



TUDOR HALL

BEHAVIOUR MANAGEMENT POLICY

Introduction

This document is a statement of the principles, responsibilities and procedures. DfES guidelines have been taken into account in the formulation of this policy. It relates to the SEN policy, Anti Bullying policy, Child Protection policy and Equal Opportunities policy. These should be read in conjunction to establish the general school ethos.

The Principles

The staff and Governing Body of this school believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. They seek to create a caring and learning environment in the school by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach and to involve them in the implementation of the school's policy and associated procedures;
- considering the needs of the individual.

Roles and responsibilities

The Governing Body, in consultation with the Headmistress have established the policy for the promotion of good behaviour and keep it under review. It ensures that the policy is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors support the school in maintaining high standards of behaviour.

The Headmistress is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headmistress, Assistant Head (Pastoral) and rest of the senior management team.

Staff, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied.

Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headmistress on the effectiveness of the policy and procedures. They also have responsibility with the support of the Headmistress, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Headmistress and staff ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They also ensure that the concerns of students are listened to and appropriately addressed. They also recognise the needs of the individual.

Parents and carers take responsibility for the behaviour of their child both inside and outside the school. They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and have the opportunity to raise with the school any issues arising from the operation of the policy.

The Headmistress and staff retain the right to regulate pupils' behaviour when not on the school site and not supervised by school staff to such an extent as is reasonable. Unacceptable behaviour may result in sanctions being taken when the pupil is on the school site or under the lawful control or charge of a member of staff.

Students are expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

This is done in many ways but the Courtesy Code, which is displayed in all group rooms and discussed with pupils at the start of each year, makes clear the school's expectations.

The Courtesy Code says that all girls are expected to:

- behave sensibly
- respect all members of the community
- be reliable and trustworthy
- be punctual
- take pride in their appearance
- be responsible for their belongings and respect the property of others
- be committed to their academic work and to promote a successful learning environment
- make a positive contribution to all aspects of school life

Procedures

There are certain procedures that are fundamental to the promotion of good behaviour at Tudor Hall.

Manners System.

Twice in the Autumn term, and three times during the subsequent two terms, each girl in years 1-5 is appraised by the Assistant Head (Pastoral), her Head of House, group tutor and boarding housemistress. Contributions from all staff are sought and taken into consideration. Each girl is awarded a mark, which the Assistant Head

(Pastoral) presents to the Headmistress for approval. These marks, and an explanation for the decision, are discussed with the girls by their Head of House.

Manners and contributions grades are as follows

Manners and Contribution Criteria

A Any four of A/B criteria	B Any two of A/B criteria	C All criteria to be met	D If C criteria are repeatedly not met	E
Volunteering to be helpful Exceptional kindness to others Taking a key role in house/group activities Extra contribution to extra-curricular activities Consistent reliability and trustworthiness Positive leadership Always demonstrates appropriate behaviour in the boarding house		Kindness to others Politeness to girls and staff Punctuality Appropriate behaviour (lessons, preps, trips) Adheres to dress code Usually demonstrates appropriate behaviour in the boarding house Civilised behaviour in Dining room	Persistently demonstrates inappropriate behaviour in the boarding house Possession of a second mobile phone	Gross misconduct Breaking a major school rule Bullying Theft Deliberate bad behaviour

Grades A-D can also be given a plus or minus grade. There is no A+ grade. These grades are recorded on reports and also result in house points being awarded.

Any girl whose manners grade gives cause for serious or continued cause for concern will be referred to Assistant Head (Pastoral).

Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the

procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Staff are encouraged to praise pupils whenever possible and to communicate this praise to House and Group staff and where appropriate to parents. This may be through a word, or a comment on a piece of work or a letter may be sent home.

The main system of rewards and acknowledgment of good behaviour is the division system.

Division System

Tudor Hall is run on trust: the division system allows girls to gain added privileges as they become more mature and responsible.

All girls begin in **Division III**.

They wear uniform.

Girls in Is and IIs are not allowed to leave the school grounds unless accompanied by a member of staff.

Girls may be promoted to **Division II** from the third year when they have shown themselves to be well behaved and responsible.

They may go shopping on Saturday afternoons in Banbury in groups of three, four times in the Autumn term and three in each of the next two terms. There are clear guidelines issued on this and their parents must have given written permission.

They may wear their home clothes after tea and on Saturday mornings.

They also have an additional two Sundays out during the year.

Girls may be promoted to **Division I** from the IVs onwards.

They may wear home clothes all the time. They are issued with guidance as to what is acceptable.

They may have bicycles which have to be properly maintained and may go for bicycle rides in threes.

They may go shopping in Banbury on either Saturday or Sunday afternoons in threes. They may only go to Banbury once a weekend. There are clear guidelines issued on this and their parents must have given written permission.

They may study unsupervised during study and prep periods.

They are also allowed an additional weekend at home each term from Saturday lunchtime.

There are however many other reward systems.

In the VIth form the main focus for rewards is by Autumn term girls from the UVIth are appointed to a variety of school offices such as Head Girl, House Captains and in the Spring and Summer term these appointments are from the LVIth. The positions

are only for one term to spread the workload and to allow for recognition of a greater number of girls. These offices have associated privileges.

Stars are awarded for academic issues. They are weighted to have greater value as pupils move up the school. They can be awarded for effort and achievement. A prize is awarded at Mark Reading for the pupil in each group with the highest number of stars. The stars are recorded on the end of term report and count towards the house cup.

Work Prizes are given to girls for particular academic achievement or effort.

House Points are awarded to reward participation in extra-curricular events, to encourage leadership and to reinforce good behaviour. They contribute to the house cup and are recorded on the end of term report.

Colours are given out in Mark Reading to girls who have made a significant contribution in a specific area of school life.

Headmistress's Commendations are given out in Mark Reading to pupils who have made a significant achievement.

Mark Reading takes place once a term and is a public recognition of the girls' achievements. A variety of awards are given out, some of which are listed above.

Sanctions

Sanctions are needed to respond to inappropriate behaviour.

For sanctions to be effective they must be clearly defined and there must be clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. There must be a clear distinction between the sanctions applied for minor and major offences.

Sanctions are most effective if pupils see them as fair. It is important when issuing sanctions that:

- staff make it clear that they are dealing with behaviour, rather than stigmatising the person

- early escalation to severe sanctions is avoided, reserving them for persistent or serious misbehaviour

- sanctions that punish the whole group are avoided

- sanctions are a logical consequence of the inappropriate behaviour

- sanctions that are degrading or humiliating are never issued

- sanctions are used to help the pupil and others learn from their mistakes

- sanctions are seen as inevitable and consistent

- sanctions are linked to the concept of choice, so that pupils see the connection between their own behaviour and the sanction.

In all dealings with pupils, staff are expected to bear in mind the pupil's individual situation and needs.

All teachers are expected to deal with minor issues of discipline in the first instance. Appropriate sanctions include requiring a pupil to stay behind to catch up on work, referral to Catch Up club for repeated academic problems, being required to undertake

a task of benefit to the community e.g. tidying up a notice board or withdrawal of access to the school IT system for a fixed time. All sanctions should be recorded on a purple slip and passed to the group tutor who will keep a record of this. The purpose of this is to allow for monitoring of behaviour and girls causing concern will be raised with the Assistant Head (Pastoral) or Head of VIth Form as appropriate.

Repeated or more serious misbehaviour in academic lessons or prep time should be referred firstly to the Head of Department and then to the Assistant Head (Curriculum) or Assistant Head (Sixth Form) as appropriate. Repeated or more serious misbehaviour out of lessons should be referred firstly to the Group Tutor and then to the Assistant Head (Pastoral) or Assistant Head (Sixth Form) as appropriate. If a matter is deemed very serious the relevant Assistant Head (Pastoral) or Assistant Head (Sixth Form) should be consulted directly. All serious disciplinary matters will be brought to the attention of the Headmistress.

Misbehaviour in the boarding houses will be dealt with first by the boarding house staff. Each house has a variety of sanctions available to them. These are outlined in the house handbook and will have been made known to the pupils at the start of each term. All serious or repeated issues of misbehaviour should be referred to the Assistant Head (Pastoral). Extremely serious issues should be brought to the attention of the senior member of staff on duty.

More serious sanctions such as gating, withdrawal from a trip or sporting event or behaviour detention can only be administered by a member of the Senior Management Team. Behaviour detentions for years 1-5 will take place on Wednesday tea break and on Saturday afternoons for more serious offences. Staff wishing to place a girl in behaviour detention must consult with the Assistant Head (Pastoral). Parents will be made aware of the sanction and serious breaches of discipline will be recorded in the central log. In the most serious cases girls may be temporarily or permanently excluded by the Headmistress.

Pupils causing serious concern may be placed on a monitoring system by any of the Assistant Heads. The system will be tailored to the individual pupil but will involve pupils having a monitoring record which they will present to their group tutor daily and the relevant Assistant Head weekly. Parents will be notified of this and the record will be kept on the pupil file. A log will be kept of all pupils on such a system.

In certain situation confiscation of property is a suitable sanction. The confiscation must be proportionate to be lawful; it must be necessary in a democratic society and have a legitimate aim.

Legitimate aims might include

- an item that poses a threat to others
- an item that poses a threat to good order for learning
- an item that is against school rules
- an item that poses a threat to health or safety
- an item which is counter to the ethos of the school
- an item which it is illegal for a child to have.

It is worth bearing in mind that while the confiscation of a pupil's phone is legitimate, searching through a phone or accessing text messages without the pupil's permission is not. Pupil's e-mails are not to be read unless in exceptional circumstances and with the approval of a member of the Senior Management Team.

All items that have been confiscated must be taken to the Staff Co-ordinator who will keep a log. Confiscations within the house must be recorded in the House log. The confiscated item must be retained safely. Certain items such as drugs or weapons require the guidance of specialist agencies. Any items confiscated of this nature must be reported to the Headmistress immediately.

The item should be returned within a reasonable time frame. Items, which should not have been brought to school, should be stored safely and returned to a parent or guardian. Items that are illegal or hazardous may be given to an external agency.

Training

The Headmistress and Governing Body ensure that appropriate training on all aspects of behaviour management is provided to support the implementation of the policy.

Interrelationship with other school policies

In order for the behaviour policy to be effective, a clear relationship with other school policies as mentioned in the introduction has been established.

Review

The Headmistress, in consultation with the staff, undertakes systematic monitoring and conducts regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headmistress keeps the Governing Body informed.

The outcome of the review will be communicated to all those involved, as appropriate.

Signed:

Signed:

Date:

Review: Summer 2011