

Behaviour for Learning

– Everything we do is about learning –

Contents

1	Policy Statement	2
2	The Place of Rules and the Code of Conduct	2
3	The involvement of Teachers, Pupils and Parents/Guardians	2
3.1	Teachers:	2
3.2	Pupils:	3
3.3	Parents and Guardians:	3
4	Rewards and Sanctions	3
4.1	Rewards (Senior School)	3
4.2	Rewards (Prep School)	3
4.3	Sanctions (Senior School).....	4
4.4	Sanctions (Prep School).....	5
5	Complaints	8
6	Review and Development	8
6.1	Procedure.....	8
6.2	Links with other Documents	8

Reviewed	Autumn 2023
Name of owner/author	STL/GKB
Approval by	Executive Leadership Team /Governors
Target Audience	Whole School Community/Public
Where available	Website, Staff Handbook
Review Date	Autumn 2024

1 Policy Statement

Everything we do is about learning.

Ewell Castle School is a caring and inclusive learning community in which kindness, trust and mutual respect are expected for and from everyone. We believe that good relationships, good manners, and the highest standards of behaviour all help to secure an effective learning environment. Therefore, **behaviour is for learning**, and plays a crucial role in the development of our pupils' intellectual curiosity, equipping them to take their place in the modern world.

Fundamentally, we believe that the place and purpose of any behaviour policy is to:

- Ensure pupil safety and well-being;
- Encourage pupils to promote our School values, as well as high moral and ethical standards;
- Ensure that effective learning can always take place.

Furthermore, we believe that behaviours relating to safety and well-being, as well as those relating to ethical and moral standards, are themselves continually 'learned' by our pupils and encouraged by our staff.

As such, **everything we do is about learning**. Consequently, behaviours that support learning are to be commended, whilst those that inhibit learning cannot be accepted.

2 The Place of Rules and the Code of Conduct

Rules are a prerequisite for the effective management of any social construct, including schools. Furthermore, we believe that children appreciate rules and routines as they delineate the parameters of that which is expected of them, and that which they can expect from others.

At the same time, we understand that children do not appreciate a "chaos of rules" (*When the Adults Change Everything Changes*, Paul Dix) and so this policy does not aim to provide a vertiginous list, amassing information available elsewhere.

Information on the reasonable expectations placed upon pupils can be found in a range of places, including: the Anti-Bullying Policy; the Attendance Policy; the Homework Policy; and, most significantly, the pupil Code of Conduct (published in the Pupil Handbook and Diary as well as the Parent Handbook).

3 The involvement of Teachers, Pupils and Parents/Guardians

We see education as a partnership between staff, pupils and parents/guardians. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation with pupils and parents alike.

3.1 Teachers:

Teachers rightly expect our pupils to act with courtesy and politeness, to exhibit the highest values and standards of behaviour inside and outside the classroom, and to treat with respect the school environment and community. They expect pupils to be ready to learn and to participate in class activities in line with the set of classroom expectations displayed in each classroom. Depending on the needs of the lesson, subject or cohort, teachers may reasonably add or amend

expectations, or institute specific routines, to ensure effective learning takes place and progress can be made by all.

3.2 Pupils:

Pupils are expected to know and understand the expectations the school has of them in respect of conduct and behaviour, as well as uniform, appearance, bounds, and use of ICT. In particular, pupils are expected to understand that behaviour which compromises their learning, or the learning of others, cannot and will not be tolerated.

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them (e.g. via the School Council, which meets regularly).

3.3 Parents and Guardians:

Parents and Guardians who accept a place for their child at Ewell Castle School undertake to uphold the school's policies and regulations, including this policy. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, co-curricular activities and homework/private study.

4 Rewards and Sanctions

Pupils are encouraged through a system of Rewards and Sanctions which seeks to commend constructive learning behaviours whilst addressing any behaviours that detract from a positive learning experience. The emphasis is firmly on rewarding the positive. This system is clearly set out in the Pupil Handbook and Diary.

4.1 Rewards (Senior School)

Merits are awarded for: exceptional effort; work of exceptional quality; exceptional contribution(s) to other activities, such as the Duke of Edinburgh award scheme or co-curricular activities; or for commendable behaviour(s).

Recognition of the receipt of merits is achieved in a number of ways, such as:

- pupil of the Week and Form of the Week awards in whole school assemblies
- awarding of certificates in Year group assemblies to pupils who achieve across the year:
 - o 50 merits (Bronze)
 - o 75 merits (Silver)
 - o 100 merits (Gold)
- inclusion in House Points system
- ability to be viewed by parents on My School Portal.

Year Group Awards are made at the end of each term to reward pupils whose contribution and attitude has been exceptional.

Prizes are awarded at the school's prize-giving at the end of the school year.

Other Communications, which may take the form of emails, letters, calls or postcards home, are also used to reward contribution, effort and attainment.

4.2 Rewards (Prep School)

Merits, also known as House Points, can be awarded to pupils in the following instances:

- Producing a piece of work of exceptional quality demonstrating high levels of effort
- Demonstrating exceptional contributions to school life
- Actively promoting positive behaviour and attitudes through their actions

In addition to merits being awarded, children are recognised bi-weekly in a celebration assembly to celebrate their achievements and also to recognise work in the Building Learning Power attributes – or the four Rs (Resilience, Reciprocity, Resourcefulness and Reflectiveness). Certificates are also awarded to pupils who achieve 20 merits (Bronze), 40 merits (Silver) and 80 merits (Gold) and 100 merits (platinum) during the course of the year.

Prizes and recognition of each child's progress are awarded at the school's prize-giving at the end of the school year.

Other Communications, which may take the form of emails, letters, stickers, calls or postcards home, are also used to reward contribution, effort and attainment.

4.3 Sanctions (Senior School)

For minor and/or first-time failure to meet expectations, the pupil can expect to be given a verbal reprimand or warning. Repetition will lead to an 'Issue' - a written record of the infraction which may be viewed on My School Portal but comes with no further sanction.

More serious and/or repeated failure to meet expectations will result in an escalation. The escalation process is one of progression from Level 1 to Level 4. Referrals will similarly be recorded and can be viewed on My School Portal but will be additionally accompanied with a sanction. Sanctions increase in severity in line with the Level of escalation. Pupils causing concern will be regularly discussed at Head of Department and Head of Year meetings.

Examples of sanctions include:

- being detained at break or lunch time
- a Homework Detention after school
- confiscation of a pupil's property
- a School Detention (after school on Friday)
- service to the school (assistance with domestic / community tasks, such as collecting litter)
- Saturday Detention (for more serious breaches of discipline)
- Internal Exclusion
- Fixed Term / Temporary Exclusion (i.e. for a specified period of time)
- Permanent Exclusion.

Although each escalation is considered on an individual basis and in line with the professional judgement of the staff involved, in most cases:

- L1 escalations will be set by the class teacher and are likely to result in a lunchtime behavioural detention.
- L2 escalations are likely to be administered by the Head of Department or Head of Year (for academic or pastoral matters, respectively). The likely sanction would be a Friday Detention.
- L3 escalations are likely to be administered by the Head of Department or Head of Year (for academic or pastoral matters, respectively), usually in conjunction with a member of the Senior Leadership Team. The likely sanction would be a longer

detention (usually 3 hours),—on a Saturday. Aside from the sanction awarded, an escalation at this level will also result in compulsory reflection (e.g. the completion of a reflection task in detention and/or a follow-up meeting with a member of SLT) and potentially an act of restitution (e.g. an act of service to the School, such as collecting litter).

- L4 escalations will be administered by the Senior Leadership Team only. This level of escalation represents a serious breach of conduct and will usually result in exclusion. Exclusions can be internal or external, fixed term or permanent. A meeting between pupils, parents and members of the Senior Leadership Team will usually be required before an excluded pupil is permitted to return from exclusion.

Sanctions may undergo reasonable change from time to time and the system is published in the Parent Handbook and in the Pupil Handbook

4.4 Sanctions (Prep School)

For minor and/or first-time failure to meet expectations, the pupil can expect to be given a verbal reprimand or warning and may have a conversation with his/her teacher to discuss behaviour management. This situation is recorded in the behaviour log for each year group stored on Sharepoint.

More serious and/or repeated failure to meet expectations will result in an appropriate sanction and will be recorded as an escalation. An escalation means that a pupil will need to discuss his/her behaviour with a senior member of staff and parents will be informed. In some instances, parents may be invited in to discuss concerns about their child’s behaviour to agree strategies to improve the behaviour.

Low level poor behaviour- Examples but not limited to:		
Examples of Low-Level Poor Behaviour	Process	Sanctions
<ul style="list-style-type: none"> -Borrowing without permission - Unkind remarks -Time wasting -Lack of equipment -Lateness -Inappropriate responses -Interrupting others -Calling out -Disrupting a lesson -Disrupting group work -Pushing/loudness in the line -Incorrect use of equipment -ignoring instructions -Talking on road to lunch -Boasting -Running in corridors -Out of bounds 	<p>Dealt with following Behavioural flowchart.</p> <p>Continuous poor low-level behaviour that doesn’t receive loss of free time but becomes apparent during staff meeting discussions or the behaviour log to be monitored by form tutor and if it persists Pastoral Lead to be notified.</p>	<p>In line with Behavioural flowchart.</p> <p>Additional sanctions can be imposed such as:</p> <ul style="list-style-type: none"> -Completing homework to an appropriate standard. -Cleaning up mess.

Moderate poor behaviour: Immediate issue given.		
Examples of Moderate poor behaviour	Process	Sanctions
<ul style="list-style-type: none"> -Consistently poor effort -Disrespecting property -Swearing -Overly aggressive play -Disrespect -Throwing food -Unkind Name calling 	<p>The child may have been through the low-level behaviours listed.</p> <p>Issue to be logged on Isams and behaviour log completed to identify patterns in behaviour. To be shared with form tutor and Pastoral Lead.</p> <p>Form tutor to phone parents.</p>	Issue given
Severe Poor behaviour- Red Level (three issues to be logged)		
Severe Poor Behaviour	Process	Sanctions
<p>-Gross misconducts that are intentional, both physical or emotional including:</p> <ul style="list-style-type: none"> - Biting - Punching - Kicking - Derogatory comments (sexist, racist, homophobic etc.) - malicious damage to property/vandalism - Persistent theft - Persistent lying - Child led Safeguarding concerns- To be immediately reported to DSL eg: intentional inappropriate exposure. Urinating in bushes... 	<p>For examples of severe poor behaviours, the Pastoral Lead and Deputy Head To be informed.</p> <p>Phone call by Senior Member of staff to inform parents. Conversation to be logged. Three issues given/detention given.</p> <p>Behaviour log to be updated to identify patterns in behaviour.</p>	<p>Parents to be informed: Detention Loss of privileges such as: Sports fixtures Prefect responsibilities</p> <p>These sanctions will be made by the Deputy Head and Pastoral Lead after discussion.</p> <p>Suspensions and exclusions implemented at the sole discretion of the Head of School.</p>

Pupils will always be encouraged to take responsibility for their own actions and initially be expected to resolve 'issues' independently, using positive choices. Instances of poor behaviour will be looked at with care and consideration and discussed with all pupils involved. Children will behave at their best when positive behaviours are displayed, encouraged and rewarded. They have the right to a clear and consistent approach when poor behaviour is demonstrated. Staff should follow the behavioural

expectations set out to ensure this is achieved. **When following the behavioural flow chart, children with specific SEN concerns must be recognised and taken into consideration.**

Unacceptable behaviour:

When dealing with instances of unacceptable behaviour staff will:

- Speak with pupil/pupils involved to attempt to ascertain what occurred and take notes if necessary. If needed, a behaviour log should be completed.
- Encourage the pupil/pupils to recognise mistakes and discuss positive choices that could have been implemented instead.
- Encourage the pupil/pupils to empathise with how others may have felt due to their behaviours.
- Praise truthfulness and express disappointment with the poor behaviour displayed.
- Use PSHE, Form Time, P4C and assemblies to address issues where appropriate.
- Complete behaviour log and share with relevant staff.
- Discuss behaviour during staff meeting if appropriate.
- Inform parents where needed (see behaviour chart) and record conversation in Parent meeting notes on SharePoint.

Poor classroom behaviour:

Staff will follow the following procedure when dealing with poor behaviour in the classroom which will be displayed in each room alongside an amber circle:

1. I will be reminded of the correct behaviour at Ewell Castle Preparatory School.
2. If I continue my poor behaviour my name will be written on the board.
3. If I still misbehave my name will be put on the amber warning circle.
4. If my behaviour does not immediately improve, I shall miss 5 minutes of my breaktime.
5. I will have a conversation with the teacher who may inform my parents so that everyone can help me improve my behaviour.

Behaviour promise: Displayed in each classroom

- We will always try to do our best each day
- We will follow instructions straight away
- We will walk around the school respectfully and quietly
- We will arrive on time with everything I need to learn
- We will listen in silence to the teacher or other pupils when required to
- We will put up our hand when we need attention or help and wait
- We will Keep hands, feet, objects and inappropriate comments to ourselves
- We will look after our school so that all can enjoy it.

Poor organisation:

Teachers should support children with poor organisation as much as reasonably expected. However, continuously not bringing the correct equipment may result in age-appropriate sanctions being imposed. In instances of forgotten kit, where possible, pupils should be able to participate fully in the lesson.

Behaviour expectations shared with pupils, staff and parents:

