



FRANCIS HOLLAND SCHOOL

SLOANE SQUARE

Name of Policy	Behaviour & Sanctions, including Codes of Conduct for Senior and Junior Schools.
Author	SLT
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Regulation Description	Written policy to promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour. Managing behaviour

Availability of this document:

Copies of this document may be downloaded from our website <http://www.francisholland.org.uk>, Firefly or are available on request from the school office, Francis Holland School, 39 Graham Terrace, London, SW1W 8JF.

Behaviour and Sanctions

Preamble

The Behaviour and Sanctions Policy at Francis Holland School is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of a positive ethos. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

The school aims through its Behaviour and Sanctions policy to encourage and enable each girl to develop high standards of behaviour, to act as a responsible citizen and to make a positive contribution to the life of the school. The maintenance of good order is to the benefit of the school as a whole, the wider community, and the individual girl in all aspects of her development. The school is aware of its responsibilities under the Equality Act 2010 and ensures that reasonable adjustments are made for pupils with special educational needs and disabilities where appropriate.

Junior School

Behaviour for Learning Policy including EYFS (Pupils aged 4-11, years R-6)

The Junior School Behaviour for Learning Policy aims to promote and encourage exceptionally high standards of behaviour and positive attitudes to learning at all times. This will be achieved through the continuous use of positive praise, positive reinforcement and consistently high expectations of behaviour and attitudes held by all members of staff on the Junior School team. The Behaviour for Learning Policy rests on an understanding of mutual respect between staff and pupils.

Junior School Ethos

As a Church of England school, our ethos is underpinned by Christian values. Whilst welcoming children of all religious denominations, we support our pupils' personal, moral and spiritual development within a Christian context.

The mutual understanding of high expectations between all members of staff and pupils is such that very few 'disciplinary issues' should arise. If a member of staff requires something to be done in a certain way, he or she normally explains to the girls the reasons for their request and this request will be complied with politely, on the first instance of asking. All the staff will instil in the girls a sense of self-discipline and self-respect in such a way that positive, productive behaviours are the norm. All staff will set clear and high expectations of behaviour and work both in and out of the classroom environment. Each school day will be seen as a new day in relation to a girl's behaviour, although the girls must recognise and accept that repeatedly unacceptable behaviour from one day to the next will lead to consequences.

Junior School Code of Conduct

The Junior School Code of Conduct is as follows:

To make our school a friendly and happy learning community we:

- ❖ Are always ready to learn
- ❖ Are kind, respectful and honest
- ❖ Are polite and well mannered
- ❖ Are considerate and courteous
- ❖ Celebrate each other's successes
- ❖ Listen and follow instructions
- ❖ Always do our best even in the face of challenge
- ❖ Help to make the school a positive place to learn

The Code of Conduct is to be clearly displayed in each classroom and referred to frequently by class teachers and assistants. Every girl is expected to know and understand the Code of Conduct. At the beginning of the autumn term, class teachers are to dedicate the first whole-class PSHE lesson to teaching and reviewing the Code of Conduct. At this time, each girl will agree to adhere to the seven statements by signing a class copy of the Code of Conduct which will remain on display throughout the year. The first PSHE lessons of the spring and summer terms are to be used to revisit the Code of Conduct and to remind girls about the expectations at this school.

Strategies for Getting Attention

To ensure consistency across the school and to avoid unnecessary use of raised voices, staff should use the agreed strategies to gain the girls' attention. Staff must ensure that all girls have responded to the strategy appropriately before they continue to give instruction.

Infants (Reception – Year 2)

Adult to ring a bell and all girls to show 'Fairy Fingers'. Girls to stop what they are doing, empty their hands, look at the adult and wiggle fingers in the air. All girls are to do so before the adult begins to talk.

Juniors (Year 3 – Year 6)

Adult to clap a short rhythm and girls to reply with the same rhythm. All girls are expected to repeat the rhythm and look at the teacher and therefore the teacher may need to repeat the strategy until all girls are giving their full attention.

Rewards

Praise and recognition are given to girls who have worked well or behaved well. These achievements and efforts are regularly recognised through the following:

- ❖ Celebrations in assembly
- ❖ 'Achiever of the Week'
- ❖ Awarding of House Points
- ❖ Stickers awarded by Class Teachers and Teaching Assistants
- ❖ Golden Sticker awarded by the Head of the Junior School
- ❖ Stars leading to 'Excellents' each term
- ❖ End of year awards

In exceptional circumstances, it may be necessary for a class teacher to introduce an additional temporary rewards system for their class, or individuals within the class in order to improve behaviour. For example, a teacher may use a class marble jar or personalised positive behaviour charts when behaviour is deemed to have repeatedly dropped below the expected standard. However, these occasions are the exception, not the rule.

Consequences

Girls have a right to expect fair and consistently applied consequences and there should be a clear distinction between minor and serious infringements of the school rules and Code of Conduct. This Behaviour for Learning Policy is based on a model of continuous and consistent positive reinforcement. In order to prevent low-level behaviour escalating, in the first instance teachers should address a girl's behaviour through gentle reminders for example, "What should you be doing?" On occasion, girls may need a consequence for poor behaviour or unacceptable attitudes.

In the Junior School, a tiered system of warnings and consequences is in place to allow girls the opportunity to rectify minor cases of unacceptable behaviour and, in doing so, avoid a more serious consequence for their actions.

Infants

In the Infants (Reception-Year 2), all girls' names are displayed on a whole class visual behaviour chart. Every girl begins the day on the section of the class chart that represents 'Good'. During the course of a school day, a girl's name can move up and down the chart depending on her behaviour and responses to warnings she is given.

When a teacher identifies low-level unacceptable behaviour, in the first instance he or she will use the positive praise of those doing the right thing to encourage the individual to do the same. Should this fail to rectify the behaviour, he or she will then give the girl a clear and specific warning detailing what her unacceptable behaviour is and what the consequence will be if they continue with that behaviour.

For example, "That behaviour/action is unacceptable/not appropriate. If you continue to _____ then the consequence will be that your name will move down the behaviour chart."

Following the first warning, if the low-level behaviour continues, the girl's name will move down on the behaviour chart. Should the behaviour still fail to cease, the girl's name will then move down again on the visual behaviour chart and a more serious consequence will be given.

Girls are encouraged to rectify their behaviour so that their name can move back up the behaviour chart. Teachers are to judge when a girl has behaved in such a way that justifies her name moving back up the chart. At this time, the teacher must once again make his or her actions explicit by explaining to the girl why she is able to move back up the chart and to emphasise the positive behaviours she is now displaying.

For example, "I love the way that you have/I am so pleased to see you _____ I am moving your name back up the chart. Well done."

Time Out

If a girl fails to rectify her behaviour and her name falls to the bottom of the visual behaviour chart, she will be given a Time Out within the classroom. The length of this consequence is to be decided by the class teacher but should last for no more than five minutes. The child's age and severity of their behaviour should be taken into account when determining the length of the Time Out. For a severe behaviour infringement, girls can be sent straight to Time Out without their name moving down the visual behaviour chart. Time Out consequences are to be logged by the class teacher and once a girl has accumulated three Time Outs within one half term they will be required to attend the infant Reflection Room.

In each infant classroom, there is to be an area identified and clearly labelled as the Time Out area. This area will allow for girls to be sufficiently removed from the rest of the class with minimal fuss or need for conversation if a Time Out is given. All girls must be made aware of where the Time Out area is in their classroom and understand the expectation to sit in silence once there, until the time set for their consequence has elapsed. Following the Time Out, there should be a reflection conversation between the girl and the class teacher to discuss the reasons for the Time Out and for the class teacher to restate expectations of behaviour.

Juniors

From Year 3 upwards there is an expectation that a whole class visual behaviour chart is no longer necessary. The girls should now recognise and understand what are and are not appropriate and acceptable behaviours within school and act accordingly. As in the infants, junior teachers will continue to base their behaviour management strategies on positive praise and reinforcement in the first instance.

In the Juniors, girls will be given one clear and specific warning for low-level, poor behaviour. Following this warning, should an individual continue to behave in an unacceptable way, their name will be placed under a sad face icon on the board. A girl will then be encouraged to rectify their behaviour and in doing so have their name removed from the board when the teacher deems it appropriate.

Serious infringement of the school rules will result in a girl's name being recorded under the sad face icon without any warning being issued.

If a girls' name is still present on the board at the end of a lesson, she will receive one mark on the class behaviour log. The name can then be removed from the sad face icon so that the girl has the opportunity to begin afresh in the following lesson.

Behaviour Log

In the Juniors, girls' behaviour infringements will be recorded on a class behaviour log, which is to be kept and updated by the class teacher. It is the responsibility of the class teacher to ensure that the log is a true and up-to-date reflection of each girl's behaviour. Therefore, class teachers must make sure that they communicate with the relevant Senior School teachers regarding behaviour of individuals within lessons that they do not teach.

Poor behaviour, lateness to lessons and lack of personal organisation will lead to girls receiving marks on the behaviour log. Teachers are to use their professional judgement when deciding what should be logged and what should be treated with a warning. Marks must be dated and include a short explanation of why the mark has been given. The accumulation of three marks will result in the girl attending the Reflection Room. Marks will be logged over the course of one half term and cleared at the end of each half term. The class teacher is responsible for recording in the Reflection Room log and informing the Junior School SLT that they have a girl who will be attending the Reflection Room that week.

Reflection Room

The consequence of gaining three marks on the behaviour log is to visit the Reflection Room, which is supervised by a member of the Junior School SLT once a week during lunchtime. Whilst in the Reflection Room, girls are to complete a Reflection Form which requires them to explain why they are there and how they are going to change their behaviour or behave differently in the future. The form will also ask the girls to reflect on and record something positive that they have done during the previous week. In doing this, the girls' time in the Reflection Room will draw to a close focusing on their positive behaviours and attitudes rather than their negative ones. Reflection Forms are to be filed and kept in case they should be needed for future reference.

Visits to the Reflection Room will be monitored. Three visits to the Reflection Room during the course of one half term should be seen as a cause for concern and a meeting with the girls' parents and a member of the Junior School SLT will be requested in order to address her behaviour. In some instances, a meeting with parents may be requested at an earlier stage.

Physical Intervention

In very exceptional circumstances, physical intervention might be necessary to avert immediate danger of personal injury. On such an occasion, this is to be reported immediately to the Head of the Junior School who will make a written record. The parents will be informed of the incident the same day or as soon as reasonably practical.

Senior School (Pupils aged 11-18, years 7-13)

Senior School Ethos

As a Church of England school, our ethos is underpinned by Christian values. Whilst welcoming children of all religious denominations, we support our pupils' personal, moral and spiritual development within a Christian context.

The mutual understanding of high expectations between all members of staff and pupils is such that very few 'disciplinary issues' should arise.

Code of Conduct

We expect that all members of the school will:

- Treat others with respect, courtesy, kindness and generosity;
- Behave with self-discipline and common-sense, acting responsibly and safely;
- Take pride in themselves and the school, aiming for the highest standards in all that is undertaken;
- Be conscious of their responsibilities to the school community, and the wider community around us, and be willing to co-operate with others;
- Be willing to use their particular talents for the good of others;
- Look after the school environment, and respect the property of others' property;
- Respect those in authority, and listen to the views and opinions of others;
- Follow the regulations of the school.

Aims

To encourage girls to behave with self-discipline and appropriate regard for their own academic progress, personal development, safety and general well-being:

- By showing mutual respect for others in the school community and the community beyond the school;
- By supporting effective teaching and learning;
- By encouraging them to take responsibility for their actions, and to learn from their mistakes;
- By providing clear and high standards, and offering guidance and support where necessary;
- By maintaining the ethos of the school and reinforcing the School Rules and Code of Conduct;
- By encouraging respect for and taking due care of school property and their environment;
- By discouraging behaviour which may detrimentally affect themselves or others, or the school community as a whole (e.g. using inappropriate language, fighting, bullying, lying and deliberate damage to property).

The Rules

***There are some variations to these rules for girls in Year 11 and the Sixth Form.**

1. All pupils must attend regularly and be in the form room by 8.20 am or thereafter be marked late. Girls may not be absent from school or leave early (except for illness) without permission, in advance, from the Headmistress. Such leave is only granted for urgent medical treatment or important family reasons and must be applied for in

writing. Notes from parents must be sent to the Form Tutor or Section Head on return to school after illness.

2. Girls are expected to behave quietly and sensibly both in and out of the building and should keep to the left on the stairs at all times, apart from when going to and from assembly, when the arrangements are different.
3. Girls must walk to and from morning assembly in silence.
4. *Correct uniform must be worn. Jewellery is not allowed except for a discreet religious symbol such as a small cross or star of David and small plain stud sleeper ear-rings. Hair must be kept neatly off the face and shoulder length hair must be tied back. Hair accessories must be navy, brown or black. No makeup is allowed. Nails must be kept short and unvarnished.
5. Girls should not bring valuables to school or more money than is required for travelling. Money is not to be left in locker rooms or form rooms.
6. Chewing gum is forbidden in school.
7. Tippex and ink eradicator pens are discouraged in school. (This is in accordance with the rules for public examinations).
8. A calm and studious atmosphere must be observed in the library at all times.
9. Smoking is forbidden in school and in its vicinity.
10. *Mobile phones must be kept switched off and out of sight in school.
11. *For girls in the Sixth Form, Rule 4 does not apply but sixth formers are expected to dress smartly. Sixth formers are allowed to use mobile phones as a privilege, in their Common Rooms.
12. *Girls in Year 11 agree special privileges each year. They are not required to keep their hair tied back provided it is kept tidy. They may use mobile phones as a privilege, in their form rooms, during breaks.

Code of Conduct for Lessons

- Girls should stand behind their desk until invited to sit down by their teacher.
- They should not interrupt the teacher or each other. They should not call out. If they wish to ask or answer a question or contribute to discussion, they should put up their hand and wait until the teacher invites them to speak.
- They should work in silence unless they are invited to work in pairs or groups. At all times they should behave appropriately.
- They should only pack up at the end of the lesson when invited to do so by their teacher.
- They should ensure that their desk and the area around it are free from litter.
- At the end of the lesson they should stand behind their chair until dismissed.

Promotion of Good Standards

Rewards

We consider it is important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the Code of Conduct. We do not reward only those pupils whose academic work is outstanding, or sanction only those pupils whose behaviour is consistently poor. It is expected that good standards of behaviour will be encouraged through the consistent application of

our School Rules and Code of Conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos.

It is important to develop and maintain consistency in the application of the reward system.

Aims

- To develop a consistent pattern of rewards, which are known, understood and agreed by all;
- To encourage high standards of work and behaviour;
- To support the School Rules and Code of Conduct.

Implementation

This aims are achieved by informal rewards (such as giving praise and encouragement for appropriate behaviour in and outside the classroom.) and by formal rewards (Stars and Commendations).

Stars and Commendations

We operate a system of rewards on our management information system (iSAMS). For excellent effort or work, or for service to the community, teachers, tutors or other members of staff may award a STAR. Girls will automatically receive an email of congratulation, and their tutor and senior teachers will also be notified. Examples of work or behaviour which might merit a Star are an excellent contribution to sporting activities, attendance at an extra-curricular lecture, a high score in a test or consistent effort. One Star earns two House Points.

For exceptional work or for an exceptional contribution to the school or wider community girls may be awarded a Commendation which earns 10 House Points. Girls will automatically receive an email of congratulation. Certificates will be awarded for girls with the most STARS and Commendations. Parents can see if their daughters have been awarded a Star or Commendation on the parents' portals on the database.

Sanctions

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between major and minor infringements of the school rules and code of conduct.

Many instances of minor bad behaviour are dealt with by the teacher demonstrating disappointment with the behaviour, and receiving an apology. We also operate a more formal system which involves giving MINOR or MAJOR penalties.

Minor and major penalties

Minor and major penalties relate to poor conduct. Examples of behaviour which might lead to the receipt of a minor penalty are lateness to school or to lessons, late handing in of homework, not wearing full school uniform and chewing gum. A major penalty might be awarded for persistent lateness, persistent failure to do homework or rudeness.

After School Detention

Detentions are very rare. After school detention runs from 4.00 to 5.00pm. Girls will normally be placed in detention by the Head of Section if they have received 3 minor penalties in a term or a major penalty. If a girl is set a formal detention, the Section Head will send a letter or email to her parents at least 24 hours in advance. Parents are required to acknowledge the detention, for example by replying to an email.

Sixth Form

Gating

Girls are gated during the lunch hour for lateness or for behavioural issues. This means that they are not allowed to leave the premises.

Removal of Privileges

Girls who are regularly behind with their work may be required to attend additional supervised study sessions, including in the lunch hour, to remain at school on their home study afternoon or to attend an after school detention.

Parents are notified if a sixth former is regularly in receipt of any of the above sanctions.

All Pupils

Suspension and Exclusion (all pupils: aged 4-18, EYFS-Sixth Form)

In the rare instance of a more serious misdemeanour or repeated breaches of discipline a girl may be, excluded from lessons for a period of time (internal suspension), temporarily suspended from school or, if an extreme case, permanently excluded. A full copy of the school's policy on expulsion is available from the school office. The Headmistress maintains a record of all suspensions and exclusions, including the pupil's name and year group, the nature and date of the offence, and the sanction imposed. This record is kept centrally so that patterns can be identified.

Corporal Punishment

In accordance with section 131 of the School Standards and Framework Act (1998) which prohibits corporal punishment for all pupils in independent and maintained schools, corporal punishment is never used at Francis Holland School.

Use of IT

Please refer to the Information Systems Policy.