

POLICY TO PROMOTE GOOD BEHAVIOUR

1. Policy Statement

The Head, Staff and Governing Body of Sir William Perkins's School are committed to actively promoting the well-being of all members of the SWPS community and, in line with the ethos of the School, the following points are key elements of the School's approach to promoting good behaviour:

- all individuals are respected, and their individuality valued
- students are encouraged to achieve their potential
- self-discipline is promoted and good behaviour is expected as the norm
- rewards and sanctions are applied fairly and consistently
- bullying and other anti-social behaviour are not tolerated.

It is recognised that problems with behaviour are likely to have underlying causes or contributory factors and the School will do its best to take account of these and to counter them.

The School seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the School Office. It should be read in conjunction with the following school documents:

- the School's Code of Conduct.
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Supervision of Students
- Discipline and Exclusions Policy

Sir William Perkins's School is fully committed to ensuring that the application of this Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunities policy

2. Responsibilities

It is the role of the Governors and the Head to determine the detail of the standard of behaviour acceptable to the School. The Senior Leadership team has the day-to-day responsibility for overseeing discipline in the School. Heads of Year and Heads of Departments maintain discipline within their areas and follow up problems with individuals as appropriate.

2.1. The Head's overall responsibilities include:

- promoting self-discipline and proper regard for authority among students
- encouraging good behaviour and respect for others, and having policies and procedures in place aimed at preventing all forms of bullying among students
- ensuring that the standard of behaviour is acceptable
- regulating the conduct of students.

- 2.2. The Deputy Head Pastoral and Heads of Year are charged with doing all they can to oversee a system of excellent pastoral care and supervision. This is because strong pastoral support, effective supervision and good procedures make a major contribution to good discipline.
- 2.3. The Deputy Head Academic and Heads of Departments are charged with doing all they can to ensure that programmes of study and the methodology used in their Department are well thought out and of a consistently high standard. This is because well planned, interesting and demanding lessons make a major contribution to good discipline.
- 2.4. The Personalised Learning Department will support staff in understanding behaviour and will share strategies to support students with a learning need that affects their behaviour
- 2.5. All staff are expected to encourage good behaviour and respect for others, and to apply all rewards and sanctions fairly and consistently and to be aware of the individual learning needs of students. Staff have a responsibility to ensure that their classroom is a safe environment in which students can learn.

3. Standards of Behaviour

- 3.1. The School has high standards of behaviour and endeavours to encourage good habits of work and behaviour. Examples include:
 - Respectful language
 - Active listening
 - Respect for the environment and property
 - Following reasonable instructions and having proper regard for authority
 - Demonstrating good manners, such as saying please, thank you and holding doors open
 - Adherence to the uniform rules and Sixth Form dress code.
 - Sensible and quiet movement around the school buildingExpectations are set out in the [SWPS Code of Conduct](#) which is available on Firefly.
- 3.2. Displaying integrity and respect are key characteristics expected in SWPS students and the School strives to reinforce this by providing opportunities to develop these attributes through the tutorial system, assemblies and the PSCHÉ programme and through the role modelling of the staff and Sixth Form and other students in positions of responsibility.
- 3.3. Punctual attendance at school and lessons is required and all absence from lessons must be explained. Unexplained absence will be followed up by subject teachers, tutors, Heads of Year and the Attendance Administrator.
- 3.4. Good behaviour is when individual's actions, words and deeds allow a positive working environment to flourish. All students have the right to study in an environment that is safe, calm and supportive. Any behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated. Every effort will be made to ensure that staff apply all standards consistently and fairly.
- 3.5. Special consideration will be given to issues related to students with special educational needs or disabilities and reasonable adjustments will be made for these students. We will work positively with external agencies to support students whose behaviour may be challenging. For example, Targeted Youth Support, CAMHS, Surrey Mind works. An alternative curriculum or support via the Wellbeing room may be offered to students as appropriate, in consultation with parents/carers.
- 3.6. Support for staff on managing behaviour will be provided by their Head of Department, the Assistant Head Teaching and Learning, a member of the pastoral team or the Personalised Learning Department. Staff may also be encouraged to undertake appropriate INSET.

4. Rewards and Sanctions

All rewards and sanctions must be applied fairly and consistently. None of the School's punishments will be degrading or humiliating. If the behaviour of a student requires liaison with other agencies, the School is open to this approach.

4.1. Rewards

Staff should take every opportunity to encourage and reward good effort and behaviour. This will include:

- praise given to the individual or group
- Achievement (House) points and certificates
- Commendations awarded for exceptionally impressive work
- postcards sent to the student's home address with a message of congratulations or praise.
- Sixth Form 'Freedom Pass'

Assemblies, the School's social media accounts and Newsletter are also used as an opportunity for celebrating particular effort or behaviour where appropriate.

4.2. Sanctions

Sanctions are applied where it is necessary in the circumstances to show appropriate disapproval. All staff must seek to ensure that punishments are proportionate to the offence and should enable students to make reparation where possible. As far as possible the sanction applied should be as constructive as possible.

For minor breaches of behaviour, particularly those relating to poor organisation, staff may give a student a behaviour point. The student should be informed and the point is recorded in SIMS and can be viewed on the Firefly Parent Portal. Once a student has accumulated 3 behaviour points, they will receive a lunchtime detention.

Other issues of behaviour, where a behaviour point is not appropriate, should be dealt with in the first instance by the member of staff issuing a sanction which reflects the nature of the offence (see list below for examples). If the issue is not resolved or is repeated then the matter should be referred to the appropriate Head of Year or Head of Department and recorded in CPOMS. Serious misconduct (as defined in the Discipline and Exclusion Policy) must be referred to a member of the Senior Leadership Team as soon as possible.

The following is a list of example sanctions that may be used:

- completion of work at home or extra work (in school or at home)
- carrying out useful tasks to help the School
- formal apology in person or writing
- detention or supervised study session (at lunchtime, or with 24 hours' notice to parents if outside School hours.)
- removal from the group/class or particular lesson
- withdrawal of break or lunchtime privileges (this may include reporting to a member of staff at intervals through the period)
- withholding participation in educational visits or sports events which are not essential to the curriculum
- academic, behavioural, uniform report cards
- Senior Leadership Detention, including a letter home to parents/carers (after school on Friday, under the supervision of a member of the SLT for more serious disciplinary offences)
- internal suspension from lessons, activities, trips, tutor group, etc, including a letter home to parents/carers (this involves supervision in School but apart from others in the group for a fixed period)
- External suspension or permanent exclusion.

The procedure for disciplinary action against students who are found to have made malicious accusations against staff can be found, along with further details, in the School's *Discipline and Exclusions Policy*.

In the Sixth Form, SIMS 'Red Flags' are a way for tutors to address concerns quickly and build a picture of progress, attitude and work ethic. For year 12 only, the red flags run parallel with the Sixth Form Freedom Pass which may be issued to year 12 students each January, once they have proven that they are able to work independently and meet our standards of behaviour and good attitudes to learning. For year 13, Red Flags will be used to inform one-to-ones and to keep parents informed of the student's progress. The Freedom Pass can be removed from any year 12 or year 13 student if their behaviour and work ethic falls below expected standards.

More guidance about the different methods of sanctioning can be found in Appendix One.

4.3. Record Keeping

A record of Behaviour Points and Detentions is held centrally in SIMS. Other sanctions are recorded in CPOMS. A Serious Misconduct Record and a Bullying Log are also kept by the Deputy Head Pastoral and the Senior Leadership Team and Governors are kept informed of serious incidents by the Deputy Head Pastoral. The Head also checks these records so that trends may be discussed and relevant measures implemented.

4.4. Corporal Punishment

The School upholds the ban on corporal punishment for all students (section 548 of the Education Act 1996 as amended by section 131, School Standards and Framework Act 1998) and understands that a threat to use corporal punishment may constitute assault. However, this does not preclude staff using physical intervention in line with the School's *Safeguarding and Child Protection Policy* [Appendix 1: *Guidelines on touch and physical restraint*] to avert an immediate danger of personal injury to, or an immediate danger to the property of, any person (including the student themselves). Corporal punishment by parents/cares will be treated as a safeguarding issue by the School.

5. Monitoring and Review

The Governing Body understands its responsibility to have effective oversight of the policy and its implementation.

This policy will be reviewed and updated annually by the Deputy Head Pastoral or as events or legislation requires.

Next scheduled review date: June 2024	Last review date: June 2023
Updates in this version	<ul style="list-style-type: none"> • Addition of external agencies to support students with challenging behaviour • Addition of internal support for students with challenging behaviour • Clarification of Red Flag process for Sixth Form • Addition of methods of support/training for staff in promoting good behaviour • Addition of examples of standards of good behaviour and link to the SWPS Code of Conduct for students • Addition of staff and Sixth Form as role models of good behaviour • Addition of Appendix 1: Guidance on the use of sanctions • Minor changes to text and formatting to aid clarity

Appendix 1: Guidance on the use of different sanctions

A1. Minor breaches of the code of conduct: Students may be given a Behaviour Point. This is given through the SIMS Behaviour Management tab. Staff should tell students in person that they will be issuing a behaviour point and include a brief factual explanation of the reason for the Behaviour Point in the relevant place in SIMS. Parents can view Behaviour Points via the Firefly Parent Portal.

Typical reasons for giving a Behaviour Point are as follows: poor organisation, e.g.: forgetting homework or essential equipment, uniform infringements, forgetting to sign in, being late for a lesson, chewing gum, eating in class and inappropriate use of mobile phones.

Departments have their own policies about the issuing of Behaviour Points and staff must follow this.

Staff may also award Behaviour Points to students outside of their lessons, typically for uniform. For consistency, staff are asked to give the student a warning first and then issue a Behaviour Point if the student is seen committing the offence for the second time.

A2. More serious breaches of the code of conduct: Staff should **not** give Behaviour Points for these matters. Instead, staff should speak to the student and decide an appropriate sanction.

More serious breaches of behaviour include: inadequate work, repeatedly forgetting homework or essential equipment, low level disruption, lack of effort, poor attitude, poor language, being unkind.

Appropriate sanctions may include: a warning, contacting parents, re-doing inadequate work, a break time or lunchtime stay back, apology letter or moving seats. If the behaviour is repeated, then staff should refer the matter to the appropriate middle manager (Head of Department or Head of Year) and record it on CPOMS.

A3. Serious breaches of the code of conduct: These should be referred to the appropriate middle manager (Head of Department or Head of Year), or for very serious breaches of behaviour, a member of the Senior Leadership Team.

Serious breaches of behaviour may include: prejudiced language, aggressive swearing, swearing at a member of staff, stealing, rudeness, bullying, disruptive behaviour, truancy, failure to amend behaviour after being spoken to by the classroom teacher or tutor.

Middle managers or SLT will record this referral in CPOMS and appropriate sanctions should be given. For example: Senior Leadership detention, meeting/phone call with parents, inclusion, fixed term exclusion.

A4. Lunchtime Detention 1.05 - 1.35pm

A lunchtime detention may be issued as a result of the following:

- **Three** behaviour points in any one term
- **Three** or more morning lates in a week

Any student receiving a lunchtime detention will be informed at least the day before; parents will also be informed by e-mail.

Heads of Department are at liberty to organise their own detentions or lunchtime sessions for students who accrue a number of behaviour points within their subject area. This may be in lieu of the standard Friday detention and will be arranged in consultation with the Head of Year.

A5. SLT Detention

Any student receiving **three** lunchtime detentions in one term will lead to a SLT Detention on Friday afternoon. This Detention in Room 101 is for more serious offences or for repeated minor offences, serious or repeated rudeness, serious breaches of the School rules, missing a lesson or equivalent.

More than one SLT Detention in a term or particularly serious incidents or breach of the School rules will result in an interview with the Head, who will decide on the appropriate next step, which may include suspension.