



**BEHAVIOUR AND DISCIPLINE POLICY
INCLUDING REWARDS AND SANCTIONS**

Reviewed in October 2016 by Helen Dominey (Deputy Head)

POLICY ON BEHAVIOUR, DISCIPLINE, REWARDS AND SANCTIONS.

Our policy on behaviour at Knighton House is based upon our Christian foundations.

Aims:

- To promote the expectations of high standards of behaviour throughout the school
- To support the management of unacceptable behaviour
- To uphold the school's aim, within a Christian Framework, to lay the foundation for a successful and happy life, to show that the school cares.

DEFINITION

Any behaviour that shows disrespect, offends, disrupts others and puts people and or school property at risk is unacceptable. Behaviour that is considered to be bullying is outlined in the school's Anti-Bullying Policy, along with the measures to deal effectively with this in school and appropriate sanctions.

STANDARDS

It is important that all the staff within the school have the same expectations of the standard of behaviour and are consistent in their demand for these from the pupils. It is the corporate responsibility of everyone in the school to ensure that high standards are upheld. Form tutors have a particular responsibility to ensure that the children within their class know what the expectations are and that these are understood. Consistent standards of behaviour should also be expected when the children are out on educational visits.

PROMOTING GOOD BEHAVIOUR

Good behaviour is promoted through assemblies and church services which focus on values; in tutor time and PSHE lessons; the merit system as described under Rewards; mentions in The Orchard assemblies for being especially kind, helpful, etc.; positive behaviour guidelines in pupils' prep diaries and displayed in classrooms; posters e.g. 'Thought for the week'; through the selection of senior pupils as prefects; and through the example set by adults.

EXPECTATIONS

As there is a wide age range within the school, it is understood that the expectations may be different for the younger pupils. However, the general underlying principles are as follows:

- wherever possible, examples of good behaviour should be praised and reinforced
- it is expected that the pupils will treat everyone, including peers, members of staff and visitors, with respect
- it is expected that pupils will treat all property, including their own, others' and the school's with respect
- good manners are to be encouraged in all pupils
- quiet, sensible and safe conduct is expected as children move around the school

- school rules are to be obeyed

More specific rules for the children are laid down in the Staff Handbook but include the following;

- They should listen attentively and participate as requested in lessons
- They should put up their hands if they wish to ask a question or make a comment
- They should hand in prep as required
- They should present their work neatly and do all corrections as requested
- They should apologise and give a good reason if late for a lesson
- They should ask a teacher in advance to be excused from a lesson for extras, e.g. instrumental lessons, speech and drama, or if they know they are going to be late
- They should seek permission if they wish to go to the loo in a lesson (but should try to avoid doing this)
- They should not interrupt lessons in other form rooms unless expressly asked to do so by another teacher
- They should keep their belongings tidily whether in their locker, the form room, the changing rooms, riding chalet, corridors, lobbies, etc
- They should walk at all times in the school buildings and in church
- Around school they should hold doors open for others and stand aside for adults
- They should enter the main building using the glass-panelled middle green door; the door near the kitchen is an EXIT ONLY; Alpha only may use the front door
- Alpha only may use the main staircase except when boarders are returning to school
- They must go to and from the music school and Weatherly by crossing at the appointed places, having looked very carefully for traffic
- They must walk to and from the classroom block, without using the school driveway; they should not run across the courtyard
- They must not eat or drink in the form rooms and they must not bring sweets into school
- They must respect the reasonable requests of senior girls at mealtimes or at other times when senior girls are given authority
- They must not keep games equipment or kit in the form room
- When an adult enters a form room, the girls should stand
- Daygirls are not allowed into the dormitories

Supplementary rules for boarders:

- Boarders are not allowed into dormitories during the school day

- Boarders are not allowed into other girls' dormitories except by invitation. They are certainly not allowed into other dormitories after lights-out
- There should be no talking after lights out
- Dormitories are to be kept tidy with beds made when they are not being slept in
- Boarders must not take or use other boarders' belongings, including shampoo, conditioner and other toiletries

Members of staff should lead by setting a good example at all times and by challenging inappropriate behaviour whenever it is observed. Children must understand that everyone has the same expectations of them.

Unacceptable behaviour in the classroom and around the school.

This must be dealt with by the member of staff present at the time, who is expected to exercise their professional judgement. Appropriate measures should be used to deal with unacceptable behaviour. These may include verbal admonition, moving a child to another space within the classroom, loss of break-time, repeating unacceptable work or a signature on the behaviour record in their prep diary. Serious miscreants may be sent/brought to see the Deputy Head or Senior Mistress. Exclusion from the classroom or an activity should only be used as a last resort and should not be for the whole lesson. The pupil is still the responsibility of the member of staff who has temporarily excluded them from the lesson.

Every effort should be made to establish the cause of the unacceptable behaviour and pupils should understand why their behaviour is wrong, why they have been punished and how they should have behaved. If a child is kept in at break time it is the responsibility of the member of staff giving the punishment to ensure that the pupil is supervised. It is important, that the child is allowed a few minutes at the beginning or end to have a drink, something to eat and go to the toilet.

REWARDS

Every opportunity should be taken to praise and positively reinforce good behaviour in the classroom and around the school.

Staff are encouraged always to comment on good, neat work or particularly good behaviour and reward extra effort or improved work, with a merit.

- Merits may also be given for good organisation or conduct, particularly where an improvement is apparent
- Merits should be recorded in the merit section of the prep diary.
- Each week the form tutor will count the merits and record them in her/his mark book. Totals for each house, a list of those achieving 10 in one week and the names of any who have achieved an award should be passed to the Senior Mistress.
- The weekly house total will be displayed on the merit board with the names of those with 10 merits in that week.

- Girls with 10 or more merits per week are acknowledged in assembly
- Jewel certificates will be awarded for achieving 50 (Ruby), 100 (Sapphire), 150 (Emerald) and 200 (Diamond) merits. Jewel certificates will be awarded in Friday assemblies and photos displayed on the board. Totals are carried forward throughout each academic year.
- Merits are recorded on end of term reports
- At the end of each half term the top two merit winners for each form are awarded a small prize
- The house points are totalled up at the end of each term and a House Points cup awarded to the winning house.
- At the end of term all children will participate in a fun activity, unless they have received 5 demerits in the term
- At the end of the year the pupil in each class with the highest number of merits and any other Diamond winners will have a special treat with the Headmistress.

Merits should not be given for doing what is generally expected, e.g. turning up at a lesson each week. To be of value they must reward excellence, extra effort, something special.

TOP TABLE

Pupils with good table manners and behaviour at mealtimes will be invited to 'top table' for Friday lunch with the Headmistress. This will include special treats and the opportunity to choose lunch from the salad bar. A list for staff to nominate deserving pupils is placed on the staff room noticeboard from which the Deputy Head will organise the list each week.

COMMENDATIONS

Commendation postcards may be sent home by the Deputy Head for particularly noteworthy work, effort or conduct, as a result of nomination by staff.

SANCTIONS

Generally, the following sanctions would be considered to be appropriate:

- Verbal admonition
- Signature on behaviour record
- Detention
- Demerit
- Repetition of bad work or make up of missed work
- Report to a senior member of staff
- Letter of apology
- Exclusion from certain activities
- Daily/weekly behaviour report
- Exclusion (temporary or permanent)

PROCEDURE

The disciplinary procedure is written down in the pupil's prep diary with the 'Behaviour Record'. This also includes list of 10 key reminders about behaviour (Appendix 1). These reminders are also displayed around the school.

Form tutors should ensure that pupils are reminded of the standards required at the beginning of each academic year and they should be explained to any new pupils entering during the year.

In cases of unacceptable behaviour:

1. In the first instance, a verbal reminder should suffice.
2. If poor behaviour continues after verbal warnings, the member of staff should place a signature on the behaviour record in the pupil's prep diary. 3 signatures in one week will result in a detention. It is the responsibility of the person giving the third signature to tell the pupil that they have a detention and write it into the punishment book in the staff room.
3. If a pupil appears to be 'playing the system', i.e. regularly receives 2 signatures in a week but not the third, this should be raised at a staff meeting and the Deputy Head will discuss with the pupil.
4. Detentions will take place in the reference library at the next available break; will last 20 minutes; will be supervised by the Deputy Head and will involve a written activity to be undertaken in silence and handed in at the end of the detention. This could be a letter of apology, work to complete/repeat, arithmetic practice, handwriting practice, etc. The detention will be recorded in the prep diary and ticked off in the punishment book when completed.
5. Should a pupil receive 3 detentions they will receive a demerit, to be recorded both in their prep diary and in the punishment book. The detention/demerit sequence will then be repeated.
6. If any pupil should receive a 4th demerit they will visit the Headmistress and a letter will be sent home warning that another demerit will result in the pupil missing the 'fun activity' at the end of term.
7. A 5th demerit will result in missing the 'fun activity'.
8. Demerits will appear on the end of term report but not detentions.
9. Each term will begin with a clean sheet.
10. Continual complaints of poor behaviour may result in a pupil being put 'on report'. The Headmistress should be consulted and the Deputy Head will issue a daily report sheet. This is to be taken to every lesson or activity and staff should comment on behaviour and sign. The form must be returned to the Deputy Head at the end of each day. The form tutor should inform parents that their daughter is on report and explain the reasons. The report will usually last for a week but may be reduced or extended at the discretion of the Deputy Head. A pupil being 'on report' should be recorded in the punishment book.
11. Any behaviour which might be deemed a serious misdemeanour will be dealt with immediately by the Deputy Head or the Headmistress. This might include: bullying, stealing, lying, being

out of bounds, destruction of school or other people's property, any action which could cause injury to themselves and/or others, etc. Action may include any of the above.

EXCLUSION

If it is felt that a girl's behaviour is chronically detrimental both to herself and/or to others in the school, she will be excluded from the school with immediate effect. This may be for a set time or permanent.

Continual poor behaviour in the boarding house may result in the pupil being excluded from boarding.

Any situation which may result in exclusion will be dealt with by the Headmistress.

Appeals against exclusion will follow the same procedure as found in the complaints policy.

BOARDING REWARDS AND SANCTIONS

There is a separate system of merits and demerits in the boarding house. A single system where boarders can earn merits and demerits when day girls cannot is fair to neither set of pupils. The boarding house system is administered by the Head of Care and Senior Housemistress.

- **Boarding merits** can be earned by being kind, generous, sensible, helpful, thoughtful, responsible, tidy, punctual, polite; by setting a good example; by thinking of others rather than self.
- **Boarding demerits** can be gained by being unkind, rude, irresponsible, disobedient, mean; by interrupting or disturbing others; by disregarding rules.
- On gaining 10 boarding merits a pupil will receive a small reward from staff
- The girl with the highest number of merits at half term will receive a larger prize
- At the end of term the girls in each year group with the highest number of merits will have a treat out with the Headmistress and boarding staff.

- If a pupil receives 5 demerits the Head of Care will discuss with her what has gone wrong and how she can improve her behaviour
- A further 5 demerits will result in a visit to the Deputy Head or Headmistress and a letter to parents
- Demerits last for half a term and then are wiped
- Information regarding boarding rewards and sanctions is displayed on noticeboards in the boarding areas. (see Appendices)

COMMUNICATION

Communication within the school of all rewards and sanctions is paramount to the successful running of the school community. It is essential that there is accurate recording, free passage of and access to information relating to rewards and sanctions by and for all staff.

Reviewed 18/10/2016
A1/A4/B3