specific learning style. (Resilience-red badge, Adaptable- orange/amber badge or Independent- indigo badge) On achievement of all three components to the Learner Profile the child receives their Learner Profile Award – Gold Badge

It is important that all rewards are recorded on iSams.

2.10.6 Under no circumstances are staff allowed to threaten or use corporal punishment on any child. This is strictly forbidden.

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2.11 Golden / Privilege Time (Prep School)

2.11.1 As an incentive for good behaviour, pupils in Years 3 to 4 have, each week, a short period (about 20 minutes) of Form time which is dedicated as Golden / Privilege Time. This is an opportunity for pupils to enjoy playing games together, to undertake activities which they enjoy or to have access to areas on the campus such as the Sports Hall and ICT Suites.

2.11.2 Pupils are excluded from the beginning of this activity for a certain number of minutes if they have been given a sanction during the course of the previous school week. The amount of minutes lost is administered and monitored by Form Teachers. Pupils should not miss more than two thirds of their privilege time in order that they have an opportunity to experience what they have missed.

2.11.3 The purpose of this system is for pupils who have not followed the Core Values to miss out on **some** of their reward time at the end of the school week. Pupils who are missing time should be in the same location as their peers so they can experience the feeling of missing something in the hope that it will be an incentive to behave better in the future. They should not be given a 'punishment' as such; sitting in silence, watching their peers enjoy what they are missing is considered a positive motivating tool for better behaviour

THE COLLEGE

3.1 Staff are encouraged to support the highest standards in collective and self discipline. The ethos of the School and the planning of the broad curriculum promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the School. These attitudes and values are further encouraged through a system of rewards and sanctions.

3.2 GENERAL PRINCIPLES

3.2.1 The promotion and maintenance of good discipline should be based on praise, reward and encouragement rather than on the threat of sanctions.

3.2.2 The school relies upon the integrity of each pupil to observe the school rules which are printed in the Pupil Charter, a copy of which is given to each pupil early in the school year and is sent to all parents and is an Appendix to this policy.

3.2.3 All pupils have a right to work in a calm, supportive and purposeful atmosphere.

3.2.4 All pupils have the right to come to school without the fear of being bullied (see Anti-bullying and related Policies).

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3.3 THE HOUSE SYSTEM

3.3.1 The House system plays a vital part in the personal development of each student. Although each House has its own system of rewards and sanctions, two broad principles are paramount:

(i) that Houses should have the means by which House members are acknowledged and rewarded for achievement, whether that be academic, sporting, cultural, co-curricular or personal.

(ii) that Houses have in place published rules and sanctions; that rules and sanctions are in line with the Children Act.

3.4 REWARDS AND SANCTIONS

Rewards

3.4.1 For academic achievement pupils may receive credits, commendations, distinctions, school prizes, exhibitions and scholarships. Scholars or exhibitioners, whether academic, music or art, may wear a scholar's tie or jumper.

3.4.2 For sporting achievements there is an honours system for awarding colours.

3.4.3 For achievement outside the academic or sporting programme, a yellow card system operates.

3.4.4 Recognition for outstanding contribution to College life is given in House assemblies and the Headmaster's assemblies and the reporting system – the website news page, newsletters, and magazines will contain details of such contributions.

3.4.5 Each House also has a system of rewards, outlined in House Handbooks.

Sanctions - Classroom and Academic

3.4.6 Unsatisfactory work will be repeated.

3.4.7 Continued unsatisfactory work will be referred to the individual's academic tutor for repetition or intervention from the respective Head of Department.

3.4.8 Repeated failure to produce work or repeat unsatisfactory work to an acceptable standard or to co-operate in class may lead to an academic detention on Tuesday morning. This takes priority over any other activities.

3.4.9 In cases of repeated poor work or behaviour in class, a report card may be issued by the Housemaster or Housemistress.

3.4.10 Pupils in the 6th Form who are repeatedly underachieving in more than one subject may be asked to attend additional intervention sessions under the

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guidance of the Head of Sixth Form. These will take priority over all co-curricular activities.

- 3.4.11 Disruptive behaviour in class will lead to a pupil being put into disciplinary detention (held on Friday afternoon) and in serious cases, being sent to the Deputy Head. Housemasters or Housemistresses will, of course, be informed.
- 3.4.12 Consistently poor results from holders of scholarships or exhibitions may lead to the awards being removed.

3.5 PROCEDURES

- 3.5.1 Academic achievement is recognised by the awarding of either a credit "card" or a Headmaster's commendation "card" via the School Information Management system (SIMS). These are awarded for achievement relative to a pupil's ability.
- 3.5.2 Credits for rewarding achievement outside the classroom should be entered electronically into SIMS.
- 3.5.3 Bad or Late Work (BLW) notifications for poor academic work should also be entered electronically into SIMS.
- 3.5.4 Pupils being put into either detention are informed by the member of staff giving the detention and entered into the SIMS database. A letter will also go home informing parents.
- 3.5.6 All Behaviour Management 'cards' entered by teaching staff form part of the pupil tracking and performance data which can be evaluated over time and instantly by HsMs, Tutors and SLT.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Worksop College and Worksop College Preparatory School undertake to uphold the School's policies and regulations, including this policy. They will support School values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study. For the School's part we want to support the pupil in every way that we can and an open and frank relationship between parents and the pastoral staff is critical.

We will always telephone the home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident.

Please note that it is the School's policy usually not to allow holiday to be taken during term and we advise parents not to organise parties for pupils in term time.

INVOLVEMENT OF PUPILS

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Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, [e.g. via the Students' Council, which meets regularly.]

MALICIOUS ACCUSATIONS AGAINST STAFF

Where any malicious accusations are made by a pupil against a member of staff, the procedures as set out in the Discipline and Exclusions Policy will be followed.

COMPLAINTS

We hope that you and your child do not have any complaints about the operation of our behaviour policy; but copies of the School's complaints procedure can be sent to you on request.

References:

Legal Framework:

General Guidance:

Technological:

Boarding Schools:

Appendix:

Appendix 1: Worksop College Preparatory School 'Important School Rules' including the 'Core Values';

Appendix 2: Prep School Manners Charter

Appendix 3: The Pupil Charter (College), which includes the School Rules

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WORKSOP COLLEGE PREPARATORY SCHOOL

20 IMPORTANT SCHOOL RULES

RULE 1) Always follow the six **Core Values** of the school:

Show respect. Be honest. Listen. Forgive. Be kind and helpful. Always do your best.

The Core Values, and the Manners Charter should be known, understood and acted upon.

RULE 2) Pupils in **Years 5** and above should carry their **House Books** or **Planners** with them during academic time.

Signing In /Signing Out

RULE 3) Stay within the area marked as the school grounds. Stay in lit areas after dark.

RULE 4) Always **sign in** at the **Slipper Room** if you arrive before 8.15am.

RULE 5) Always **sign out** with a member of staff at the **School Office** or through the **Old Gym** before leaving school premises.

Any day pupil waiting later than 5.30pm must wait in the Old Library (or go to the prep rooms).

RULE 6) Do not leave the grounds with any adult other than the one who usually picks you up or one who has been asked by your parents to collect you. If you are in the slightest doubt, be sure to check with a member of staff or telephone your parents.

Places you can and cannot go

RULE 7) **Classrooms, Changing Rooms, the Sports Hall, the Performing Arts Centre and Pavilions** may only be entered **with a teacher or with permission.**

RULE 8) The **dining room** is available during morning and afternoon breaks and at meal times only. It is not to be used as a short cut for any reason other than fire or similar emergency.

RULE 9) The **boarders' bedrooms** are their private area, so day children have no access to them.

RULE 10) The **Kitchen, Kitchen Courtyard, Laundry and Maintenance Workshop** are **out of bounds** at all times.

RULE 11) Access to the **'Gobi' field** is only permitted for official games sessions or training runs.

RULE 12) For your own safety, **car parks and roadways** should **not be used** as playground areas.

Property

RULE 13). The property of the school and of other pupils should be treated with **respect**. Report any damage or breakages immediately to a member of staff.

RULE 14) Similarly, all **pitches** and **sports equipment** should be treated with **respect**.

RULE 15) **Do not** tamper with **electrical appliances**, and use them only with permission or supervision.

RULE 16) Any **electrical device** must be handed in to the **School Office for a safety check** before you use them.

Items which should not be brought to school

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RULE 17) Only **Tuck** from the school Tuck Shop is allowed at school. Do not bring in any other sweets or cakes without permission from a teacher.

RULE 18) **Chewing gum, tobacco, drugs, alcohol** and **solvents** are forbidden in school. Any **medicines** must be left in the care of the **Nurse** or **Houseparent**. Any glues or paints required for model making, etc. must be left with the teacher in charge.

RULE 19) **Mobile devices** must be handed into the **School Office** and must not be used around school. **Year 7 and 8s** are allowed **iPads** in school for educational purposes if they have completed the **Responsible Use Guidance**. The iPads are not to be used at any break times.

Keeping the school tidy

RULE 20) All litter should be placed in waste bins provided.

These are 20 important school rules you should know, it is not an exhaustive list of school rules.

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MANNERS CHARTER - Manners are free, they cost nothing, but are priceless in giving a good impression & making people feel respected and appreciated.

Politeness with People

Speaking

Say '**please**' and '**thank you**'.

Be **appreciative** of the work done by others (cleaners, kitchen staff and each other).

Speak clearly and properly to each other, adults & visitors.

Do not mumble.

Address adults by **name** or '**Sir**'.

Make **eye contact** when talking to teachers.

Do not use **bad language** (*instant minus*).

Do not **answer back**.

Be **friendly** and **welcoming** to all.

Listening

Listen and **pay attention** when being spoken to.

Do not interrupt.

Take **time to listen** to each other and **show interest**.

Respect the views of others.

Show **respect** for and obey those in authority (Staff and House Leaders/Captains).

Do as you are asked.

Property

Respect the property of the others.

Respect all school property.

Report a breakage or damage to school property to a member of staff.

Appearance

Keep your **hands out of your pockets**.
Shoes must be **clean**, with **laces tied** properly.

Shirts must be **tucked in**.

Hair must be **neat and tidy**.

The Classroom

Stand up when a visitor enters the room.

Raise your hand if you wish to speak.

Do not shout out or **interrupt**.

Apologise if you are **late**.

Chapel

Remember that Chapel is a place of worship & prayer.

Be **quiet** and **respectful**.

The Dining Room

Hold your **cutlery correctly**.

Keep your **mouth closed** when you are eating.

Keep your **elbows off the table**.

Always **excuse yourself** from the table.

Help with clearing away, report any spills.

Moving around school

Do not push in front of others when approaching a door.

Hold doors open for staff and visitors and

allow them to pass through first.

Walk carefully inside buildings, showing consideration for people and property.

Do not run inside.

Walk in the quad, round corners and through the white tunnel.

Offer help to those in need.

Make sure **litter is put into bins**.

Respect notice boards and display areas.

Stay within school boundaries.

Abide by all the **school rules**.

A1 & A4 & E11 & B3 Promoting Positive Behaviour

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