



Behaviour Management Policy

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Elizabeth College is a vibrant, civilised and courteous environment in which all members of the College community should feel respected and safe. All College pupils have the right to come to school every day knowing that they will be able to enjoy their day without someone else making their life unpleasant. They also have the right to enjoy their lessons without another pupil distracting the teacher from what he or she is trying to do.

The Behaviour Management Policy aims to promote these two rights through the effective use of education, rewards and sanctions. Pupils are expected to be fully aware of the high standards of the College and to take full responsibility for their actions. Pupils learn most effectively in a well-structured environment where there are clear and high expectations of behaviour and clear consequences for unacceptable behaviour or poor work habits. These expectations are explained in the College Code of Conduct. Teaching staff must also be aware of the school systems and to use them effectively. It is the responsibility of all staff to promote good behaviour.

The pocket pupil diary is used to promote good behaviour through the use of positive comments and merits to reinforce good behaviour and to highlight any low level poor behaviour.

1. Rewards (purpose)

- i. The primary purpose of the reward system is to acknowledge effort and to communicate this to parents.
- ii. The second purpose is to develop intrinsic motivation. Pupils should not be dependent in rewards to work hard but should learn that working hard is beneficial in its own right.
- iii. There is also a degree of flexibility to reward the pupil who surprises or impresses with a good deed or excellent contribution and would benefit from recognition.

The reward system for Years 10 upwards will be different from the system for Years 7 to 9. In order to maintain a positive culture, it is expected that staff will devote more time issuing rewards than they do administering sanctions.

Summary of Rewards

1. Diary Comments and verbal praise	<ul style="list-style-type: none"> • For good work or considerate behaviour
2. Merit Awards	<ul style="list-style-type: none"> • Acknowledge effort in all areas of College life • To reward the pupil who surprises or impresses with a good deed or excellent contribution
3. Commendation Certificates	<ul style="list-style-type: none"> • For pupils who produce outstanding examples of individual or sustained work • These may be accompanied by a letter from the HoD to inform parents • Presented in assemblies • Grading commendations for improvement in gradings • Includes Sixth Form Commendations
4. Colours	<ul style="list-style-type: none"> • Awarded in sport, drama and music in recognition of contributions over a sustained period of time and for particular achievements
5. Academic Prizes	<ul style="list-style-type: none"> • Awarded in September in respect of the previous year's performance

i. **Diary Comments & verbal praise (Years 7 to 11)**

In the first instance using the school diary to write in a positive comment contributes to reinforcing good behaviour and will be seen by tutors and parents when the diary is checked.

ii. **Merit Awards (Years 7 to 9)**

Merits are awarded to acknowledge effort and to communicate this to parents. Merits need to be earned and should not be awarded for things that we expect our pupils to do as a minimum. For example, they should not earn rewards for getting their pupil diary signed as this is expected of all pupils. Please use your professional judgement to determine levels of effort. To ensure a level of consistency and to maintain their value, it is important that all staff operate within the following guidelines.

- To ensure the currency is not devalued, a hard working pupil should be able to earn up to 10 merits per term per subject. This is not a hard and fast rule but is designed to give guidance to their value.
- You should never award a whole class with merits for good behaviour in a lesson; this is something we should expect of a class.

Administration of merits

- Subject Merit stickers are issued to teachers from the Vice-Principal (Academic) office.
- Non subject-specific stickers are also available for conduct that goes beyond the expected.
- Teachers should place a sticker in the pupil diary on the space for that day or in the teacher comment section for that week and initial or sign. It is suggested that teachers keep a record of who has received a merit, in order to monitor their fair distribution. Pupils should keep a running total of merits in the space provided each week in their pupil diaries.
- On achieving 10 merits, 25 merits, 50 and 100 merits pupils will receive a certificate and parents notified. On reaching each landmark, tutors verify the signatures and record this on iSAMS. They should alert the school office, in order to produce a certificate.

Certificates are awarded as follows:

Bronze	10	Tutor records on iSAMS, KSe organises certificate
Silver	25	Tutor records on iSAMS, KSe organises certificate
Gold	50	Tutor records on iSAMS, letter home from VPA
Platinum	100	Tutor records on iSAMS, letter home from Principal

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Heads of Year may wish to make a competition between the tutor groups in their year. Each merit earns money to be presented to a charity of the year groups' choice. Bronze certificates and silver are awarded in HoY assemblies. 50 and 100 credits merit whole school recognition and winners are presented with a certificate by the Principal in the final St James Assembly of each term.

- Merits will no longer result in the award of vouchers and instead each merit will go towards earning money for charities chosen by each year group.

Key Stage 4:

Please focus on diary comments as the main form of praise, although merit stickers may still be used if you wish. The merit stickers will not be used to work towards a certificate. Departments are encouraged to use commendations and to devise their own systems of reward. Contacting home using email or postcards is encouraged. Effort should be more intrinsic as the boys are working towards their own goals.

iv. Commendations (Years 7 to 11)

- For pupils who produce outstanding examples of individual or sustained work. They should not be given out to whole groups, for example, as a reward for finishing a project.
- Year 10s and 11s should be particularly targeted for Commendations as the extended nature of the work in KS4 is often more appropriate for this reward.
- Commendations should be entered on iSAMS. The Academic Secretary will then produce the certificate to be signed by the tutor and HoY. HsoY will present these in Year Assemblies.
- Heads of Department may send letters or cards home to reward exceptional work.

Sixth Form Commendations

Either exceptional individual pieces of work or for sustained work above expectations of judged ability eg each half term.

Grading Commendations (Years 7 to 11)

Up to 10 awarded in any KS3 or KS4 year for marked improvement to their previous grading based largely on the criteria judgements but also grades in relation to bands.

v. Colours

These are awarded in sport, drama and music in recognition of contributions over a sustained period and for particular achievements. Criteria for this award are listed separately.

vi. Academic Prizes

These are awarded in September in respect of the previous year's performance. Departments must be able to justify their choice by clear criteria. Prizes should not be split between pupils.

2. Sanctions

All staff should expect to teach and work in a civilized environment. This requires pupils to behave in a cooperative manner and respect the school rules. If this is not the case, then there may be a need for sanctions in order to encourage a particular student to reflect on their conduct and to change their behaviour. Tutors, teachers and HsoY should discuss the underlying causes of poor behaviour and support the student in bringing about an improvement.

Pupils should always understand why a particular sanction is used. Setting short-term targets should play a central role in seeking to change behaviour. Pupils need to know what they have to do in terms of improvement and be regularly guided toward this.

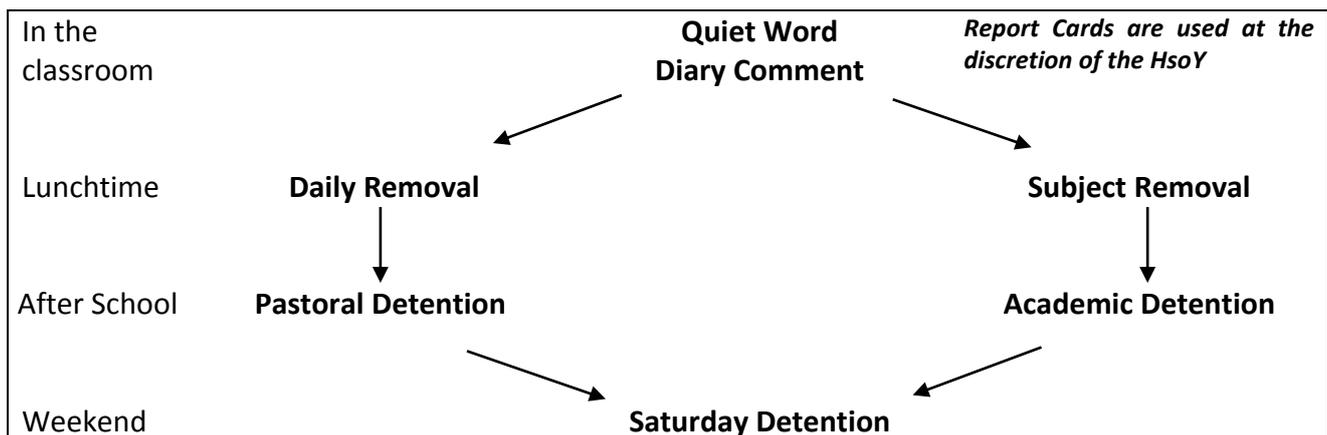
i. Report Cards

In certain situations, it may be necessary to place a student on Daily Report Card to closely monitor behaviour or to act as a supportive measure. In most instances it will be used to reinforce positive behaviour. Each Report Card will have 2 or 3 specific targets with a clear consequence (a Departmental or after-school Removal) if they are not met. There are three levels of Report Cards and parents will be informed at all levels. If a Head of Year Report does not lead to improved behaviour then the pupil may be placed on a Vice-Principal report, at the discretion of the HoY & Vice-Principals. Further failure to improve will be referred to the Principal.

1. Head of Year Reports (communicated by phone call to parents)
2. Vice-Principal (Academic or Pastoral) Report (communicated via meeting with parents)

ii. Summary of Sanctions

Consistency is clearly important in applying the sanctions and it is recommended that teachers discuss any areas of doubt with the relevant HoY, HoD or the Vice-Principals. The framework below outlines the disciplinary sanction guidelines.



If a pupil is making it difficult to teach your lesson, even after a sanction has been issued, you may send a pupil to the front office. The front office will then inform the HoY and ensure that the pupil is supervised in the AJP Room. Ideally you send work for the pupil to complete. You should check with the office that they arrived. The HoY will follow this up and in most cases a pupil will be given an after school detention for causing disruption to learning. **There is always flexibility to address an individual's needs and special circumstances, outside of this framework.**

Please avoid repeated Daily Removals for the same offence. Instead discuss with your HoY or HoD alternative approaches. Often a different approach (report card, loss of lunchtimes altogether etc) is required if the threat of a Removal is proving ineffective.

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iii. Sanction Structure Years 7 to 11 *(The severity of an incident may result in entry at any level)*

LEVEL	SANCTION	ACTION BY STUDENT	COMMUNICATION & RECORDING
1	<p>Quiet word and Diary Comment</p> <p>This would be used for the majority of minor infringements in the classroom where a simple reprimand or a quiet word suffices, often at the end of the lesson. If it is worthy of recording, a short comment in the diary should be used or put on iSAMS. It is often best to take a pupil's diary and to place it on your desk to accompany the quiet word as a visual reminder of the warning.</p>	Acknowledgement of their inappropriate behaviour and assurance that they are aware of the College's expectations.	<p>i. Note in the diary, if appropriate.</p> <p>ii. Note in iSAMS and notify tutor & HoY, if appropriate.</p>
2	<p>Daily Removal (Lunchtime) at 12.40pm</p> <p>Single Removals (10 minutes)</p> <ul style="list-style-type: none"> • poor uniform or poor punctuality • lack of diary or diary not signed • using phone or similar at start of lesson <p>Double Removals (20 minutes)</p> <ul style="list-style-type: none"> • minor disruption to learning in the classroom (talking, distracting others, shouting out after a warning) <p>If a pupil shows a clear lack of respect to a teacher, or continues to disrupt a lesson after a warning then an immediate after school Pastoral Detention should be considered (see below).</p> <p>Per term</p> <p>3 Daily Removals per term</p> <ul style="list-style-type: none"> • 30 minute Pastoral Detention + parents informed by HoY <p>6 Daily Removals per term</p> <ul style="list-style-type: none"> • 60 minutes + parents informed by HoY <p>9 Daily Removals</p> <ul style="list-style-type: none"> • Saturday Detention (2 hours) + parents informed by VPP 	<p>To attend Removal and to improve behaviour.</p> <p>Failure to attend will result in the need to attend the following day for 20 minutes.</p> <p>Failure to attend again will result in a Pastoral Detention.</p>	<p>i. Teacher enters the sanction on iSAMS, giving a clear reason for the sanction. (The sentence should start in lower case in order to be grammatically correct with the automated iSAMS email. It is also helpful to add your initials (in brackets), to the reason as the automated email gives no indication of who has given the sanction.)</p> <p>ii. The pupil should write a reminder in their pupil diary of when to attend.</p> <p>iii. iSAMS will email the notification to the parents, tutor and HoY.</p> <p>iv. A note will be sent during registration as a reminder to attend.</p> <p>v. The teacher is welcome to write a comment in the diary, if they so wish.</p>
	<p style="text-align: center;">Subject Removal</p> <p>Issued for:</p> <ul style="list-style-type: none"> • Lack of homework, despite second opportunity to hand it in and / or persistent offenders. • Failure to turn up to re-test <p>Failure to attend will result in an Academic Detention after school.</p> <p>Accumulation of Subject Removals</p> <p>An email will be sent home from the VPA after 3 subject removals alerting parents to the concern. If student receives another removal, it is likely that he will be required to attend an academic detention. For persistent offenders, a Saturday detention will be issued.</p>	To attend Subject Removal and to catch up on work. Student is expected to be cooperative in discussions and to establish the root cause if it is a recurrent problem	<p>i. Teacher enters the sanction on iSAMS, giving a clear reason for the sanction. (see above).</p> <p>ii. The pupil should write a reminder in their pupil diary of when to attend.</p> <p>iii. iSAMS will email the notification to the parents, tutor and HoY.</p> <p>iv. The teacher is welcome to write a comment in the diary, if they so wish.</p>

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3	<p>Pastoral Detention & Academic Detention Issued for:</p> <ul style="list-style-type: none"> • missing a subject removal or a more significant academic failing • a more significant pastoral offence or poor behaviour outside of a lesson • continuing to disrupt a lesson, normally after a warning. • Showing a lack of respect or refusing to follow a reasonable request or instruction. • accumulation of removals (see above) <p>These will take place on Tuesday & Thursday afternoons at 4.05pm in Room 6. They will last for either 30 or 60 minutes.</p> <p>More than two academic detentions in a week may result in a Saturday Detention.</p>	<p>To attend an after school detention on Tuesday or Thursday (4.05pm).</p> <p>In an Academic Detention the student should be set some work by the class teacher to help the student catch up.</p> <p>In a Pastoral Detention the student will be required to either undertake a 'community task', read or research about an inspirational figure. Pupils will be provided with material to do this.</p>	<ul style="list-style-type: none"> i. Teacher enters the sanction on iSAMS with a clear reason for the sanction. ii. iSAMS will email the notification to parents, tutor and HoY. Parents may also be emailed by the tutor, HoY or VPP for a Pastoral Detention or VPA if it is an Academic Detention. The HoY and Tutor are notified via iSAMS. <p>Persistent problems will result in the student being placed on a Report Card at the discretion of the tutor in consultation with the Head of Year.</p>
4	<p>Saturday Detention (in discussion with SMT & HoY/HoD) Issued for more serious offences or for:</p> <ul style="list-style-type: none"> • recurrence of poor behaviour (e.g. 9 Daily Removals or 9 Subject Removals or 3 after school detentions) • failure to attend after school Detention <p>One to two hours in duration depending on severity of offence.</p>	<p>To attend in school uniform</p> <p>To improve their behaviour so that they meet the school's expectations.</p> <p>Community service or further research on an inspirational figure.</p>	<ul style="list-style-type: none"> i. Phone call to parents. ii. Formal letter or email home from VPA or VPP. iii. Recorded on iSAMS.

For more serious offences which are outlined below Internal Suspensions, External Suspensions and Permanent Exclusion and a School Contract are possible sanctions. This is at the discretion of the Principal in consultation with the VPP and VPA. Persistent poor behaviour will also result in meetings with the Principal or Vice-Principals and warnings may result.

iv. **Serious Misconduct (all year groups)**

Serious Misconduct which may result in exclusion or removal:

- Persistent attitudes or behaviour which are inconsistent with the school's ethos such as persistent failure to complete school work or continual failure to co-operate with staff
- The supply, possession or uses of drugs and solvents or their paraphernalia or substances intended to resemble them
- Theft, blackmail, physical violence, intimidation, racism and persistent bullying
- Misconduct of a sexual nature; supply and possession of pornography
- Possession or use of unauthorised firearms, knives or other weapons
- Vandalism
- Computer hacking and/or misuse of the School's ICT facilities
- Other serious misconduct towards a member of the school community or which brings the school into disrepute (single or repeated episodes) on or off the school premises.

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In addition, a student may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the student, or the school, that he/she remains at the school.

v. Sixth Form Behaviour Management

On entry to the Lower Sixth every student signs a Sixth Form Contract. This details what is expected of them in terms of behaviour, work, appearance and punctuality. Should they fail to abide by the terms of this contract, the following escalating scale of actions will be applied:

- Verbal warning
- Written warning to parents and possible attendance at a Saturday detention if persistent problems recur
- Meeting with student and parents, usually resulting in an Enhanced Contract
- Interview with Principal

The seriousness of the issue will determine which step of the scale is applied initially.

Failure to produce adequate work will normally result in loss of privileges, such as an increase in the number of Supervised Private Study Periods (Upper & Lower Sixth) or loss of Home Study (Upper Sixth). Failure to behave in the manner we expect of a Prefect would lead to the loss of that position. If appropriate a sixth former may be placed on a Report Card and the sanctions for Years 7 to 11 may also be applied.

Those pupils who consistently meet expectations will receive additional privileges such as fewer periods of Supervised Private Study or, for the Upper Sixth, Home Study.

3. Malicious accusations against a member of staff

The DfE's statutory guidance, 'Dealing with allegations of abuse against teachers and other staff' would provide the framework for dealing with instances of malicious allegations:

'Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).'

- Appropriate support would be provided to the member of staff involved
- Malicious, unsubstantiated or unfounded allegations should not be included in employment references.

4. Pupils with special educational needs/ disabilities

Allowances in the management of behaviour should always take into account a pupil's special educational needs or disability.

5. Support systems

- i. There are a number of people in place to support pupils:
 - tutors, Heads of Year, the College Chaplain, the School Librarian, the VPA and the VPP
 - the School Nurse (with regular lunchtime drop-ins)
 - the HUB (either via regular drop-ins in town or by appointment)

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- ii. Welfare Concerns and Behaviour concerns list is update monthly by the Heads of Year and the VPP in order to monitor and support pupils.
- iii. Where appropriate, some pupils are allocated an adult member of staff as a mentor to act as an additional point of contact to their tutor.
- iv. Report cards (see page 4) are used to support pupils who are having specific behavioural or academic difficulties.

6. Liaison with parents & agencies

- i. Parental communication is central to all issues of behaviour management. This is recorded through iSAMS.
- ii. Outside agencies also provide regular support. This includes the School Nurse service, the School Attendance Service, CAMHS and the HUB.

7. Transition

- i. When pupils transfer to or from Elizabeth College, relevant pastoral and academic information is transferred.
- ii. There is a close communication between the College and feeder primary schools and our own junior school with regards pastoral and academic issues. There is a transition day in June and also a parents evening to ensure the transition from Year 6 to Year 7 is as smooth as possible.
- iii. Heads of Year meet each June to discuss the transfer of pupils to a new year group.