

WHOLE SCHOOL BEHAVIOUR POLICY

Please also refer to the Permanent Exclusion & Required Removal Policy, Anti-Bullying Policy, Code of Conduct, Acceptable Use of technology Policy, Anti-Bullying Policy including Cyber Bullying and Early Years Behaviour Policy.

1 Introduction

The principles contained in this Behaviour Policy are based upon the School's Mission & Ethos Statement:

*New Hall, a Catholic boarding and day school, provides
the best start in life, enabling students
to meet confidently the challenges of the wider world.*

*Here **academic excellence** is achieved in surroundings
where relationships are based on
care, trust and respect.*

*We **welcome** students from many traditions,
building a Christian **community** that has at its heart
prayer and **service** to others.*

Behaving appropriately and being aware of acceptable social boundaries are key life skills, which prepare our students for life beyond New Hall. Academic excellence can be achieved only in an appropriate learning environment, created by suitable behaviour. Behaviour is managed in a positive way which reflects the ethos of our School. The School considers any contributing factors that are identified after an incident of poor behaviour has occurred, or when a student's behaviour has significantly changed. This could include where the student has mental health problems. Where appropriate, the awarding of sanctions and the application of the *Behaviour Policy* will be adjusted to take into account a student's Special Educational Needs or Disability.

2 Roles and responsibilities

2.1 Board of Governors and SLT

The Board of Governors and Senior Leadership Team (SLT) will establish, in consultation with the students and other staff, a policy for the promotion of desired behaviour and keep it under review. They will ensure that this is communicated to students and parents, is non-discriminatory and that the expectations are clear.

2.2 All staff

- All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high-quality learning environment, teaching positive behaviour for

learning and implementing the agreed policy and procedures consistently. Staff should also be aware of, and have consideration for, any students with specific learning needs.

- The Board of Governors, Principal, Heads of Divisions and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

2.3 Parents and guardians

Parents and guardians are expected, encouraged and supported to take responsibility for the behaviour of their child, both inside and outside the School. Parents are encouraged to work in partnership with the School to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the School any issues arising from the operation of the policy.

2.4 Students

Students are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable, by reporting all undesirable behaviour.

3 Suspension and permanent exclusion
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Suspension from School may be used in appropriate circumstances. Heads of Division, along with the Vice Principals, Deputy Principal, Assistant Principal and the Principal, may suspend a student. When a member of staff issues a suspension, they should ensure that the Principal is informed.

A member of staff using a suspension as a punishment should consider the following points:

- The suspension should be proportionate to the student's misbehaviour
- Parents should be contacted and given the reason for the suspension, as well as the length and date on which it is to occur. This verbal communication should be followed up in writing to ensure parents have clarification for the sanction
- A suspension can be given whilst a serious incident is being investigated
- Suspensions can happen with immediate effect and parents/guardians will be expected to arrange collection of the student as appropriate

A student may be suspended from School, required to leave permanently (required removal) or permanently excluded from the School, for a grave breach of School discipline or serious misconduct, such as a serious criminal offence or wilful act calculated to cause serious damage to the School, its community or any of its members. (*See Code of Conduct and Whole School Permanent Exclusion & Required Removal Policy*).

4 Preparatory Divisions

The School has very high expectations of pupil behaviour and a clear policy for rewards and sanctions. These are set out in the Preparatory Divisions' *Code of Conduct*, which is issued to staff, parents and pupils at the beginning of each academic year. It is developed and amended in consultation with pupils and staff and is reinforced at assemblies and on other appropriate occasions. Pupils are expected to know and understand the *Code of Conduct* and to read it through with their parents.

In New Hall Preparatory Divisions, we recognise that everyone in our School family has rights and responsibilities to make our School a happy place:

- the right to be respected and the responsibility to respect others
- the right to learn and the responsibility to help others to learn so that our God-given talents can be fully developed
- the right to be safe and the responsibility to keep others safe because everyone in our School family is special

As members of our School family, all adults, children, parents and carers are expected to support fully the rights and responsibilities as laid out in this policy.

A right to respect

A right to learn

A right to safety

4.1 Rewarding good behaviour

In New Hall Preparatory Divisions, we encourage good behaviour through the following:

- Making our expectations clear
- Praising the children when they have behaved well
- Using the Positive Behaviour Chart
- Awarding House Points linked to our House Point system
- Regularly reviewing rules with staff and pupils
- Recommending pupils for the Diocesan Citizenship awards each year, if appropriate
- Nominating pupils who uphold Gospel Values for Green Cards
- Awarding Green Cards for exceptional work or behaviour
- Sending postcards home at the end of each term to congratulate those pupils who have received the highest numbers of Green Cards across their cohort

4.2 Intervention and prevention strategies

Whilst we aim to reward positive behaviour, we acknowledge that there will be times when we have to address behaviour which is unacceptable. As a School, we use a combination of

intervention strategies to prevent unacceptable behaviour. When considering intervention and prevention strategies, the health of both the individual pupil and the entire School community are taken into account. Staff should always remind children of their rights and responsibilities. Pupils are encouraged to reflect carefully on choices and the fact that they are in control of their own decisions. Counselling and a Pupil Support Manager are available to pupils to help them to develop strategies to manage their behaviour and emotions.

Under no circumstances should any member of staff use corporal punishment.

Pupils will always be given the opportunity to consider their behaviour.

See the separate Preparatory Divisions' *Code of Conduct* booklet, which is issued to all pupils, parents and staff annually.

4.3 Bullying and racism

Bullying and racism will not be tolerated in our School. (See *Anti-Bullying Policy Including Anti-Cyberbullying and Code of Conduct*)

4.4 Off-site behaviour

The School will not take responsibility for the actions of any New Hall School students off-site and the effects of such actions. However, the School reserves the right to take action against such students whose behaviour is judged by the School as being inappropriate and/or where such actions result (or risk resulting) in bringing the School into disrepute. The following are given as examples of such actions which could be deemed as fulfilling the criteria for such judgements which could lead to action being taken, but do not constitute an exhaustive list:

- Behaviour alongside the boundaries of the School site, within sight of the front barrier, which falls below the expected standards of behaviour as listed in our Code of Conduct
- Behaviour on coaches (or other modes of transport) used by the School which falls below the expected standards of behaviour as listed in our Code of Conduct
- Behaviour and/or communication on social media sites which fall below the guidelines

5 Senior Divisions

5.1 Introduction

The School has very high expectations of student behaviour and a clear policy for rewards and sanctions. These are set out in the Senior Divisions' *Code of Conduct*, which is issued to staff, parents and students at the beginning of each academic year. It is developed and amended in consultation with students through the Student Council and staff, and it is reinforced at assemblies and on other appropriate occasions. Students are expected to know and understand the *Code of Conduct* and to read it through with their parents.

The Governors and staff believe that, to enable teaching and learning to take place, desired behaviour in all aspects of School life is necessary. We seek to create an inclusive and caring learning environment in the School by:

- promoting desired behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fair treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- fostering a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and guardians to develop a shared approach which involves them in the implementation of the School's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve

5.2 Promoting good student behaviour

- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Rules are consistent, fair, and enforced
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter of commendation, Green Cards, Sixth Form Praise, Parents' Evening, or informally via a telephone call/email)
- When students have worked hard to support others, in or out of School, they will be commended in year group assemblies or via Green Cards/Sixth Form Praise, for example
- Each year, we will recommend students for the Diocesan Citizenship awards, if appropriate

5.3 Rewards

A School ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others are valued and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. Alongside this is informing parents regularly regarding their child's desired behaviour.

- Good behaviour should be consistently rewarded
- Staff will praise a student/class immediately upon their good behaviour and say why
- Staff will regularly inform each other and the student's parents of praiseworthy actions
- Staff may give privileges to students who behave consistently well and to those who have made a special effort to do so

- All staff will use the House Points system, Green Card system and the Sixth Form Praise system, as appropriate

5.4 Sanctions

- Sanctions are needed to respond to undesirable behaviour
- Under no circumstances should any member of staff use corporal punishment
- A range of sanctions is clearly defined in the Code of Conduct and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. This includes the Yellow, Amber and Red Card sanctions for those students in Years 7-11 and the Sixth Form Poor Behaviour system. Note that Sixth Form Attitude to Learning notifications are not sanctions per se; rather, they are an important part of the process of flagging an issue to a wider audience. They may result in an accompanying sanction; however, this is at the discretion of the person giving the notification
- Students will always be given a chance to consider their behaviour
- They will be encouraged and helped to make apologies to other students or staff they may have offended and show they can keep to the School rules or make suitable reparation

Counselling and a Student Support Manager are available to students to help them to develop strategies to manage their behaviour and emotions.

A member of staff using a detention as a punishment should consider the following points:

- The punishment should be proportionate to the student's misbehaviour
- The detention should be reasonable in all circumstances. It would not be reasonable for a student to miss lunch or transport arrangements
- Very careful consideration must be given to whole class detentions. In most cases, there will be innocent students in the class, and by that fact the sanction would be inappropriate
- Consideration must be given to the student's circumstances: age, any special educational needs, any religious considerations, travel problems
- Retention of a class for 5 or 10 minutes after a lesson without prior notification should be avoided, particularly if it would disrupt travel arrangements or their arrival at other lessons

5.5 Off-site behaviour

Although the School will not take responsibility for the actions of any New Hall School students off-site and the effects of such actions, the School nevertheless reserves the right to take action against such students whose behaviour is judged by the School as being inappropriate and/or where such actions result (or risk resulting) in bringing the School into disrepute. The following are given as examples of actions which could be deemed as fulfilling the criteria for such judgements, which could lead to action being taken, but they do not constitute a closed list:

- Behaviour alongside the boundaries of the School site, within sight of the front barrier, which falls below the expected standards of behaviour as listed in our *Code of Conduct*
- Behaviour on coaches (or other modes of transport) used by the School which falls below the expected standards of behaviour as listed in our *Code of Conduct*
- Behaviour and/or communication on social media sites which fall below the guidelines

See separate Code of Conduct booklets, which are issued to all students, parents and staff annually.