

# St. John's Prep. & Senior School



## Behaviour Policy Including EYFS.

<b>Last annual review by leadership team</b>	<b>Last annual review by The Principal</b>
<b>November 2019</b>	<b>November, 2019.</b>
<b>Last annual review by external consultant</b>	
<b>November 2019</b>	

## **Policy for Behaviour and Discipline**

### **Aims**

- To develop a whole School behaviour policy supported and followed by the whole School community, parents, teachers, and pupils, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the School curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property).
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for pupils of all ages and abilities.
- To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

### **Code of Conduct**

- All members of the School community are asked to respect each other.
- All pupils are expected to respect their teachers, other adults and fellow pupils.
- All pupils are expected to respect their own and other people's property and to take care of books and equipment.
- Pupils are asked to be well-behaved, well-mannered and attentive.
- Pupils should walk (not run) when moving around School.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to suspension or exclusion.

- Foul or abusive language must not be used. Minor breaches will be treated as shown under 'Sanctions' below, but repeated or serious incidents will lead to suspension or exclusion.
- Pupils are expected to be punctual. At the Prep. School, parents are asked to report to the school office if they bring their child to school late so that they can be recorded in the class register. At the Senior School, pupils are expected to sign in if they are late in the 'sign in/out' book in the register tray outside the main office. If senior pupils need to leave earlier for an appointment, they are expected to sign out in the same book.
- Pupils must not bring any of the following prohibited items into school;
  - knives or weapons;
  - alcohol;
  - illegal drugs;
  - tobacco and cigarette papers;
  - fireworks;
  - pornographic images;
  - any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

Where a pupil has brought a forbidden item into school, staff at the school will take the item into safekeeping. We use the guidance set out in 'Searching, screening and confiscation' (DfE 2018) to ensure that staff, pupils and visitors to the school are kept safe for harm. Because of the severity of this, any pupil who possesses a forbidden item at School or on a School activity will almost certainly be suspended and may be expelled.

Pupils should wear the correct School uniform. Jewellery (apart from watches and plain stud earrings for girls) or trainers (except on Greens Days) should not be worn. Hair attire should be simple and in School colours. In the Prep. School, slippers should be worn in the classroom at all times.

This code of conduct has been formulated with the safety and well-being of the pupils in mind, and to enable the School to function efficiently as a place of learning.

The Principal/Head teacher and authorised staff can also search for any item banned by the School rules which has been identified in the rules as an item which may be searched for.

### **Rewards: Incentive Scheme**

A major aim of the School policy is to encourage pupils to practise good behaviour by operating a system of praise and reward. This is for all pupils.

At St. John's Prep. & Senior School the award scheme is based on the House Point System for the Upper Prep. and Senior School pupils, and class merit schemes for

the whole School, through which pupils can be rewarded for academic and non-academic achievements such as for effort, for being caring and for all aspects of good work and behaviour.

The pupils in the Junior Section of the Prep. School (KS2) and all the senior pupils have been divided into four Houses – Moles, Water Rats, Toads and Badgers. Each of these is supported by a House Mistress or House Master who, at the Prep. School, is assisted by a House Captain, Vice-Captain and Sports Captain from Year 6 (F.3). Pupils are awarded House Points for thoughtfulness, being helpful, good work etc. Each House's points are counted at the end of the week, and at the end of each term, the winning House is announced at Assembly. A weekly table will show the progress of each House and this is displayed in each of the Upper Prep. School classrooms. At the senior school, a wooden wall chart with coloured arrows will show the progress of each house termly and this is displayed in the Dining Hall. We hope that pupils will encourage members of their House to try their best in every aspect of School life.

At the Prep. School, individual certificates celebrating achievements are awarded twice a term, for example, when a Reception class child is able to dress him/herself for the first time, as are achievements in swimming and excellence in academic, sporting or musical endeavours. Incentive stickers and table points are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

Once a year, a Prize Giving Ceremony is held (in October), where prizes are awarded for academic achievement, effort and progress in each subject for each year group, certificates for achievements attained in the end of Key Stage 1, 2, 3, 4 and 5 exams and Lamda, along with trophies and cups for outstanding achievement in various areas of sporting activities and other categories, such as Reader of the Year, Personality of the Year etc.

At the Prep. School, pupils are encouraged to display their achievements in and out of School in assemblies and on their own achievements' board inside their classrooms, as well as at the bi-annual Art Exhibition. At the Senior School, pupils' achievements such as Work of the Month will be displayed inside the lobby as well as at the annual Art Exhibition, Cake Making Day and Poetry Competition Assembly.

Most pupils respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

### **Other Schemes used to help pupils understand the difference between 'right and wrong' behaviour.**

Our counsellor, Anita Lonsdale, visits the school regularly to talk to the pupils about various aspects relating to Health and Wellbeing, Relationships and Living in the Wider World. She also offers parenting classes to our parents during evening meetings about the problems that today's parents face and how best to deal with behaviour issues at home. This helps to consolidate the work done in school during

our P.S.H.E lessons and promotes a united front to the pupils from both school and home.

We use a selection of visiting speakers, such as a representative from CEOP, who comes to talk to our pupils about behaviour and safety online. Other visiting speakers from the wider community and various charities give talks to enrich the pupils' experience of school, providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our pupils is to ensure that they can critically assess the information they receive as to its value to themselves and that the information is aligned to the ethos and values of the School and British values.

## **Sanctions**

Sadly, there will be times when pupils are badly behaved. Pupils need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. The form teacher discusses the School rules with their class. In addition to the School rules, each class in the Prep. School also has its own classroom code, which is agreed by the pupils and displayed on the wall of the classroom. In this way, every child in the School knows the standard of behaviour expected. If there are incidents of anti-social behaviour, the form teacher discusses these with the whole class during circle time, SMSC sessions and Form periods at the Prep. School and during registration at the Senior School. The safety of the pupils is paramount in all situations.

The School uses several sanctions to enforce School rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately for each individual situation.

- We expect pupils to be attentive in lessons. If they are consistently inattentive, teachers will give them a warning and may move them to a place in the room where they can be overseen more easily or move them to sit on their own, depending on the classroom layout. If a child continues to act in this way, they may be punished by a withdrawal of privileges such as play time or attendance at class trips and workshops.
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
- If a child is disruptive in class, the teacher will verbally reprimand them and will give them a warning. If a child misbehaves repeatedly, we may isolate the child from the rest of the class, under supervision, until they calm down and are prepared to comply with the teacher's expectations that they will work co-operatively alongside others. At the Senior School, the pupil may be sent to wait outside the Head teacher's office.
- If a child threatens, hurts or bullies another child, the class teacher records the incident in our digital Behaviour Watch system and the child is

punished by a withdrawal of privileges, such as play time or attendance at class trips and workshops. If a child repeatedly acts in a way that disrupts or upsets others, the School contacts the child's parents or carers and arranges an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.

Minor behaviour issues are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned. Each case is treated individually. Generally, pupils are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

Sanctions are set which include a verbal reprimand and reminder of expected behaviour, loss of free time such as break or lunch time, loss of incentive sticker or House Point, letter of apology, litter duty, detention papers and loss of responsibility, loss of privileges or attendance at form trips or workshops. At the Senior School, this may also include a number of pages of handwriting or an after-school or form detention. Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Pupils may then be placed on a Weekly Report System, to monitor their behaviour with parents' support.

Major breaches of discipline might include physical assault, deliberate damage to property, stealing, bringing a forbidden item into school (as specified on page 2), leaving the School premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. These types of behaviour are generally rare and it is the responsibility of the Principal or the Head teacher, who will deal with them severely, particularly if the problem keeps recurring.

The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is difficult to eradicate bullying completely, at St. John's, we do everything in our power to ensure that all pupils attend School free from fear.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded in our Behaviour Watch system.

### **Procedures for Dealing with Major Breaches of Discipline**

- A verbal warning by the Principal or Head teacher as to future conduct.
- Withdrawal from the classroom for the rest of the day.
- Withdrawal from class off-site visits or workshops.
- A letter / telephone call or meeting parents after school informing them of the problem.

- A scheduled meeting with parents and a warning given about the next stage, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, then either internal or external exclusion procedures are implemented.
- In exceptional circumstances, the School reserves the right to abandon the normal procedure and ask a parent to remove their child from School straight away.
- In the unlikely event that a child is found to be missing during the day, a thorough search of the School and grounds will be carried out. If the child still cannot be found, the police and the child's parents will be informed immediately. To safeguard against this happening, the School operates the following policy:
  1. Pupils are greeted at the door each morning by a teacher on duty, who shakes their hand. At the Prep. School where a drop and go system operates, the teacher will also open the car door and help the pupil out of the vehicle. Pupils then move into their classroom and remain under the supervision of the form teacher or the specialist teacher taking the class (Prep. school). At the Senior School, a teacher on 'walk-about' duty will patrol the classrooms to supervise the pupil's behaviour until their Form Teacher returns from morning briefing. Pupils at the Prep. School are released at the end of the day directly to their parents who either come to the door to collect them or a teacher takes them to their parent's car. At the Senior school, teachers are on duty on the piazza when pupils are collected by their parents, whilst a member of staff monitors the safe arrival and departure of cars.
  2. Pupils are not allowed to leave the classroom during lessons. If an urgent need to visit the toilet arises, the teacher will give them permission, but will monitor their time out of the classroom. At the Lower Prep. School, another child will accompany them.
  3. The School automatic gates are closed and only open for collection of pupils at the end of the day. A teacher is always on duty when the pupils are at play in designated areas depending on age and activity.
  4. Boundary fences are in excellent condition and checked regularly.

### **Lunchtime Supervision**

At lunchtime, all Lower School Prep. teachers eat with their pupils. Upper Prep. school and Senior School supervision is carried out by a member of staff; this is based on a rota basis. Staff are expected to maintain order. Usually, this consists of reminding pupils of the standard of behaviour expected. Kitchen staff must be treated with the respect expected by all adults and pupils at St. John's. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Principal or the Head teacher. This results in loss of privileges and playtimes. Procedures for dealing with persistent misbehaviour as detailed above are followed.

### **The role of the Principal & the Headteacher**

- It is the responsibility of the Principal and the Headteacher, under the Education and Inspections Act 2006, to implement the School behaviour policy consistently throughout the School. It is also their responsibility to ensure the health, safety and welfare of all pupils in the School.
- The Principal and the Headteacher support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Principal and the Headteacher have the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, they may permanently exclude a child. If a child is suspended, parents of the pupil will be informed immediately by the form teacher by telephone and a letter detailing the reasons for the suspension will be handed to the parent at collection time.

### **The role of the class teacher**

- It is the responsibility of class teachers to ensure that the School rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our School have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all pupils in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on Behaviour Watch. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, they are advised to seek help and advice from their Head of Year, or Head of Department.
- The Head of Year/Department liaises with external agencies, as necessary, to support and guide the progress of each child. The Head of Year may, recommend that external support is needed, and the use of an Educational Psychologist is then discussed with the parents.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-School policy. The class teacher and/or the Head of Year may also contact a parent if there are concerns about the behaviour or welfare of a child after speaking to the Principal or the Head Teacher.

### **The role of parents**



- The School collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and at School. Our School Counsellor offers evening parenting classes to advise parents on how to deal with the problems faced by parents today.
- We explain the School rules in our School prospectus, and we expect parents to read them and support them. All parents sign that they have read and are prepared to support the School's rules on the Admission Form, which is then filed in each pupil's admission file.
- We expect parents to support their child's learning, and to cooperate with the School. We aim to build a supportive dialogue between the home and the School, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the School uses reasonable sanctions to reprimand a child, we expect parents to support the actions of the School. If parents have any concerns about the way that their child has been treated, they should initially contact the Form teacher either via email or telephone message or via the Homework Diary or by letter. If these discussions cannot resolve the problem, then the Principal or Head teacher should be approached.

Parents can help:

- By recognising that an effective School Behaviour Policy requires close partnership between parents, teachers and pupils.
- By discussing the School rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, Parents' functions and by developing informal contacts with School.
- By knowing that learning and teaching cannot take place without sound class rules.
- By remembering that staff deal with behaviour problems patiently and positively.

### **Sanctions**

At all times staff should encourage good behaviour through praise and rewards. No member of staff may in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Talk to the child – discuss what has happened.
- Discussion in groups or whole class.

- Move the child from the group to work on his/her own.
- Repeat work.
- Miss break or lunch time (but must be supervised at the Prep School).
- Exclusion from form trips and workshops.
- Behaviour modification programme – setting targets.
- Remove child from the class – place with Head of Year or in another class.
- Parental involvement.
- Daily report issued weekly.

Serious incidents, for example, swearing, fighting, bullying or bringing a forbidden item into school are recorded on Behaviour Watch.

### **Behaviour Watch**

This is used to record:

- Any incidents involving a child, which results in personal injury or damage to property.
- Loss, theft, or damage to property.
- Significant measures taken by a member of staff against a child, for example, detention papers, a meeting with parents, internal detention, suspension and exclusion.
- Any other incidents or matters of a serious nature.

These incidents are the ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc.).

### **Challenging Behaviour**

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault

- Defiant refusal
- Absconding

## **Intervention**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document '*Use of Reasonable Force in Schools*' (DfE 2013).

Teachers in our School do not use any kind of physical force as punishment. They will only intervene physically to restrain pupils in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with Government guidelines on the restraint of pupils.

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary. Physical intervention should always be done with care and, preferably, take place within view of another adult. Restraint should always be for the shortest possible time.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team, who will take immediate action to involve parents.

Behaviour Watch should be filled in and the situation discussed with the Principal or Head teacher.

The Principal, Head teacher or Deputy Head teacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies, for example, Social Services, Child Psychologist or School Counsellor.

## **Prep. School: Behaviour Modification Policy**

At St. John's Prep. School, most of the pupils are well behaved. There are, however, occasions when individual pupils exhibit behaviour which is unacceptable. As part of the approach we use behaviour modification strategies to change individual pupil's behaviour. These are used by all staff. Each child is different, so it is important that the cause of the behaviour is investigated, and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation.
- Using different resources.
- Rewards of stars/smiley faces on work, on charts and in special books.

- Use of certificates, (special stickers for such things as listening, being kind, helpful etc. – Prep. School only)
- Sharing good behaviour with other pupils/other classes.
- Involving parents at an early stage to create an action plan together, which is tailor-made to the individual child concerned.
- Carefully chosen Assembly Themes such as Self-Discipline, Honesty etc. where the development of positive character qualities is encouraged.

By using a positive system of rewards, and reinforcing good behaviour we help pupils to feel good about themselves.

### **Drug and alcohol-related incidents**

It is the policy of this School that no child should bring any drug, legal or illegal, to School.

If a child needs medication during the School day, the parent or guardian should notify the School and sign a permission slip for the medication to be brought into School. This should be taken directly to the Form Teacher at the Prep. School for safekeeping, or the school secretary in the main office at the Senior School. Any medication needed by a child while in School must be taken under the supervision of the Form Teacher (Prep. School) or the school secretary (at the Senior School), who then records it on Behaviour Watch under 'Medical'. In case of a residential or school trip abroad, the group leader or the teacher in charge of the pupil will look after the medication and will supervise the administration according to parental written consent.

The School will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into School for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded and the Police and Social Services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the procedures listed in our Alcohol and Drugs Policy will be followed.

It is forbidden for anyone, adult or child, to bring onto the School premises illegal drugs. Any child who is found to have brought to School any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the School until a parent or guardian of the child has visited the School and discussed the seriousness of the incident with the Head teacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently excluded from the School. The Police and the SPOE will also be informed.

The School reserves the right to make use of drug dogs, testing strategies or take any other necessary measure to monitor any drug use and identify the culprit.

### **Knives and Offensive Weapons**

It is illegal to carry knives or other offensive weapons on and around school premises. St. John's Prep. & Senior School recognises that the presence of weapons, or items which could potentially be offensive weapons, in the School would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the School. It is therefore the School Policy to forbid the possession, custody and use of weapons by unauthorised persons in, on, or around the school premises and during school activities. These rules apply at all times.

For the purpose of this Policy a "weapon" is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- Knives, including all variations of bladed objects i.e. pocketknives, craft knives, scissors etc.;
- Explosives, including fireworks, aerosol sprays, lighters, matches;
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use, i.e. the purpose or keeping or carrying the object is for use, or threat or use, as a weapon.

Any student found to be in breach of the Policy shall be subject to action under this Behaviour Policy. This could mean fixed or permanent exclusion from the school. In some circumstances the police might also be contacted.

## EYFS

**We recognise that younger pupils need a different approach to older pupils, reflecting their social and emotional development.**

### **Aims:**

1. Pupils will show appropriate self-respect and develop self-esteem through their ability to establish effective relationships with other pupils and adults.
2. Pupils will express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why.
3. Pupils will respect the needs and rights of others, their property and of living things.
4. Pupils will develop a sense of conscience, responsibility and self-discipline.
5. Pupils will understand the importance of courtesy, good manners and respect for adults as well as their peers.
6. Pupils will grow in a safe and secure environment and become positive, responsible and increasingly independent members of the school community.

### **Objectives:**

1. The pupils are offered very clear guidelines on behaviour, courtesy, organisation within the classroom and beyond from the outset.
2. The staff have and uphold high, but realistic standards and expectations of behaviour in a fair and consistent fashion so that the pupils are never in any doubt as to what is acceptable and unacceptable behaviour.
3. Positive reinforcement of good behaviour is used frequently.
4. In the event of unacceptable behaviour, verbal disapproval is given without humiliation. If unacceptable behaviour continues the child is counselled so that he/she might understand how their behaviour is unacceptable and why they are behaving in such an unacceptable fashion.

### **EYFS staff will**

- Have a commitment to developing pupils' positive and acceptable behaviour.
- Identify specific procedures and guidelines to manage pupils' behaviour.
- Be familiar with and have access to the policy and procedures.
- Have the skills to support staff and liaise with other agencies for further advice and expertise, if needed.
- Specifically identify behaviour that is unacceptable within the EYFS and develop strategies for improving this behaviour.
- Arrange appropriate use of staff to support young pupils in developing relationships with other pupils and resolving conflict successfully.
- Actively promote high expectations of pupils' behaviour within the setting.
- Attend training where available to help with promoting positive behaviour.

### **EYFS staff will never**

- Use any form of physical or corporal punishment.
- Use any form of physical intervention, unless this is absolutely necessary in order to prevent pupils from causing harm to themselves, to others or serious damage to property. All such incidents will be recorded with notes in the pupils' file and will be reported to parents on the same day.

### **What the EYFS staff do**

- We organise the learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing pupils' behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' from the immediate situation giving the child time to reflect.
- We encourage appropriate behaviour in all interactions with pupils and staff and show that good behaviour is valued.
- We encourage pupils to be aware of our routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the pupil's level of understanding.
- We record all significant incidents relating to behaviour.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.

### **How we encourage positive behaviour**

- We use praise specifically related to the pupil's actions or behaviours – this could be through verbal praise, giving responsibility as a reward, sharing with parents.
- If appropriate, we refocus the child's attention on another activity and then praise immediately.
- We focus on activities and routines that encourage sharing, negotiation and co-operation.

- We encourage responsibility in caring for others and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment).
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- We model appropriate behaviours in different contexts and set good examples.
- We consult with the pupils to draw up rules for behaviour within our setting.
- We involve parents in discussing with them our expectations for pupils' behaviour.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We discuss with pupils what is acceptable behaviour in all areas of learning and experiences.
- We encourage the pupils to express openly their feelings/likes and dislikes.
- We help the pupils to understand the consequences and effects of their behaviour on others.
- We support the pupils to resolve conflicts with other pupils.



# What happens if we break the rules of our classroom?

1.	Verbal warning and reminder of expected standard of behaviour.
2.	Loss of incentive sticker or free time
3.	Loss of House Point (Upper School)
4.	Sent to Head of Year
5.	Detention Paper (Upper School)
6.	Sent to the Principal