

## **Terra Nova School Behaviour Policy**

### **Aims and Expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, confident and secure.

In the Terra Nova community of staff, pupils and boarders, we pride ourselves on our five core values: Respect, Manners, Response, Work and Safety. We are committed to providing a safe environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his or her full potential. We expect our pupils to treat members of staff and each other with courtesy and co-operation so that they can learn in a relaxed but orderly, atmosphere.

Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour so that both school and home have consistent expectations and co-operate closely together.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The primary aim of this policy is to:

*Create a school environment where children take ownership of our core values, feel valued as a member of the community and learn how to make positive choices.*

The school places a high emphasis on the rewards system as a means of acknowledging and affirming good behaviour. We believe that this develops an ethos of kindness and cooperation, essential for community life to flourish. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school does not tolerate bullying of any kind. If we discover that an act of bullying, including cyber bullying, or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the Education and Inspections Act 2006: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **The Role of the Teacher**

- Ensure that the ethos of the School is positive.
- Set and expect high standards of behaviour from all pupils.
- Recognise that a broad and stimulating curriculum will have a direct effect on the motivation and behaviour of pupils.
- Ensure that lessons are planned and organised to minimise opportunities for poor behaviour.
- Reinforce and promote desirable behaviour.
- Treat each child fairly and with consistency.
- Take appropriate action when undesirable behaviour is encountered. **Under no circumstances will corporal punishment be used. This includes any sort of striking, pushing, pulling or other forceful contact.**
- Record instances of poor behaviour in line with the school's policy.
- Provide a system of pastoral care and discipline which permits appropriate behaviour to be discussed with the pupils either as a group or as individuals.
- Make clear to pupils by different means what the School's behaviour policy is and to reinforce it as the need arises.
- Ensure that they establish a good example to the pupils in all aspects of School life.
- Ensure that behaviour in all aspects of School life is monitored by the staff so that the pupils' attitudes and conduct become standard both in class and out.
- Develop good and open relationships with parents to support the School's work.

### **The Role of the Pupil**

- Approach school with a willingness to learn, and not in any way hinder the learning of others.
- Participate actively and positively in the development of good and desirable behaviour in the School.
- Learn and exercise self-discipline.
- Work as hard as possible and to put as much effort as he or she can into any task he or she is given or undertakes.
- Senior pupils are to lead positively and act as good role models

### **The Role of the Parent**

- The School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We expect parents to support and play an active part in their child's learning, and to cooperate with the school so that academic progress and motivation are maintained
- We try to build a supportive dialogue between the home and the School, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the School has to sanction a child, we expect parents to support the actions of the School.

### **The Role of the Headmaster**

It is the responsibility of the Headmaster to ensure the School Behaviour Policy is consistent throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the school.

The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headmaster keeps records of all reported serious incidents of misbehaviour. He has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child. These actions are taken only after the School Governors have been notified.

### **The Role of Governors**

The Governors support the Headmaster in adhering to these guidelines. The Headmaster has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headmaster about particular disciplinary issues. The Headmaster takes this into account when making decisions about matters of behaviour.

### **Parental Concerns**

If parents have any concerns about the way that their child has been treated, they should initially contact the form teacher. If the concern remains, they should contact the Deputy Headmaster. If these discussions cannot resolve the problem, a formal complaint can be made using the School's Complaints Policy.

### **Monitoring and Review**

The Headmaster monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a centralised computer database for incidents of misbehaviour (School Manager). All staff record incidents electronically on School Manager and copies of the behaviour issue/incident are forwarded to the Form Teacher/Section Head and Deputy Headmaster.

Weekly Pastoral meetings consisting of the Deputy Head, Head of Boarding and Section Heads take place to discuss behaviour issues and to monitor the effectiveness of current policy. Minutes for these minutes are circulated to all staff to ensure a consistent approach from all staff.

### Our Core Values

#### **We Will:**

- **RESPECT** ourselves, others and property
- **RESPOND** quickly to requests and instructions
- **MOVE** around the school sensibly and safely
- **WORK** and **PLAY** to the best of our ability
- **BE POLITE** and kind

## **REWARDS**

The following are examples of the rewards used across the school.

- ✓ Praise
- ✓ Good Marks (GM)
- ✓ Headmasters Commendations (HMC)
- ✓ Stickers/Stamps
- ✓ Positive Comment in Diary
- ✓ Certificates awarded at Friday Awards Assembly for Work, Dance, Behaviour, Music, Progress and achievements outside school.
- ✓ Praise at assemblies and in newsletters
- ✓ Positions of Responsibility

Good Marks should be awarded to pupils for a variety of reasons including work, positive behaviour and effort. Staff are encouraged to be generous in awarding GMs. Headmaster's Commendations are awarded for exceptional pieces of work, good behaviour and effort. They add 3 GMs to a pupils Good Mark tally.

The importance of regular praise and rewarding positive behaviour cannot be understated and they form a pivotal part of the school ethos.

## **SANCTIONS**

The table below details the disciplinary process and the progressive system of sanctions. The emphasis is on encouraging pupils to be responsible for their own actions and reflect on the nature of the choices they make and the consequences that follow.

Teachers are encouraged to discuss with the pupil why behaviour is unacceptable, emphasise responsibility for one's own actions and suggest alternative positive ways forward. Sanctions are viewed as the consequence of a choice to behave negatively, rather than as a direct punishment. All sanctions should be proportionate to the incident

## **DISCIPLINE PROCESS AND SANCTIONS**

BEHAVIOUR	POSSIBLE ACTION	COMMUNICATION
<ul style="list-style-type: none"> <li>▪ <b>Low level disruption</b></li> <li>▪ <b>Poor organisation, late for class</b></li> <li>▪ <b>Behaviour going against school Code of Conduct</b></li> </ul>	<p>Pupil spoken to about unacceptable behaviour and that as individuals we <i>choose</i> how to behave, positively or negatively and that all our behaviour has <i>consequences</i></p> <p>If appropriate note recorded by teacher in planning file.</p> <p>Warning of likely next stage if behaviour does not improve.</p>	None
<ul style="list-style-type: none"> <li>▪ <b>Repeat of low level disruption</b></li> <li>▪ <b>Persistent lack of organisation or lateness</b></li> <li>▪ <b>Minor offence</b></li> <li>▪ <b>Behaviour out of line with school Code of Conduct</b></li> </ul>	<p>Discussion with pupil about behaviour</p> <p>Inform Form Tutor</p> <p>Loss of free time or other sanction</p> <p>Restitutional work</p> <p>Friday Work Session</p>	<p>Inform Form Tutor</p> <p>Record on School Manager</p> <p>Parents informed if appropriate</p> <p>Discussed at Pastoral Board</p>
<ul style="list-style-type: none"> <li>▪ <b>Continued repetition of offence</b></li> <li>▪ <b>Serious Offence</b></li> </ul>	<p>Referral to Section Head who will meet with pupil</p> <p>Appropriate sanction given with follow-up as necessary</p> <p>Report Card for Behaviour or Work can be issued</p>	<p>Record on School Manager</p> <p>Parent's informed through diary or phone call/ brief meeting.</p> <p>Discussed at Pastoral Board</p>

<ul style="list-style-type: none"> <li>▪ <b>Behaviour in serious breach of school Code of Conduct</b></li> </ul>	<p>Warning of next stage of consequences of failure to improve behaviour</p> <p>Friday Work Session</p>	
<ul style="list-style-type: none"> <li>▪ <b>Major Offence</b></li> <li>▪ <b>Continued repetition of a behaviour</b></li> </ul>	<p>School Detention</p> <p>Deputy Head Report card with targets based on encouraging particular behaviours; other tasks</p> <p>Loss of right to represent school in fixtures</p>	<p>Record on School Manager</p> <p>Parents invited in for formal discussion on child's behaviour with Section Head/Form tutor and Deputy Head.</p> <p>Discussed at Pastoral Board</p>
<ul style="list-style-type: none"> <li>▪ <b>Any incident deemed more serious or a repeated failure to respond to previous sanctions</b></li> </ul>	<p>Referral to Headmaster</p> <p>(for incidents that might require the exclusion of a pupil the Headmaster will follow the protocol laid down in the Standard Terms and Conditions)</p>	<p>Parents</p> <p>Governors</p>

## SCHOOL RULES OR CONVENTIONS – FOR SPECIFIC AREAS

### *Dining Room*

When the bell is rung in the Dining Room pupils should be silent

### *Break Time*

Pupils should wear trainers when in the small woods, on the hard courts or on the playing fields.

Pupils playing ball games on the field should wear their tracksuits

Pupils should not be in classrooms during break time with the exception of AI which pupils can use to complete work.

The IT room and Library are open at break times and a rota is in place

Equipment borrowed for use at break times should be looked after and returned at the end of break.

### *Changing Rooms/Cellars before games /PE*

No pupil should enter the changing room until the member of staff supervising that changing room has arrived.

Changing should be in silence

### *Assembly*

Pupils should enter and depart the PAC in silence

