



Academic Year 2019 – 20

Stonyhurst St Mary’s Hall Behaviour and Relationships Policy

(Whole School Policy including EYFS: incorporating rewards and disciplinary sanctions)

Name of Policy:	Stonyhurst St Mary’s Hall Behaviour and Relationships Policy
Date of Policy Revision:	October 2019
Revised by:	Deputy Head SMH
Approved by:	SMH SLT
Date approved:	October 2019
Date of next revision	Summer 2020
Location(s) where Policy can be found	<ul style="list-style-type: none">✓ ISI Portal✓ College Website✓ Intranet <p>Hard copy files in the following offices:</p> <ul style="list-style-type: none">❖ Compliance & Legal Support❖ Headmaster’s PA❖ SMH Headmaster’s PA❖ Bursar’s PA

Proverbs 22 v 6 says:

"Train up a pupil in the way he should go and when he is old he will not turn from it."

Aims and expectations

It is a primary aim that every member of our school community feels valued and respected, and that each person is treated fairly and well. The challenge of making every pupil matter centres on universal expectations for every pupil and each pupil being accepted as a unique pupil of God. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour and Relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where expectations are high.

We believe that a pupil's behaviour is of great importance and it is one of our chief aims to see strong Christian character formed in our pupils. We believe that each pupil:

- should aim to please God and other people before themselves;
- should love and respect each other;
- should show respect to adults;
- should be kind and compassionate to all, especially towards the more vulnerable members of the school;
- should develop servant hearts;
- should continually allow God's Holy Spirit to work in them so that He may bear His fruit in their lives;
- should maintain a soft heart and a teachable spirit;
- should be grateful for the things they receive.

Therefore the philosophy of this policy is embodied in the following:

"The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control." (Gal. 6 v 22)

Through this policy, the school will promote such values as:

- Respect for oneself and others;
- Honesty;
- Trust and fairness;
- Tolerance and compassion;
- Self-discipline;
- Respect for property and the environment;
- Politeness.

We will underpin these with the firm teaching of Christian Values such as love, joy, peace, forgiveness, reconciliation and justice. The Christian Ethos will promote self-worth, self-respect and trust so that each member has sufficient confidence to raise questions, voice concerns and explore values and beliefs that will determine their own code of behaviour and responsible citizenship.

The school follows rules, but our Behaviour and Relationships Policy is not primarily concerned with rule enforcement; it is a means of promoting good relationships, so that people can work

together with the common purpose of helping everyone to learn. We treat all pupil fairly and apply this Behaviour and Relationships policy in a consistent way.

Our school will work to provide a Christian environment where all are:

- Secure, valued and cared for by all other members of the community;
- Confident in voicing concerns, raising questions and exploring and confirming values and beliefs; ☑ Listened to with respect;
- Identified and appropriately supported;
- Safe from bullying and discrimination in a Christian community that respects and cares for others.

The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good relationships, rather than merely deter antisocial behaviour. Good behaviour, healthy relationships and discipline are essential to an orderly working atmosphere where effective learning and teaching can take place. The Behaviour and Relationships policy should be clearly understood by all members of the school community; pupils, parents, governors, teaching and non-teaching staff.

The Behaviour and Relationships Policy will offer support systems for staff, who, in turn, have a responsibility in setting a good example to pupil and in contributing to the support systems if they are to succeed.

The Ignatian Paradigm

It is our hope, as a Jesuit school, that St. Mary's Hall pupils display and live by the attributes within the Jesuit Pupil Profile. We hope that our pupils develop into loving, attentive, learned, curious, wise, grateful, discerning, compassionate, intentional, eloquent, faith-filled, prophetic and truthful individuals who go out into the world and become 'men and women for others'.



A key part of being educated in a Jesuit School is that we become reflective individuals. We hope to nurture mindful young people who live by their example and who learn from mistakes made and try not to repeat them. Reflection is a key attribute which ties in with the Ignatian exercise of Examen; where we look back on our day/week/month/year and reflect on whether there were things we did which we could have done differently. Reflection is therefore a vital attribute to nurture in our young people as we grow and learn.

The role of staff

All staff have a responsibility for encouraging pupils to behave well at all times.

Our Jesuit School will be effective as we are proactive in providing regular behaviour and relationships training opportunities and apply appropriate rewards and sanctions which complement the distinctive Christian ethos and to encourage behaviour and relationships that reflects the example of Jesus.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other employees with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Classroom management skills are the single most important factor in achieving good standards of classroom behaviour and relationships.

The school recognises that where challenging behaviour is related to a pupil's special educational needs or disability use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve their educational outcomes.

Key characteristics of "good practice" are:

- A positive approach to behaviour management with a fair, professional relationships with pupils.
- A prompt start to lessons which are ordered but not rigid.
- A calm and purposeful classroom atmosphere where pupils are encouraged to take responsibility for their own actions.
- Clear procedures and instructions with modelling of good behaviour.
- Appropriate work set and differentiated to ensure success with pupils encouraged to reflect on progress and set goals.
- High emphasis on learning with high recognition of positive achievement.
- Discouragement of unsociable behaviour by promoting mutual respect with a low emphasis on punishment.
- Enthusiasm and use of appropriate humour by the teacher showing an attunement with pupils.
- Resources well-cared for and well organised and quality display of pupil's work.
- Reference to published school rules (see appendix 1) with exploration of these through weekly circle time, PHSE activities and during tutor group.

Good order has to be worked for; it does not just happen. Pupils learn more in schools than they are taught. They learn from the messages carried by the way the school is run and the relationships between the people in it. As adults, we can set good examples and model the standards expected from pupils.

Promoting good behaviour involves the following:

- Adjust the volume: Avoid raising your voice, it only increases the noise. Lowering your voice can be much more effective. If the volume of your voice is always high, it loses its effect and doesn't help to control the situation.
- Move around: Your presence is extremely powerful. Don't stay stagnant at the front of your class. Move around and don't allow the pupil to become distracted. Talk to them about their task. Give them deadlines. For example say: "I'd love to see two more ideas by the time I come back as your ideas are really interesting."
- Tackle negativity: Don't allow negativity to enter your classroom. If a pupil isn't ready to come in, provide a distraction or a time of calm. Allow the pupil to calm down so that they can enter in a calmer frame of mind.
- Be prepared: Prepare your resources before you start teaching. It allows you to challenge the pupil's energy as much as you can. Rustling papers and setting out resources while pupil wait only encourages low-level disruptions and sets the mood for the lesson.
- It's your classroom: Control your space. You are the decisive element in your classroom.
- Keep calm: Have a calm outlook. If you can't leave the room but are getting annoyed, walk away from the situation to calm yourself down before returning.

- Don't deviate from teaching: There is no need for an excessive response to low-level disruption. Don't interrupt your teaching to deal with it. It can be corrected by including the pupil's name into your explanation, a look or a signal of some sort.
- Be positive: Deal with low-level disruptions by using positive language. It doesn't give the pupil the opportunity to opt out but also sets the expectation.
- Share your expectations: Don't assume pupil understand what your version of acceptable is. Tapping, shouting, and throwing could be acceptable at home. A pupil needs to have reinforcement of your expectations.
- Have a routine: Having a routine in your classroom can help. Pupil can be uneasy when they do not know what is going to happen in the day. Pupil need to feel secure in their classroom and with their activities. They like to know what is coming up in their day so if things are going to change give them warning that something different will be happening and explain what to expect. Timetables - written or visual can support this.

Rewards and Sanctions

Rewards

In the Pre-Prep (including EYFS):

- Share good behaviour and work with other staff members in the Pre-Prep including the Head of Pre-Prep and the Foundation Stage Coordinator.
- Praise good behaviour.
- Use classroom reward systems, such as stamps, stickers and star charts.
- Headmaster's Awards are awarded, each Friday, to pupil for good behaviour, work, attitude etc.
- In PP1 and PP2, individual line points are awarded for good behaviour and work.
- In PP1 and PP2, Golden time is linked to good behaviour.
- Treat each day as a fresh start; we encourage forgiveness and the opportunity to move on.

From Lower Prep - Rudiments:

- Credits and QJP (see Appendix 2 for the tariff of points for credits and debits at SMH).
- Headmaster's weekly callouts during Headmaster's Friday Assembly. The Headmaster will reward pupils who have been nominated by staff for good behaviour as indicated in the JPP. He may also award "colours" which are available for all the sports, drama, music, art and from the Chaplain.
- The weekly newsletter which goes to all parents will also highlight many pupil initiated activities, both in and out of school which are worthy of celebration.
- Annually prizes are awarded for effort, achievement and progress to pupils across the school
- SEND pupils are identified through the SENCOs and play an important part in the way in which equality and diversity are celebrated. Reasonable adjustments are always made for pupils with SEND when it comes to the application of rewards and sanctions.
- Successes of whatever sort should be celebrated by as many people as possible. Pupils should be encouraged to take a chance and get involved in things that are new and should underpin a pupil's confidence and give us all a clearer picture of the pupil we teach.
- Use of Playroom reward systems.

For Figures and Rudiments:

- Braggs: In Figures and Rudiments, 'Braggs' are awarded, linked to line points achieved (credits minus debits).

- Bronze 'Brag' – awarded after 75 line points have been achieved.
 - Certificate and bronze star badge presented by the Headmaster in weekly assembly. ☑ Tutor to write to parents with notification of the award.
 - Silver 'Brag' - awarded after 150 line points have been achieved.
 - Certificate and silver star badge presented by the Headmaster in weekly assembly.
 - Playroom leader to write to parents with notification of the award.
- Golden 'Brag' – awarded after 300 line points have been achieved.
 - Certificate and gold star badge presented by the Headmaster in weekly assembly.
 - Deputy Headmaster/Assistant Headmistress to write to parents with notification of the award.
- Platinum 'Brag' – awarded after 450 line points have been achieved.
 - Certificate and badge presented by the Headmaster in weekly assembly.
 - The Headmaster to write to parents with notification of the award. ☑ Headmaster's 'Good Tea'
- Line Period 'Top 10': At the end of every reporting window (typically every half term) the top ten pupils in Figures and Rudiments playroom based upon effort score from the interim/end of term reports are identified and awarded the following additional line points.
 - First place is rewarded with 50 additional line points, second 30 and third 20.
 - Fourth to tenth place are allocated 10 additional line points into the overall 'pot' for that particular line period.
- 'Club Zero': At the end of each term all pupils who have managed to avoid acquiring any debits will be identified and will receive recognition in the headmaster's weekly assembly via the callout system and will be awarded bronze club zero badge. Pupils who go through a whole year in Figures and Rudiments without a debit will be awarded a silver club zero badge. Pupils who go through the whole of Figures and Rudiments without a debit will be awarded a gold club zero badge.
- 'Brag' and 'Club Zero' Termly Reward: All pupils reaching the above thresholds or receiving no debits will be rewarded at the end of each term.

Sanctions

Corporal punishment is not to be used at St Mary's Hall.

(Please refer to staff code of conduct and safer working practices for staff policy)

In the Pre-Prep (including EYFS):

If a pupil misbehaves:

- Encourage pupil to take responsibility for their own behaviour.
- Build time for periods of reflection.
- Re-direct behaviour through a positive statement and pupil make amends if they have upset someone by saying sorry or a kind gesture.
- Ask, tell and warn before sanctions are used.
- In the EYFS, it is understood that pupils are still developing appropriate behaviours. If a pupil 'misbehaves', they are asked if they made a 'good choice' or 'bad choice'. Discussion then takes place to think why it was a bad choice to make e.g. it could hurt someone etc. After a short reflection, pupils are asked to make an appropriate action, for example to say "sorry".

Further response to unacceptable behaviour will be:

- Time out; being removed from a situation without being removed from the classroom.
- Reporting to Head of Pre-Prep and the Foundation Stage Coordinator.

- Losing part of rec time or Golden time.
- Speaking to parents at the end of the school day; if this is not possible, a phone call may be made or an email sent.
- More formal meetings with parents.
- Pupil put on a positive behaviour report card; after discussion with parents.
- Meeting with Assistant Head (Lower School).
- Further disciplinary action may be taken in exceptional cases.

From Lower Prep – Upper Elements:

- Redirect behaviour using an example of good behaviour from another pupil;
- Reminder of school rules and expectations;

Where persistent poor behaviour continues despite reminders, sanctions include:

- Debits;
- Loss of part or whole of a rec;
- Withdrawal of privileges;
- Referral to Head of Playroom, Assistant Head or Deputy Head;
- Completion of reflection exercise including making amends with any other parties if necessary
- Contact with parents;
- Removal from a lesson to work in isolation from their peers but under supervision for a short period of time may be necessary in extreme situations;
- Behaviour contracts, individual target cards or report cards may be initiated in partnership with parents for longer term issues;
- Referral to the Headmaster;
- Further disciplinary action in exceptional cases as set out below.

For Figures and Rudiments:

1. Classroom

- The school recognises that where challenging behaviour is related to a pupil's special educational needs or disability use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.
- Classroom minor fatigue (non-recorded – e.g. clearing up, tidying chairs etc).
- Debit(s) issued within SIMS Behaviour Management.
- Classroom Expectations (one set only to be issued - due in by the next lesson) o Missed piece of studies (in addition to the missed piece). o Repeated poor behaviour after warnings.
- Teachers should be fully aware of IEP guidance before issuing expectations. Once the above have been satisfied the subject teacher can then instigate/request:

2. Departmental or Playroom 'Fatigue':

- Departmental Fatigue (loss of 1st or 3rd rec). Continued pattern of poor behaviour within lessons or failure to complete studies despite prior warnings.
- This should take place at 1st or 3rd Rec (20 minutes) each day and the pupil should be directed to the Tolkien Library (no drink or biscuits permitted) or the subject classroom. The tutor should be informed at this point.
- Ideally the teacher/tutor/playroom leader should supervise the pupil whenever possible.
- The pupil should complete a departmental or playroom-set task.

Once the above have been satisfied the subject teacher can then finally request:

3. Detention:

- Detention can then be requested by the subject teacher if the following conditions are met:
- The above in-class sanctions have been pursued. o Debit(s) have been recorded within SIMS and the misdemeanour recorded.
- Studies are still outstanding after the issuing of a set of expectations and a repeated attempt by the teacher to collect in the missing work and expectations such as a departmental fatigue.
- The nature of the detention does not conflict with the recommendations of a documented IEP.
- Detentions should be interpreted as a serious escalation of the above steps. Any pupil being placed into detention will automatically generate parental contact between the Deputy Headmaster/Assistant Headmistress and home as a matter of course.
- Detentions are supervised by the Deputy Headmaster/Assistant Headmistress for continued misdemeanours within lessons and will override any existing commitment – e.g. choir, games, instrumental music. The detention will last for the full 60 minutes and the pupil will not be permitted to leave early. Work is expected to be set by the subject teacher to keep the pupil occupied throughout the 60 minutes.
- Detentions will be formally recorded in SIMS with details of the misdemeanour. This will remain on record along with the reason.
- Records of formal sanctions will be reviewed regularly by the SLT so that patterns of behaviour can be identified and managed appropriately.

4. 'On Progress Report'

- The 'Progress Report' process can only be instigated by the Assistant Headmistress/Deputy Headmaster after a request from the relevant playroom leader and is designed to address a persistent on-going pattern of poor behaviour or non-compliance or after a poor interim or end of term report. Specific target(s) such as punctuality or persistent poor behaviour in class etc.
'Progress Report' periods will typically be one or two weeks in duration, but no longer than a fortnight.
- The SIMS 'Progress Report' card will be used as the means for recording the 'Progress Report' targets and performance in meeting these targets. Teachers are requested to comment in each lesson and indicate whether the target has been met. A pupil 'Progress Report' is clearly visible within SIMS registers highlighted in red throughout the duration of the 'Progress Report' period.
- A behaviour contract may be negotiated between teacher and pupil.

5. Headmaster's Detention:

- A headmaster's detention is only instigated after the escalation of the above steps or for single incident deemed so serious it supersedes the earlier steps on the sanction ladder. A headmaster's detention will be preceded by contact between the headmaster and the parent of the pupil involved. It will be for a significant period of time (typically a few hours of an evening or weekend).

For the whole school:

Leading on from the above, the following sanctions may be followed:

- Period of Reflection: Pupils, may be asked to spend a short period of time away from school at home, creating the opportunity for time and space for them to reflect upon their actions and, hopefully, correct their behaviour, thereby learning from their mistake.
- Suspension: Formal suspensions can be internal or external and last for a longer period of time. Internal suspensions involve the pupil remaining in 'isolation' in school throughout the duration of the suspension and are primarily aimed at boarding pupils. External suspensions mean that pupils do not attend school throughout the duration of the suspension and will remain at home or with their parents or guardian.

The school seeks to work in partnership with parent's over matters of discipline and it is part of the parent's obligation to the school to support the school rules. Parents will be contacted to discuss any disciplinary matter which may result in a period of reflection, suspensions or expulsion is being considered. Parents will also be notified of any other disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so. A behaviour contract between the pupil and school may well be a precondition for returning to school after a period of reflection or formal suspension.

- Permanent Exclusion:

In line with the school's permanent exclusion policy and subject to the appeals process set out in the Family Handbook.

LDS

Appendix 1

EXPECTATIONS OF ST MARY'S HALL PUPILS
<i>St Mary's Hall pupils are known for their high standards of behaviour and, particularly in lessons and studies, they...</i>
Arrival/Appearance to lessons
Arrive at the lesson on time. Pupils arriving after the second bell rings are late.
Arrive at the lesson with the correct books and equipment which includes pen, pencil, ruler, eraser, calculator for mathematics and science, studies' diary and any other necessary equipment.
Wait inside the classroom in an orderly manner with books ready and open. (Pupils remain outside the Music Classroom, Theatre, Science labs, and the ICT room).
Look smart! Their appearance should always be tidy (collars buttoned, ties done up, hair combed, shoes polished)
Stand when the teacher first enters the classroom or when another teacher on formal business or visiting guest enters the classroom.
Within Lessons
Settle quietly to silence when the lesson begins.
Respect the environment they are in.
Record thoroughly and always complete studies in full, on time, and to the best of their ability.
Remain seated during the entirety of the lesson, unless asked otherwise by the teacher. Pupils should stand for any visitors.
Show respect and courtesy to their teachers at all times.
Write in the top LH corner of every piece of work, A.M.D.G. which means ' <i>For the Greater Glory of God</i> '.
Put up their hand to answer; they do not call out when the class is asked a question.
Apply themselves, try their best and work hard.
At the end of Lessons
<i>Write at the end of their work L.D.S. which means 'Praise God Always' in the centre of the page.</i>
Draw a line across the page at the end of the work.
Put chairs neatly under desks and leave the classroom in an orderly fashion.
Record studies accurately and comprehensively in their studies' diary.
Wait to be dismissed from the lesson by your teacher.
Studies
Arrive at early evening studies promptly.

Arrive at studies with the correct equipment and do not ask to be excused for whatever reason.
Complete their studies in silence.
Tidy their desks/take away their books at the end of the studies session.
Wait to be dismissed from studies by the teacher on duty.
<i>...and they always THINK before they speak ...Is it kind? Is it true? Is it necessary?</i>

Appendix 2

TARIFF OF POINTS FOR CREDITS AND DEBITS AT SMH

Credits	Points tariff
Good effort	1
Good work in class	1
Good contribution in class	1
Good studies diary	1
Helping/kind to others	1
Good studies	3
School ambassador	3
QJP	5
Debits	Points tariff
Talking in lessons/assembly	3
Shouting out in class	3
No equipment (persistent)	3
Running in corridors	3
Poor Uniform appearance	3
No Blazer	3
No studies	5
Poor behaviour in class	5
Poor behaviour out of class	5
Persistent lateness to lessons	5
Insolence/Disobedience	7
Vandalism	10
Swearing	10
Fighting	10

(The above points thresholds are subject to review throughout the academic year.)

N.B. Credits are intended to be used extensively in day-to-day school life to reward the qualities we seek to promote.

Debits, in contrast, are intended to be used less regularly, carry a heavier tariff and, when issued, should have a gravity designed to give 'teeth' and currency amongst the pupil body.

LDS