

Behaviour Policy



Pembridge Hall School

Reviewed: July 2021

Next Review Date: July 2022



the **Gold Standard** in education

School Vision

Pembridge Hall recognises that our girls will enter a complex and ever-changing world which befits emotionally intelligent, resilient girls who can embrace the wonderful opportunities available to them. Pembridge girls love coming to school and gain an appreciation of wider society and the diversity of nationalities, faiths and languages represented by Pembridge families. We believe that creativity and independence of thought are as integral to the girls' development as traditional forms of learning.

Policy Statement

This policy follows DFE guidance outlined in 'Behaviour and Discipline in Schools' (2016) and the Equality Act (2010). The school acknowledges its legal duties in respect of safeguarding and in respect of pupils with special educational needs and/or disabilities. When assessing behaviour and deciding on a relevant course of action, staff must bear in mind any special educational needs, or disabilities, a pupil may have and the SEND Coordinator should be consulted. This policy applies to all children in the school (including Reception/EYFS).

Introduction

At Pembridge Hall we want to ensure that our girls are always safe and happy: we seek to create an environment which encourages and reinforces good behaviour. Pembridge Hall has a central role in girls' personal, social and moral development, just as it does in their academic development. We are responsible for teaching them how to play together and how to behave towards one another - and girls must be aware of moral issues such as right and wrong, fairness, tolerance and consideration of others.

The school is committed to the promotion of Fundamental British Values (FBV) and encouraging a Growth Mindset within our girls. Although we do provide a nurturing environment for all, we also focus on developing self-worth, encouraging risk taking and creating resilient girls at every age.

The philosophy of good behaviour is embedded at the heart of our school. Children learn best when there are clear structures in place and where positive models of good behaviour, manners and consideration towards others are continually, and consistently, encouraged.

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 treat all members of the school's community with care and respect, taking responsibility for each other's well-being and offering support and guidance as appropriate
- To ensure that the school's expectations are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

School Ethos

The adults encountered by students at school have an important responsibility to model high standards of behaviour, both in their dealings with pupils and with each other, as their example has an important influence on the students.

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

Good behaviour means that everyone in the school community is:

- Careful and kind
- Polite and friendly
- Helpful and thoughtful to one another

At Pembridge Hall it is important that:

Girls

- Learn what good behaviour is
- Learn to care for one another
- Learn to value friendship
- Develop self-confidence

Teachers

- Teach effectively, with minimal disruption
- Are caring, consistent and fair

Parents

- Feel confident that their daughters are developing - not only academically, but also personally and socially
- Know that their daughters will receive support when they need it
- Are able to discuss issues openly in a positive atmosphere

Use of rules and sanctions

The school aims to actively promote and highlight good behaviour, rather than merely deter anti-social behaviour: each teacher sets high behaviour expectations, then recognises when girls are striving to achieve them. Praising the positives - through celebrating and rewarding good behaviour, will develop an ethos of kindness and co-operation.

The safety of the children is paramount in all situations. We treat all children fairly and apply this behaviour policy in a consistent way.

The Pembridge Values

The behaviour policy is based on a collection of sound moral values - The Pembridge Values. These permeate every aspect of school life, providing safe guidelines for everyone to follow.

The Pembridge Values are as follows:

Pembridge Hall girls are:

- fair
- honest
- respectful
- responsible
- thoughtful

The Pembridge Values are displayed prominently throughout the school and referred to as appropriate. In this way, every child in the school is made aware of the standard of behaviour that we expect in school. The class teachers discuss the school values with their class at the beginning of the school year. If and when values are broken, teachers discuss the infringement in relation to the school values.

All members of staff are responsible for demonstrating high expectations and encouraging good behaviour by praising good practice (i.e. upholding the Pembridge ~~Hall~~ Values) and informing the class teacher.

Celebrating and Rewarding Good Behaviour

The school acknowledges all the efforts and achievements of children, both in and out of school. We praise and reward all pupils for upholding the Pembridge Values in a variety of ways, including:

- Informal praise (e.g. a smile or kind word)
- Stickers, stars
- Giving additional time for children to pursue activities of their own choice
- Sending positive letters and Pembridge Hall postcards home
- Awarding House Points to individuals or groups (see House Points below)
- Each week, a girl receives a Golden Apple Award (one per year group): for good character and outstanding examples of the Pembridge Hall Values
- Each week, a girl receives a Head's Award (one per class): for academic excellence in any subject

Girls awarded a Head's Award or Golden Apple Award receive a badge; this should be worn on the pupil's blazer for the remainder of their time at the school. The name of the pupil is added to the Friday newsletter and recorded on SIMS.

House Points

Each girl is allocated a House when joining Pembridge Hall. The four houses are:

- Austen
- Hepworth
- Nightingale

- Franklin

Each house has a House Captain and Deputy House Captain. These post holders are girls in Year 6 who have been elected by all the girls in their House towards the end of their final term in Year 5.

There are many House Events as part of the school calendar and pupils have the opportunity to collect house points throughout the school day.

House points are rewards. House points are awarded to individuals for:

- Improved, or good work
- Upholding the Pembridge Hall Values
- Improved, or great effort
- Consistent progress
- Creative, artistic or sporting achievement
- Good all round achievement
- Consideration for the environment and others

A maximum of three house points can be awarded at any one time to an individual. As a guide: 1 = very good, 2 = great and 3 = excellent.

House points are displayed in each classroom and individual pupils in Years 3 – 6 add house points to their Homework Diaries. Each week the house points are collected and house totals are announced in the Friday assembly. Results are added weekly to the Newsletter and displayed on the television screens in the hallways of each building.

An overall house winner is announced at the end of the year. The House Captain accepts the House Cup on behalf of her house.

Sanctions and Classroom Behaviour Management Procedures

The expectations for girls' behaviour are based on the Pembridge Values and rewards are central to the encouragement of good behaviour. Each class must have the Pembridge Values clearly displayed. Occasionally, girls may forget their good behaviour and be inconsiderate towards others. In the majority of cases a firm reminder will be sufficient to prevent it from happening again; in an environment where respect is central, loss of respect (or disapproval) is a powerful punishment.

Depending on the situation, it may be necessary to apply appropriate sanctions. The use of sanctions should be characterised by certain features:

- It must be made 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
- It should be the behaviour rather than the person that is punished

Staff should always discuss the incident with the girl concerned, highlighting the reasons for the reprimand and attempting to make her understand why her behaviour has fallen short of our expectations. Sometimes, however, this may not be enough and, depending on the situation, it will be necessary to deal with persistent bad behaviour by applying appropriate sanctions as follows:

Pembridge Hall Sanctions Ladder

This list is not exhaustive, nor overly prescriptive - as every child and case is different: behaviours are always dealt with in an age-appropriate way.

At every stage the pupil should be aware of which of the Pembridge Hall Values they are infringing.

Level	Examples of Behaviour	Possible Sanctions
1	<p><u>Repeated Behaviours</u> Inappropriate talking Calling out Interrupting Not listening Pushing in a line Running inside a building Running/jumping down the stairs Shouting and screaming anywhere in school</p>	<p>Verbal warning 1: the teacher communicates which of the Pembridge Hall Values is being broken and a warning is given.</p> <p>Verbal warning 2: the girl should be asked which of the Pembridge Hall Values they are infringing and given a final warning that they will risk losing a portion of playtime/choosing time. Girls should be informed that they have the choice to uphold the rules, and warned of the consequence of further infringements.</p> <p>Other possible sanctions:</p> <ul style="list-style-type: none"> • separate girls within the class • loss of privileges • referral made to Key Stage Coordinator
2	<p>Answering back and rudeness to any adult Refusal to obey instructions Targeted unkindness to another child Persistent non-completion of homework Swearing</p>	<p>Loss of play time The teacher informs the pupil that she has lost 2 minutes of playtime/choosing time. The teacher records this (Pastoral Concern Form and SIMS) and informs the relevant class teacher, as well as the Key Stage Coordinator. Parents informed.</p> <p>Time out of class Teacher sends the pupil to a Middle or Senior Leader (i.e. Key Stage Coordinator, Assistant or Deputy Head) for time to reflect and reset. The child should be sent with appropriate work. Meeting arranged with class teacher to discuss strategies to improve behaviour.</p>
3	<p>Bullying, including cyber bullying Theft Serious damage of school property</p>	<p>Detention Head informed and meeting with parents arranged. After school detention set.</p> <p>Internal exclusion Head informed and meeting with parents arranged. Internal exclusion (also known as detention during school hours).</p> <p>Individual Behaviour Plan (IBP)</p>

		Girl put onto an Individual Behaviour Plan for a period of time, to support them in upholding the Pembridge Hall Values. The IBP will be drawn up with active involvement from the pupil in question and the class teacher. The IBP will be circulated to all staff involved with the child concerned.
4	Aggressive or violent behaviour against girls or members of staff Persistent bullying Theft	Temporary exclusion Decided by the Head and Assistant Head Pastoral. If a girl is temporarily excluded, then arrangements will be put in place for the setting and marking of work, and also for the reintegration of the girl when she returns to school.
5	Persistent aggressive or violent behaviour against girls or members of staff Persistent bullying Persistent theft <i>Other</i>	Permanent exclusion Decided by the Head and Assistant Head Pastoral. Consultation with Director of Schools from the Alpha Plus Group.

Parents are **always** contacted and kept informed of lapses in behaviour, however minor. It is essential to work closely with the family to identify possible reasons for poor behaviour and to put in place positive strategies for improvements both at school and at home. Sanctions and parent meetings to be recorded on SIMS (Pastoral Concern Form/Parent Meeting Form).

Where parents disagree with the decision of the Head to exclude a girl, then they should follow the school's Complaints Policy. Pembridge Hall School regards any form of bullying as harmful and unacceptable. We believe that everyone has a right to feel safe. The school does not tolerate bullying of any kind. Further details can be found in our Anti-Bullying Policy.

Physical Restraint

Physical restraint (the positive use of force) may be used in order to protect a girl from hurting herself or others, or from seriously damaging property. In all cases, members of staff are guided by DFE guidelines 'Use of Reasonable Force in Schools' July 2013. At Pembridge Hall, a member of staff may use such force as is reasonable in the circumstances for the purpose of preventing the girls from doing (or continuing to do) any of the following, namely:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil herself)

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Any occasion where physical intervention is used to manage a girl's behaviour is recorded and parents are informed about it immediately. The Assistant Head Pastoral keeps a record of any

sanctions imposed on girls for serious misbehaviour (online records and on SIMS). Corporal punishment is never threatened or used at Pembridge Hall.

Managing transition

As girls move up through the school, we recognise that it is essential to effect a smooth transition through each part of the school to enable them to adjust to the different expectations and challenges each new year group presents. Our PSHEE programme is fundamental in supporting these changes and class teachers carry out a comprehensive 'handover' session at the end of every academic year - which addresses both the academic and pastoral needs of every pupil.

Linked policies:

- **Anti-Bullying Policy**
- **Safeguarding Policy**