



BEHAVIOUR POLICY

Northwood Prep. seeks to create an environment which encourages and reinforces good behaviour. It is acknowledged that society expects good behaviour as an important outcome of the educational process.

All members of the school community need to be aware of and agree with the expectations of behaviour. This is to be achieved through staff induction, discussions at staff meetings and communication with parents through the Parental Handbooks, Target Setting and Information Meetings.

This policy should be read together with the school's Anti-bullying Policy and the Pastoral Care Policy. It applies to the EYFS (including Wrap-Around Care), the Junior School and the Senior School of Northwood Prep.

Aims

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

STANDARDS OF BEHAVIOUR

The school plays a central role in the pupils' social and moral development. The pupils bring to school a variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. Acceptable standards of behaviour are those which reflect these principles.

School Ethos

The School's ethos statement is central to these principles.

We aim to be a "Christian, caring environment in which each pupil is valued for himself, in which each is given an opportunity of full development, and in which all concerned, pupils, staff and governors, strive for excellence"

Adults have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

As adults we should aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all

'Being a Caring Member of the Community' is part of the PSHEC and Pastoral Care System in Senior School. It is a set of guidelines designed to help pupils enjoy and benefit from their life at school and to grow into good citizens. (Appendix 1)

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection, which can lie at the root of poor behaviour. Lessons should have clear objectives, be understood by the pupils and differentiated to meet the needs of the pupils. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements, and as a signal that the pupils' efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, access to resources and classroom display all have a bearing on the way pupils behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged where possible to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. The classroom should provide a welcoming environment. Teaching methods should encourage

enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the pupils to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Where possible, criticism should be a private matter between teacher and pupil to avoid resentment.

Rules and Procedures (In addition, please refer to the Fair Rules and Fair Sanctions Booklet for Senior School *Appendix 4* and the Nursery and Junior School Fair Rules documents *Appendix 3*.)

Rules and procedures should be designed to make clear to the pupils how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum
- be positively stated, telling the pupils what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

'Our Fair Rules' are central to good behaviour at Northwood Prep. This code of behaviour was devised by the pupils in discussion with staff. It is in evidence in all Class and Form rooms, as computer screen savers, on the plasma screens and school calendar as well as Pupil Organisers. In addition, classroom codes of conduct are important aspects of each Form.

Circle Time), Privilege Time (Seniors) and Golden Time (Juniors) with the PSHEC guidelines 'Being a Caring Member of the Community' (Appendix 5) are important facets of our Behaviour Policy. 'Word of the Week' and assemblies give opportunities for encouraging good behaviour and encouraging good citizenship. Policies for Circle Time, Privilege/Golden Time and guidelines 'Being a Caring Member of the Community' are included in this policy document. (Appendices 1 – 3).

Rewards

Our emphasis is on rewards to reinforce positive and appropriate performance and behaviour. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for pupils.

In addition to praise, we reward positive and appropriate behaviour and performance in the following ways:

Senior School:

- House points leading to Bronze, Silver, Gold and Merit certificates and badges.
- The awarding of MIP and MVP on a weekly basis.
- Mention of commendable achievements in assemblies and newsletters.

Junior School:

- Merit stickers
- Certificates
- Mention of commendable achievements in assemblies and newsletters.

Cups and Certificates are awarded at both Junior and Senior Speech Days.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction. The use of fair sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions at Northwood Prep. range from expressions of disapproval, withdrawal of privileges and loss of Privilege Minutes in Junior School. In addition, in Senior School, sanctions include minus marks, community service, yellow and red cards. Ultimately and in the last resort, exclusion for a fixed period or permanently could take place. (Please refer to the school's 'Exclusion' Policy).

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. In the rare instances where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from an Educational Psychologist or Child Guidance Service may be necessary.

Behaviour Plan for Senior School: (See Appendix 4)

A Behaviour Plan has been devised to meet the needs of the pupils, staff and parents.

It places the responsibility on

- **the pupils** to accept that we need rules and that they must accept the responsibility for their actions when they infringe these rules.
- **the staff** to administer the rules fairly and consistently.
- **the parents** to accept that it should be their concern when their child breaks school rules and they must be prepared to support the school when it disciplines their child.

It consists of a seven chance system and a detention provision for Years 5 to 8 for incomplete Prep.

- Warning
- Privilege minute
- Minus mark
- White Card
- Yellow Card
- Red card
- Headmaster Intervention

At certain stages, pupils are able to work their way off a chance by modifying and changing their behaviour.

The aim is to encourage positive behaviour and self-discipline.

Any pupil whose name is on the Behaviour Plan at the end of term will remain on the Plan the following term. At the end of the academic year, all names will be removed.

At all times the Headmaster retains the right to waive the Behaviour Plan procedures when it is felt this is in the best interest of the school or the pupil concerned.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the Class or Form teacher who has the initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to the Pastoral Care Group so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy and further disciplinary action will be discussed with the parents.

Revised November 09: SMN/SLT
Date of next review: November 2010

Appendix 1:

BEING A CARING MEMBER OF THE SCHOOL COMMUNITY

We have set down some guidelines to help you enjoy and benefit from your life at the school, and to grow into good citizens. We hope that, by observing these guidelines, you will develop self-discipline and self-confidence, and an awareness of your important role within the community. We want you to learn to live and work with others in a spirit of co-operation and friendship.

- ❖ The Guidelines are firmly based on Christian principles but is relevant to all faiths and communities.
- ❖ Find the good in the world, learn from it and add to it.
- ❖ Above all else, we hope that you will learn to love the world and all its' people. You will play a part in determining their future.
- ❖ Never be too proud or too frightened to ask for help. Nobody can achieve their full potential by themselves.
- ❖ In all your efforts to be good and successful, let there be laughter and fun as well. A sense of humour helps you to cope with the ups and downs of life.

1. Show respect for all members of the community.
2. Take pride in the School, and care for its grounds and buildings.
3. Look after property.
4. Be honest and worthy of people's trust.
5. Go out of your way to be polite, kind and helpful.
6. Take pride in your appearance.
7. Show determination when life gets difficult.
8. Tackle everything cheerfully and with enthusiasm.
9. Learn to work purposefully with others as part of a team.
10. Set yourself ever higher targets and standards, and work hard to achieve

them.

11. Learn from your mistakes, and accept criticism with a good grace.

12. Make the most of your opportunities and enjoy life.

❖ **Show respect for all members of the community**

In your dealings with people of all ages and backgrounds, be respectful. In other words, have regard for their feelings. Take care to say and do nothing that will upset people. Be obedient and co-operative in the presence of adults. Be sympathetic to the needs of those younger or less able than yourself

❖ **Take pride in the School and care for its grounds and buildings**

We are all very fortunate to be working in such an excellent school. Be proud of Northwood Prep. Do all you can to keep the school grounds and buildings looking smart. Do nothing to cause damage. Pick up litter.

❖ **Look after property**

Look after your belongings properly. Be responsible for them, and keep them tidy. Treat other people's property (and the School's) with equal care.

❖ **Be honest and worthy of people's trust**

You should be absolutely honest at all times. A community cannot operate smoothly or happily if its members cannot be trusted to tell the truth.

❖ **Go out of your way to be polite, kind and helpful**

Always be polite. There can never be an excuse for bad manners or rudeness. Kindness and helpfulness are essential in a community. We all need people to help us when we are unhappy or homesick or hurt; or when we have lost things, are facing new situations, or need a helping hand. By being a friend to others, you will make friends who will help you in return.

❖ **Take pride in your appearance.**

Your appearance says much about your character, so don't give a bad impression. Do your best to be clean, tidy and smart. Take care with your personal hygiene, which is important for good health. Walk upright, hold your head high, and be proud to be who you are.

❖ **Show determination when life gets difficult**

There will be occasions when you find that life is difficult. Don't give in, but fight hard to cope with, and overcome, your problems. Discuss them with others (at home and at school), and don't be afraid to ask an adult for help.

❖ **Tackle everything cheerfully and with enthusiasm**

Always be ready with a smile, it makes everyone feel happier. However bad things may sometimes seem, there are others who have even less to be cheerful about. You will get more out of life, and achieve better results, if a task is approached with enthusiasm and a smile. Even if it is boring, do not begrudge the time it takes to do a job well and with cheerfulness.

Appendix 2: CIRCLE TIME:

Aim:

The Circle Time approach was adopted as a forum for discussion where pupils can discuss problems within the agreed rules, support each other, and praise the actions and deeds of fellow pupils or others in the school.

Circle Time enables staff and pupils to highlight areas of concern relating to relationships and behaviour within the school.

By adopting Circle Time, the school aims to give pupils opportunities to boost self-esteem and promote friendship.

Key benefits of circle time:

- Sitting in a circle symbolically promotes the notion of equal responsibility.
- Participation in Circle Time enables pupils to have a sense of belonging to a group they can trust.
- Circle Time activities motivate those involved into a willingness to share thoughts and feelings.
- Circle Time initiates collective responsibility for the promotion of self-esteem and positive behaviour.
- Circle Time establishes a forum where pupils can help one another.
- Circle Time encourages self-discipline, as each child can identify their own behaviour or work problems and formulate an action plan to deal with them with the support of others.

Establishing Circle Time:

Circle Time refers to the timetabled weekly meeting, which is most effective if pupils are seated on chairs. If Circle Time has to be missed, the teacher should explain the reason to the children in order to demonstrate its importance as part of the curriculum and reinforce the message that it is not just a 'fun and games' session.

Skills Needed by Teachers for Circle Time:

- The ability to listen well.
- The ability to be honest sometimes about your own feelings and thoughts.
- The ability to use good eye contact and show emotional warmth and empathy.
- The ability to recap what the children have said and reflect it back to them to show you have understood.
- The ability to notice and thank children for the skills that you should focus on in Circle Time: i.e. thinking, looking, listening, speaking and concentrating.

Ground rules for Teachers:

- Take a few minutes to calm yourself prior to Circle Time. Resolve to be as positive as possible. Lower your voice and speak more slowly to create a sense of calm.
- Give thanks when possible.
- Value all opinions equally without betraying irritable body language.
- Interrupt only when essential
- Don't automatically think you have the best answers.

Rules to be agreed with pupils:

- To raise their hand if they wish to speak. They hold an object e.g. a pen, if they are speaking and pass it to the next speaker as required.
- Not to use any put-downs towards each other
- Not to interrupt when someone else is talking
- Not to name anyone in the circle in a negative way. Instead they should say, for example, 'Someone hit me' or 'Some people are ganging up on me'. Equally, help should be given to children to respect the privacy of their families, so a child should be encouraged to say, 'Someone at home is shouting at me,' rather than naming the family member. Remind the children that if they want to tell you anything of a serious nature, this should be a private one-to-one session. Make sure the children understand that if they ever choose to tell you anything through the listening systems that worries you, you may need to take it further.

Circle Time procedure:

Begin with an 'Attitude of Gratitude':

Start with all the good things that came out of the previous week's Circle Time.

Critically discuss any failures.

Jot these down in the space provided on the *circle time planning sheet*.

Get started:

Ice Breaker activity:

This section is for activities or games which will help the group to understand the theme of the circle time. So try to pick a game relevant to the circle time.

Get Real:

Go around the circle hearing from each child. This should be a time when your group can think how they feel about issues or problems under discussion. Here you could use an 'I' sentence. Each child expresses their feelings about an issue starting with 'I' (e.g. 'I feel angry when someone won't let me play football with them in the playground'.)

There is a need to be flexible about the issues discussed. It may be the theme for the week (e.g. Week 2 of the year is 'Attentiveness': paying heed or care; or it may be an issue that has arisen during the week that needs addressing.

Get Right:

Here, we use the school's moral guidelines to help us proceed. Ask which specific guideline is relevant?

Get together:

Discuss the issues together.
Try to construct a plan with targets.

CIRCLE PLANNER AND RECORD KEEPING SHEET

Example sheet:

Year 4:

Begin with:

An Attitude of Gratitude:

Review last week's progress: *Problems in the playground:*

Everyone has feelings and not everyone feels the same way e.g., if someone falls over in the playground. One child can't help laughing at the sight, another feels sympathetic and rushes to help and a third feels anxious and stands watching with a worried expression. Get boys to give their own examples.

Get Started:

Game(s) which encourage empathetic understanding of issue:

The children face each other in a circle. The teacher names a feeling and the children have to put on an appropriate face e.g. happy, angry, disappointed, embarrassed, nervous, lonely etc. Alternatively: different groups are given a feeling, that group have to mime their feeling in the centre.

Get Real:

The 'Go round' sentence:

"I feel nervous when"

End with :

"I feel happy when....."

Does anybody feel unhappy or worried about anything in the playground that they want help with ?

Discuss solutions.

Get Right:

What does our school's moral code require of us ?

Which specific guideline/s is relevant here ?

Reference to Our Fair Rules:

*...We will be **polite, truthful and kind** to each other*

*...We will be **positive in our comments and not use bad language***

*...We will **always think of the needs of others***

*...We will not run around in school and **will follow the playground code of conduct***

End with

"Something good that happened to me this week was"

Appendix 3:

GOLDEN TIME: Junior School: Reception to Year 2

Aims and Objectives:

Golden Time is part of the school's incentive and sanctions system. It is a regular slot of free time, usually 30 minutes, during which pupils can choose a 'special' activity. This 'golden' time is seen as a reward for upholding our Fair Rules and Classroom Codes of Conduct.

It also provides a safe framework as it demonstrates to children that there are immediate consequences for unacceptable behaviour.

Clear negotiated sanctions are an essential requisite of positive classroom management. It is very important that all staff – Teachers, Assistants, Kitchen Staff, Grounds Staff and Office Staff draw upon the same range of incentives and sanctions and are visibly seen by the children to uphold and support each other's decisions.

Parents are informed of the incentives and sanctions so that they can congratulate successes and discuss sanctions given, with their children.

Organisation of Golden Time:

- Golden Time activities are provided by the teacher each week
- Every time a child displays undesirable behaviour a verbal warning is given.
- If the child repeats this or any other undesirable behaviour he loses a minute of Golden Time. This is recorded on the class Golden Time sheet. This happens throughout the week. There is a maximum of 25 minutes to be lost. The last 5 minutes is never taken away. The enjoyment of the Golden Time during this 5 minutes acts as an incentive not to lose minutes in the future.
- In the case of Subject Teacher lessons, the Subject Teacher informs the Form Teacher if and when pupils lose Golden Time. This is done by liaising directly with the Form Teacher who records it on the Form sheet.
- Assistants and other adults in the school should also liaise directly with the Form Teacher if a pupil has lost a minute.

The Golden Time Session:

- Just before the Golden Time session, activities are set out with a row of chairs facing the activities but apart from them. This is for children who have lost Golden Time and need to 'sit out' for a specific period of time.
- When the activities start, children not taking part, will sit silently on the chairs.
- A stop watch or timer is used to inform the children when they can join in the session. For example, when one minute has passed children who have lost one minute can join in the activities.

- The timer is then reset for any remaining children who have incurred a longer time-out.
- All children join in for the last 5 minutes

Circle time periodically acts as a review system:

Teachers go back to the Form during a Circle Time and ask questions such as:

How are you finding Golden Time ?

Do you have any more suggestions ?

What resources would you like to borrow from another classroom ?

SENIOR SCHOOL PRIVILEGE TIME:

Year 3 to Year 8

Aims and Objectives:

Privilege Time is part of the school's incentive and sanctions system. It is a regular slot of free time, usually 20 minutes, during which pupils can choose a 'special' activity. This 'privilege' time is seen as a reward for upholding our Fair Rules and Classroom Codes of Conduct.

It also provides a safe framework as it demonstrates to children that there are immediate consequences for unacceptable behaviour.

Clear negotiated sanctions are an essential requisite of positive classroom management. It is very important that all staff – Teachers, Assistants, Kitchen Staff, Grounds Staff and Office Staff draw upon the same range of incentives and sanctions and are visibly seen by the children to uphold and support each other's decisions.

Parents are informed of the incentives and sanctions so that they can congratulate successes and discuss sanctions given, with their children.

Organisation of Privilege Time:

- Privilege Time activities are discussed with the class and a chart drawn up.
- Each week, well ahead of the actual Privilege Time, pupils sign up for the desired activity for that week and write their name against that activity on the class sheet.
- Every time a child displays undesirable behaviour a warning is given. This can be in the form of a warning card placed on their table for the duration of the lesson or written on the whiteboard. This is a visual reminder to the child that backs up your verbal warning. This is left out for the duration of the lesson.
- If the child repeats this or any other undesirable behaviour he loses a minute of Privilege Time. This is recorded on the class Privilege Time sheet. This happens throughout the week. There is a maximum of 15 minutes to be lost. The last 5 minutes is never taken away. The enjoyment of the Privilege Time during this 5 minutes acts as an incentive not to lose minutes in the future.
- In the case of Subject Teacher lessons, the Subject Teacher informs the Form Teacher if and when pupils lose Privilege Time. This is done either by recording on the Form sheet in

the Form Room or liaising directly with the Form Teacher who records it on the Form sheet.

Key letters for offences:

- | | |
|---------------------------------|---------------------------------------|
| ○ Calling out | recorded as C on the Form grid |
| ○ Not listening to instructions | recorded as L on the Form Grid |
| ○ Unkind behaviour | recorded as U on the Form Grid |
| ○ Lack of effort | recorded as E on the Form Grid |
| ○ Disturbing others | recorded as D on the Form Grid |

Coding informs the Form Teacher so that they know why Subject teachers have taken away a child's Privilege Time. This helps to give an overall picture of the child's behaviour.

Reward: Any child who manages to keep a clean sheet for the term would receive a special certificate.

The Privilege Time Session:

- Just before the Privilege Time session, activities are set out with a row of chairs facing the activities but apart from them. This is for children who have lost Privilege Time and need to 'sit out' for a specific period of time.
- When the activities start, children not taking part, will sit silently on the chairs.
- A stop watch or timer is used to inform the children when they can join in the session. For example, when one minute has passed children who have lost one minute can join in the activities.
- The timer is then reset for any remaining children who have incurred a longer time-out.
- All children join in for the last 5 minutes

Circle time periodically acts as a review system:

Teachers go back to the Form during a Circle Time and ask questions such as:

How are you finding Privilege Time ?

Do you have any more suggestions ?

What resources would you like to borrow from another classroom ?

Northwood Prep Nursery Fair Rules

- We will always be kind to one another.
- We will always share our toys and take turns.
- We will remember to say please and thank you.
- We will try to help each other.
- We will walk in the Nursery.



JUNIOR SCHOOL FAIR RULES:

RULES KEEP US SAFE AND HAPPY

- Try your best to be your best
- Look after the school and everything in it
- Speak kindly to each other
- Think about the feelings of others
- Always tell the truth
- Remember your manners
- Do what the teacher tells you
- Keep your hands and feet to yourselves
- Share and take turns
- Put your hand up before speaking in class
- Always walk around the school



**SENIOR SCHOOL
FAIR RULES
AND
FAIR SANCTIONS**

ETHOS STATEMENT

We aim to be a "Christian, caring environment in which each pupil is valued for himself, in which each is given the opportunity of full development, and in which all concerned – pupils, staff and governors – strive for excellence".

NORTHWOOD PREP.

PUPILS' AND TEACHERS' RIGHTS

Teachers have the right to expect and obtain appropriate standards of behaviour from all pupils at all times.

Teachers and pupils have the right to work in a pleasant classroom atmosphere.

Teachers have the right to set high expectations in their classrooms.

Pupils have the right to expect firm, fair and consistent treatment from their teachers.

Both pupils and teachers have the right to have such expectations supported by their Headmaster, Deputy Headmasters, the Governors and parents.

REWARDS AT NORTHWOOD PREP.

Just as it is necessary to set rules for the smooth running of the school, it is also necessary to recognise and reward positive and appropriate performance and behaviour.

At Northwood Prep. we do this in the following ways.

- Praise! Praise! Praise!
- House points leading to Bronze, Silver, Gold and Merit certificates and badges.
- The awarding of MIP and MVP on a weekly basis.
- Mention of commendable achievements in assemblies and newsletters.

**Our Fair Rules have been written in consultation with the boys.
They form the basis of the Behaviour Plan and Fair Sanctions.**



BEHAVIOUR PLAN AT NORTHWOOD PREP.

We have devised the following behaviour plan, which we feel meets the needs of the pupils, the staff and the parents.

It places the responsibility on

- **the pupils** to accept that we need rules and that they must accept the responsibility for their actions when they infringe these rules.
- **the staff** to administer the rules fairly and consistently.
- **the parents** to accept that it should be their concern when their child breaks school rules and they must be prepared to support the school when it disciplines their child.

It consists of a seven step system and a Time Out provision for Years 5 to 8 for incomplete Prep.

- **Warning**
- **Privilege Minute**
- **Minus Mark**
- **White Card**
- **Yellow Card**
- **Red Card**
- **Headmaster Intervention**

At certain stages, they are able to work their way off a step by modifying and changing their behaviour.

The aim is to encourage positive behaviour and self-discipline.

Time Out - for Years 5 to 8

Our Fair Rules state that:

'We will work hard and be organised'.

Therefore, this step in the Fair Sanctions process has been included to help ensure that work is completed and handed in by the set date.

The consequences for the pupils are as follows:

Years 5 & 6

- One warning per teacher per term before a time out.
- Every 3 Time Outs – phone call home to parents by The Assistant Director of Studies. Minus Mark.
- Weekly report to Head of KS2.

Years 7 & 8

- No warning by the teachers before a time out.
- Every 3 Time Outs – phone call home to parents by The Assistant Director of Studies. Minus Mark.
- Weekly report to Head of KS3.

Procedural Guidelines

Parents will be informed via Personal Organiser and will need to sign to show staff the message has been received.

The pupil is responsible for arriving at the Time Out on time.

The Time Out will take place on the following day in the Long Room at 10.55am – 11.10am.

A Time Out takes precedence over any other commitments (except Music Lessons)

The pupils will be electronically registered and the data will be kept.

If the door is closed, they are late. The consequence of late arrival is another time out added.

The Personal Organiser is to be taken to the Time Out for The Assistant Director of Studies to check that the parents have signed it.

The missed Prep will not be done during the time out but during the pupil's own time.

TIME OUT DOES NOT COUNT TOWARDS THE HOUSE COMPETITION.

End of Term Procedure

Any pupil whose name is on the Behaviour Plan at the end of term will remain on the Plan the following term. At the end of the academic year, all names will be removed.

Appendix 4: FAIR SANCTIONS (for Year 3 & 4)

							De-escalation
					Chance 6	Headmaster Intervention	
				Chance 5	Red Card Repeated Minus Marks(10) etc.	Snr Man KS2 informs parents. Meeting organised. Headmaster involved.	Behaviour monitored for 3 weeks on daily report card. KS2 & parent contract.
			Chance 4	Yellow Card Repeated Minus Marks (5) etc.		Snr Man KS2 informs parents Meeting organized. Headmaster informed. Record Sanctions Area.	Behaviour monitored for 2 weeks on daily report card. KS2 & parent contract.
		Chance 3	Minus Mark Behaviours – hitting someone, 3 times no prep, Swearing, spiteful remarks, answering back, Rudeness to pupils etc			Inform Parents – organiser or telephone Record Sanctions Area. Inform Snr Man – KS2 3 Minus marks – Form Tutor meets with parents	Behaviour monitored by Form Tutor. 3 minus marks – phone call to parents from Form Tutor.
	Chance 2	Privilege Minute Lost Behaviours – low level disruption – lack of effort, Changing room, bad manners. line up. etc. Unkind behaviour – minor, disturbing others etc. Organization – PE gear, absent organizer etc.				Form Tutor inform Parents if concerned about repeated behaviour Keep data for analysis	
Chance 1	Warning	I have asked you to Next time you will lose a privilege minute					

FAIR SANCTIONS (for Year 5 & 6)

								De-escalation
					Chance 6	Headmaster Intervention		
				Chance 5	Red Card Repeated Minus Marks(10). A serious offence that brings disrepute to the school etc.		Snr Man KS2 informs parents. Meeting organised. Headmaster involved.	Behaviour monitored for 3 weeks on daily report card. KS2 & parent contract.
			Chance 4	Yellow Card Repeated Minus Marks (5) Behaviours – malicious damage, serious offence in public, internet abuse, bullying, fighting, repeated lying etc.			Snr Man KS2 informs parents Meeting organized. Headmaster informed. Record Sanctions Area.	Behaviour monitored for 2 weeks on daily report card. KS2 & parent contract.
		Chance 3	Minus Mark Behaviours Repeated large number of privilege minutes lost. Behaviours - Hitting someone, interfering with the property of others, Swearing, spiteful remarks, answering back, Rudeness to pupils and staff etc.				Inform Parents – through organiser Record in the Sanctions Area. Inform Snr Man – KS2	Behaviour monitored by Form Tutor. 3 minus marks - phone call to parents from Form Tutor.
	Chance 2	Privilege Minute Lost Behaviours – low level disruption – lack of effort, Changing room, bad manners. line up. etc. Unkind behaviour – minor, disturbing others etc. Organization – PE gear, absent organizer etc.					Form Tutor inform Parents if concerned about repeated behaviour Keep data for analysis	
Chance 1	Warning	I have asked you to Next time you will lose a privilege minute						

FAIR SANCTIONS (for Year 7 & 8)

								De-escalation
					Chance 6	Headmaster Intervention		
				Chance 5	Red Card Repeated Minus Marks(10). A serious offence that brings disrepute to the school etc.		Snr Man KS3 informs parents. Meeting organised. Headmaster involved.	Behaviour monitored for 3 weeks on daily report card. KS3 & parent contract.
			Chance 4	Yellow Card Repeated Minus Marks (5) Behaviours – malicious damage, serious offence in public, internet abuse, bullying, fighting, repeated lying etc.			Snr Man KS3 informs parents Meeting organized. Headmaster informed. Record Sanctions Area.	Behaviour monitored for 2 weeks on daily report card. KS3 & parent contract.
		Chance 3	Minus Mark Behaviours Repeated large number of privilege minutes lost Behaviours - Hitting someone, interfering with the property of others, Swearing, spiteful remarks, answering back, Rudeness to pupils and staff etc.				Inform Parents – through organiser Record in the Sanctions Area. Inform Snr Man – KS3	Behaviour monitored by Form Tutor. 3 minus marks - phone call to parents from Form Tutor.
	Chance 2	Privilege Minute Lost Behaviours – low level disruption – lack of effort, Changing room, bad manners. line up. etc. Unkind behaviour – minor, disturbing others etc. Organization – PE gear, absent organizer etc.					Form Tutor inform Parents if concerned about repeated behaviour Keep data for analysis	
Chance 1	Warning	I have asked you to Next time you will lose a privilege minute						

Policy Reviewed November 2009: SMN/ SLT
Date of next Review: November 2010