



## THE GRANVILLE SCHOOL

### **Policy for the Encouragement of Good Behaviour and Sanctions used when necessary.**

(Including Early Years Foundation Stage)

At The Granville there has been a long tradition of courtesy, consideration, care of others, common sense and contribution to the school. The school believes that the high standard of behaviour expected of our pupils enables effective teaching and learning to take place.

#### **Aims**

- To create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To develop a whole school behaviour policy which is supported and, consistently followed, by the whole school community. This includes children, staff, parents and governors. It is based on a sense of community and shared values.
- To encourage good behaviour, instead of simply punishing bad behaviour, by providing a positive atmosphere in which there is a range of achievable rewards and incentives for pupils of all ages and abilities.
- To reinforce values, knowledge and skills, through the school curriculum in order to promote responsible behaviour, encourage self-discipline and motivate children to have respect for themselves, for other people and for property.
- To encourage consistency and fairness in response to both positive and negative behaviour.
- To ensure that children understand the difference between minor and more serious misbehaviour and the range of sanctions that will follow.
- To approach problems, when they occur, in a caring and sympathetic manner with the aim of achieving an improvement in behaviour. This can be achieved through a quiet confident approach.

#### **Staff**

All members of staff are responsible for upholding high standards of discipline within the school. This is achieved by:

- Setting high standards and expecting children to live up to them.
- Setting a good example in the way you treat others.
- Being seen to be fair and consistent in the way you deal with problems.
- Never turning a blind eye to incidents which clearly need attention.
- Never ejecting a child from the classroom for misbehaviour.



- Only leaving a lesson in an emergency.

## Class discipline

This is very much a personal matter but it is expected that the classroom should be a place of learning and general rules should apply:

- Children should line up quietly before leaving a classroom.
- Children should put up their hand when they wish to speak.
- Children should not speak when the teacher is speaking.
- Children should open doors for adults.
- At the end of the day, children should say goodbye to the teacher with a handshake.

## School Rules

Rules are needed in order to create a safe, happy and productive environment.

### General

- School opens at 8.30 am.
- The main school building is entered through the Tower door.
- Always cross the drive at the Tower unless you are accompanied by a parent or member of staff.
- Always walk quietly when in any school building.
- When going to and from assembly everyone must be silent.
- Walk up the stairs on the right.
- Make way for any adult.
- The senior changing room and all cloakrooms are out of bounds without permission or adult supervision.
- The Hall is out of bounds except when you are accompanied by an adult.
- Toys can only be brought into school with your teacher's permission.
- Money may be brought in for charity events.
- Mobile phones can only be brought to school if you travel on your own. They should be left in the school office and picked up at the end of the day.

### Uniform

- Correct school uniform should be worn at all times.
- Jewellery is not allowed except for named watches and plain gilt stud earrings.
- Make up and nail varnish are not to be worn.

### Break and Lunchtime

- Everyone should be outside at break unless they have permissions to stay in.
- Only leave the playground if you have permission
- Always wash your hands before eating.



- Break boxes should be clearly named and contain only fruit or raw vegetables. NO other food or sweets should be brought into school except on your birthday when you may bring in small cakes for your class **which must only be eaten once the children have left school.**

## REWARDS

### Good marks

Good marks are awarded for good behaviour and good work. Generally, one good mark is awarded for a good piece of work and two good marks for a very good piece of work. Exceptional work of an excellent standard may obtain three/four good marks but this should be rare and hard to earn.

Teachers hand out coloured tokens for each good mark and the children place their token(s) in the House tubes which are in the cloisters. Every two weeks the good mark tokens are collected on a Thursday lunch, and are counted by the House Captains. The winning house is announced in whole school assembly the following Monday (or Friday if there is no Monday assembly) and the shield then hangs on the display board of the winning House.

The total of senior good marks for the year earns the winning House the Good Mark Cup which is awarded on Awards Day.

### Good Works

Work or behaviour which is considered to show individual achievement can be awarded a 'Good Work' and is shown to the Headmistress on a Friday. Lists are read out during assembly and displayed on the interactive boards in the entrance hall of the Main Building, Ena Makin and Evan's Lodge. Totals are kept throughout the academic year and certificates are awarded for five, ten and fifteen Good Works. A badge is awarded for those who achieve twenty five during an academic year.

### Courtesy Points

Courtesy points are awarded to the girls in KS2 who have demonstrated exceptionally good manners. The points are recorded in the classrooms and there is one winner each week who receives a Courtesy Point Badge in assembly on Friday.

## SANCTIONS

There will be times when children may behave badly and will need to learn the boundaries of acceptable behaviour. This is a normal part of growing up.

### Minor Breaches of Discipline

The class teacher deals with minor breaches of discipline. This should be done in a caring and supportive way, ensuring that the child understands why sanctions may be used. This could include:

- Verbal reprimand



- Loss of free time
- Letter of apology
- Sitting alone during lessons
- Sitting in another class
- Sending work home
- Loss of good marks
- Loss of position of responsibility
- Sending to the Deputy Head.

Sanctions used will be flexible, depending on the age of the child.

## **Managing serious or persistent problems**

We accept that it is the behaviour that is the problem and not the child. The behaviour of children giving cause for concern will be assessed.

- Individual programmes will be planned.
- The child may be placed on the Discipline Register.
- Parents will be invited to discuss their child's behaviour and any individual programme drawn up. They will be kept informed of progress.

## **Individual Plans**

- Identify objectives and address one target at a time.
- Include strategies for managing the environment, the class or group, the activities which give rise to the negative behaviours.
- Emphasise teaching the child alternative positive behaviours.
- Specify the behaviour that is unacceptable and the consequences should it occur.
- Include a timetable for review.
- Should be applied consistently – all members of staff and parents aware.

## **Major Breaches of Discipline**

Teachers should communicate all problems of a serious nature to the Headmistress as soon as possible. In more persistent cases or major breaches of discipline the following procedures should be followed:

1. Send child to Deputy Headmistress
2. Involve Headmistress and parents.
3. Speak formally to Headmistress who informs parents and arranges a meeting to discuss strategies for dealing with the situation. This should include the class teacher. Also Headmistress arranges a 'follow-up' meeting.
4. Continued misbehaviour will result in a written letter to the parents, warning that further transgression might result in suspension or exclusion.
5. Suspension: Governors to be consulted before decisions relayed to parents.
6. Exclusion: Governors to be consulted before decisions relayed to parents.

***Failure to improve will lead automatically to the next stage. In very serious cases it may be necessary to miss out the early stages of the procedures.***



## **The use of 3 Sys**

It is important that any relevant information regarding a child is recorded on the school's 3 Sys facility. This enables all staff to record, read and share information and provides a historical evidence bank. Any information disclosed will be treated as confidential. The Headmistress and Deputy Head must always be alerted and, if necessary, will advise which staff should be informed. Everyday issues that have been recorded should automatically be sent to all staff.

## **Intervention**

If a child physically attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary.

The child should be removed from the situation as soon as possible and taken to the Headmistress.

The incident book should be filled in and the situation discussed with the Headmistress who will then take immediate action to involve the parents.

The Headmistress will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Referral for advice to Educational Psychologist or outside agencies will be considered if behaviour persists after **several/two** reviews of individual programme.

***Corporal punishment is never used.***

## **Incident Book**

Serious incidents are recorded in the incident book which is kept in the Headmistresses office. This includes:

- Incidents which result in personal injury.
- Loss, damage or theft of property.

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

## **Exclusion**

Exclusion would be applicable only when alternative strategies have been tried and have failed. They may be fixed (suspension) or permanent (expulsion). Only the Headmistress has the power to exclude a pupil from school. This power may not be delegated. In all cases the Headmistress will promptly:

- Inform the Governors.
- Inform the pupil's parents of the period of the exclusion, or that the exclusion is permanent and put it in a letter to parents, a copy to be kept by the school, giving the reasons for the exclusion and include them in the letter to parents.

## **Parents**

Good liaison and relationship with parents is essential for the success of this policy. This can be achieved by:



- Recognising that an effective school behaviour policy requires a close partnership between parents, teachers and girls.
- Understanding that staff deal with behaviour problems patiently and positively.
- Emphasising their support of the school and its expectations and by assisting, when appropriate, with the enforcement of the rules.
- Ensuring that there are similar expectations at home eg. table manners.
- Attending Parents' Evenings, parents' functions and by developing informal contacts with school.

**A positive and caring environment, where good behaviour is rewarded and enforced, prepares children for their future lives.**

**Linked Policies:**

None