

NORMANHURST SCHOOL BEHAVIOUR FOR LEARNING POLICY

We believe that the key to high standards of behaviour comes from:

- the quality of the relationships between pupils and staff, which are based on mutual respect;
- the clear expectations we set within and outside the classroom and which we reinforce continuously;
- providing stimulating lessons matched to the needs and learning styles of our individual pupils and generally living out our School aims and mission statement.

Each member of staff is expected to ensure the consistent application of this policy throughout the School and to follow the correct procedures by adhering to the guidance provided.

1. Aims

At Normanhurst School the pupils, teachers, support staff and the Principal aim to create a safe and well-ordered learning environment in which we:

- Recognise and develop our capabilities, talents and gifts to the full
- Are confident, caring and responsible members of our School Family
- Take pride in our own and others' achievements through our affirmative culture
- Aim to be independent learners with a passion for learning
- Recognise that behaviour can be changed and share a genuine desire to improve
- Understand that learning and social development are lifelong experiences

2. Code of Conduct

To work together and to make our School a safe, pleasant and dynamic place we will:

- Treat people as we would like to be treated by others
- Be polite
- Respect other people and the school environment
- Behave well in all areas in and around the School
- Take pride in our appearance
- Always place litter in the bins provided
- Be supportive members of the school community

Right Time Right Place Ready to Learn

At Normanhurst We are respectful We are responsible We are the best that we can be

3. Expectations

We will:

- Behave and move around the site in a quiet and responsible manner
- Bring the correct equipment, books and diary to School every day
- Take care of school books, equipment and the environment in which we work
- Take pride in our work and always do our best
- Be punctual to School and to all lessons
- Aim for 100% attendance
- Behave in a manner that allows teachers to teach and students to learn

- Participate in personal learning and extra curricular activities provided by the School.

4. Rewards and Sanctions

- Our system of rewards and sanctions is designed to provide a framework of consistency that promotes positive behaviour
- The system is integrated with the House System that operates throughout the School
- The House System is overseen by the Assistant Head, Pastoral
- The whole School is divided into two Houses: Connaught House and Warren House
- Each House has a Head of House (Junior and Senior School), who take responsibility for the behaviour of members in their House

5. Rewards Systems

- Normanhurst School recognises all type of achievement, such as excellent punctuality and attendance, good behaviour and work
- We use a variety of methods of rewarding pupils, such as through certificates, trophies, Pupil of the Week, a pupil's name in the Golden Book for the Junior School with certificate, sports celebrations and other rewards and prizes.
- The Headmistress or Heads of House regularly hold celebration assemblies to reward pupils
- Individual pupil achievements are recorded on the House notice boards and updated at regular intervals.

Rewards are used to encourage good behaviour and attendance habits as well as academic effort and success. To be a motivating factor and for the rewards to have currency in the eyes of the pupils there are clear, but varied criteria which would be worthy of reward, e.g.:

- 100% attendance and punctuality per half term
- 100% punctuality to morning registration
- Significant improvement in attendance and punctuality from term to term
- Meeting a specific target agreed between student and the teacher
- Evidence that a particular skill or quality has been achieved or is improving
- Prolonged or particular achievement in class work/homework or extra curricular activities
- Assisting in school or out of school activities
- Showing a high level of courtesy and honesty
- Proving to be an exemplary ambassador for the School.
- Excellent work of an artistic nature such as Art, Poetry or any written work may be published in the monthly newsletter that is sent to parents
- Pupils' participation in assemblies

House points are not awarded in response to pupil requests or in exchange for the expected standards of good behaviour.

6. How pupils should be rewarded

- All staff reward pupils by using praise and house points
- House points are recorded on the house point sheet in the homework diaries
- Form Tutors will record half-term totals in the house points folder situated on the desktop of the staff room computer
- Form Tutors will ensure that these totals are kept up to date
- Half Term totals will be given to the Heads of House and will be displayed on the House notice boards outside the School Hall
- House points are now recorded in pupils' reports

7. House Certificates

- Pupils gain special certificates once they achieve a certain number of house points (see below)

- These certificates are presented to students during special whole school assemblies
- Platinum certificates are presented on Speech Day

Individual House Point Achievements

Level 1	50 points	Bronze Certificates
Level 2	100 points	Silver Certificates
Level 3	150 points	Gold Certificates
Level 4	200 points	Platinum Certificates

8. Special Awards

- The Normanhurst Endeavour Award Cup is presented on a termly basis to one pupil and involves a prize to the value of £100.00 donated by the Friends of Normanhurst School (FONS).
- The criteria for selection is based on a range of achievements which may include sustained progress in the face of adversity, services to the community, regularly representing the school, high degree of involvement in many aspects of school life, etc.
- The prize holder chooses which area of the school s/he would like the prize money to be spent, according to her or his interests

9. How pupils may be sanctioned

- The School has developed a range of strategies to deal with any incident of disruptive behaviour in a consistent manner
- Disruptive behaviour is defined as any behaviour that negatively impacts the fundamental rights of individuals to feel safe, be treated with respect and to learn
- The strategies are aimed at encouraging pupils to accept responsibility for their own behaviour and to make positive decisions

For more serious misdemeanours:

- Heads of House (consulting with the Assistant Head Pastoral) may issue a misconduct mark
- Internal isolations may be used (issued by SLT in consultation with the Assistant Head Pastoral/ Headmistress) where it is deemed necessary. Parents are automatically informed
- Fixed term exclusions are issued by the Headmistress. These are always followed up by a re-entry meeting with the pupil and parent

10. Role of Subject Teacher:

- Always try, first, to diffuse a situation and encourage the pupil back on task
- Remind pupils of the classroom expectations
- If required, move the pupil within the classroom or enable the pupil a short time-out period.
- Detain the pupil as required
- Ensure that any serious incidents are recorded on the correct forms and copied to the Form Tutor

11. Role of the Form Tutor:

- Support the Subject Teacher to restore the relationship
- Resolve issues between the pupil and the teacher
- Be alert and deal proactively with any issues of bullying
- Inform the relevant Head of house if a matter persists.

12. Role of the Heads of House:

- The Heads of House, led by the Assistant Head Pastoral, act as pastoral figures for all House members.
- When dealing with behavioural issues referred to them by the Form Tutors, the Heads of House will:
 - Give guidance and support to all departments when necessary
 - Ensure that all staff complete the agreed pro-formas as a record of pupil concerns, actions taken and contact with parents
 - Consult with all SENCo and G&T Coordinators as required and keep Form Tutors fully informed.
 - Keep a record of all Misconduct Marks/Incident Forms passed on by Subject Teachers and Form Tutors
 - Place pupils on a House Report when three Misconduct Marks have been collated
 - Place pupils in a House Detention when necessary
 - Inform parents and the Assistant Head (Pastoral) that a pupil has been placed on report
 - Refer pupils to the Assistant Head (Pastoral) if their behavior continues to cause concern.

13. Role of the Senior Leadership Team:

- The Assistant Head (Pastoral) may arrange a meeting with parents, pupils and the Head of House /Form Tutor to discuss strategies to best support the pupil
- The Assistant Head (Pastoral) may refer to Head of Junior School/Headmistress in the case of a serious issue
- In the case of requiring isolation and/or exclusion the Headmistress will make the final decision as to the action taken.

14. Detentions

- Pupils may be detained during break or lunch or for up to 10 minutes after School without prior parental notification
- Parents must be given at least 24 hours' notice for longer detentions
- A detention pro forma should be completed, with one copy sent home and another given to the Head of House concerned
- If a pupil defaults on a detention, s/he is referred to the Head of House to resolve
- Weekly late detentions take place for pupils who have been late to morning registration
- Pupils should be engaged in positive work during a detention – pupils should never be issued with 'lines' as a form of punishment

15. Guidance on supporting Behaviour for Learning

- Reward and praise pupils for correct behaviour
- Use the Exeat card and pupils' 'time-out' card system appropriately and sensitively
- Be firm, fair and consistent if you need to apply sanctions
- Abide by the guidance provided in the Professional Conduct Policy, including advice on use of physical restraint and professional conduct
- Always try to catch the pupil doing the right thing