

WESTFIELD SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

OVERALL AIMS

- To foster among girls, staff and parents a sense of belonging to an orderly school community, whose members understand the difference between right and wrong, are polite and show respect for one another, for property and for the truth
- To create an environment in which girls can feel safe, valued, confident of success and in which their attitudes and actions contribute to effective learning in the classroom
- To help girls to live in a climate of harmony and co-operation with fellow members of the school community and the wider world, concerned as to how their actions might affect others
- To foster the development of self-discipline, self-motivation, responsibility, initiative and the ability to make reasoned, informed judgements on moral issues
- To apply agreed standards of conduct consistently and ensure that the values and attitudes which the school promotes are reflected in the behaviour of the girls in school and when on school visits, holidays or field trips
- This policy applies to the whole school including the Early Years Foundation Stage

MAIN OBJECTIVES

- To encourage respect for, and courtesy towards, other people and tolerance of other people's lifestyles
- To project positive images of all social groups (eg ethnic, religious, gender, age and disability) in displays, literature and verbal and electronic communication
- To encourage girls to take an active part in developing and following the Code of Conduct appropriate to their age group
- To develop an active partnership with parents
- To ensure that the school environment is well maintained, pleasant and fitting for the activities of the girls
- To ensure that girls move round the school in a calm, quiet manner
- To recognise girls' achievements and provide opportunities to record and reward these (eg through the house points system), so giving girls a sense of achievement and of their own worth and developing their self confidence
- To have a clear structure for dealing with anti-social behaviour which is understood by all staff and girls
- To encourage all members of the school community to set a good example and provide positive role models
- To recognise and reinforce good behaviour with praise
- To use assembly, RE, PSHE, drama and other areas of the curriculum, to examine behaviour and attitudes and their consequences
- To involve all members of staff in reviewing the policy and its effectiveness on a regular basis

PRINCIPLES

- All members of staff share a responsibility for maintaining good behaviour in the classroom and elsewhere. They must be consistent in their approach
- Good communication is essential between teachers, teachers and ancillary staff, and home and school. Relevant information should be shared and potential problems discussed with all the staff concerned
- Girls should know what is expected of them in terms of behaviour
- Staff should listen to girls

- Staff must avoid making judgements about home background or comparisons with other girls in the family
- Staff should make professional, rather than emotional, responses to girls displaying anti-social behaviour
- The behaviour of a girl should be considered separate from the individual. When unacceptable behaviour occurs, it is the behaviour and not the girl that is unacceptable

THE CURRICULUM

The Curriculum should offer opportunities for girls :

- To explore interactions in a calm, considered way
- For particular situations to be considered in wider contexts
- For co-operative working
- For the expression of opinions and the exploration of feelings in a climate of acceptance
- To clarify values and develop positive attitudes
- To encourage tolerance and the valuing of others with different attitudes, beliefs or abilities
- To develop a positive image of themselves

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APPENDIX 1

DISCIPLINE AND BEHAVIOUR PROCEDURES IN SENIOR HOUSE

The Discipline System

Students will have misdemeanours recorded in their homework diaries with a code, brief comment, date and staff initials (record in the space for Saturday). This means that all students must bring their homework diary to school every day and take to all lessons. Staff will also record the offence on the electronic register page of Engage (Hebron) with the code, in the comments section.

Form tutors will monitor the number of comments every Friday afternoon or following Monday and write “detention due” in the comments column. Any student with four or more comments will have to serve a detention on the following Friday, the length dependent on the number of comments. The records should be updated by form tutors by the end of school on Monday so that letters may be sent out informing parents of the Friday detention. Comments are “wiped clean” at the end of each week for detention purposes but they will remain on Engage as a record. The Deputy Head will monitor the detention and indicate on the grids when the detentions are served.

Disobeying general school rules

L = Late to registration (without good reason)

M = Mobile phone misuse

Li = Litter

U = Uniform (Max. 1 per day)

B = Behaviour

O= Other (specify)

Within lessons

L = Late to lesson (without good reason)

H Homework not completed

E = Equipment/ books/ homework diary missing or “lost”

Ch = Chewing gum
T = talking out of turn
D = Disrupting others
I = Being inattentive

(For the last three the student should be given one verbal warning for encouragement to work during the lesson)

Should the student not have her homework diary with her, the misdemeanour code will be put straight onto the grid by the member of staff concerned (this could be two as one will be for not having the diary!)

Should the student deface the comments in her diary or tear out pages, this will result in an automatic detention.

Detentions

These will be held at 4pm every Friday by the Deputy Head in one of the classrooms near the office.

The length will be as follows:

4-7 comments: 45 minutes

8-11 comments: 75 minutes

12 or over: 90 minutes

The Rewards System

Rewards are based on house points which are recorded on the cards in the homework diary.

House captains will keep a record of the number of house points gained. These will be recorded at every house meeting and top scorers announced by the House Captains in assemblies.

Form tutors will also monitor house points, although each student should aid in this by keeping a running total. At the end of every half term the student with the highest number of points in a form will be invited to a special lunch in school.

The Headmistress will send home commendation postcards for exceptional work / effort by a student.

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APPENDIX 2

PRACTICAL GUIDELINES FOR JUNIOR HOUSE

1. Punctuality

Teachers should set a good example by starting and finishing lessons on time and in a calm manner, so that, in their turn, morning and lunch breaks begin and end on time, and the children return to work in an orderly way. The children must be encouraged to go to the toilet during break time, not on the way in. Similarly ballet lessons or other break-time activities should begin and end on time. The children must be encouraged

to assist by changing quickly. Children should normally change for PE immediately before the lesson, not during break. Children should change for extra-curricular activities (e.g. athletics) at the end of the school day. There may be times, however, eg when a young class must also change for ballet, when PE uniform can be kept on.

The purpose and importance of the first part of the school day should be made clear to the children. Lateness for school at 8.35 am or 1.15 pm should be noted in the register. Children from Upper 1 upwards must apologise for being late and explain the reason. If a child is persistently late her parents may be contacted. Attendance is shown on reports as a percentage of times open. Good attendance and punctuality are rewarded by the awarding of stickers (at KS1) and certificates (termly) and occasionally a 'special award' for an exceptionally good attender over a period of time.

2. Movement around school

Children should walk in single file taking particular care on the stairs; they should walk keeping to the right on the stairs.

Girls should stand to one side at doorways and in narrow areas to let others through, both other children and adults.

Children moving to another lesson should line up in silence before leaving the classroom.

Bell for silence goes at 8.40 am. Children go promptly to the Dining Hall for Assembly in silence and do not talk again until back in their classrooms.

When the first bell goes at the end of Break, the girls stand still; on the second bell they walk to put away all equipment and line up **in silence**, then lead in, youngest first, straight to the classrooms.

Children will be escorted by their form teacher to the cloakroom following the end of the lesson at 3.45 pm (earlier in KS1) and are then seen out of school.

3. Noise Levels

Children should be lined up, quietly and punctually, to be sent to their next lesson. Children should be escorted to their next class wherever possible in KS2. KS1 girls must always be escorted to their next class.

At the end of the day the children will be taken by their teachers to meet their parents. Children must go straight out or to their Clubs or Quiet Room and wait quietly, outside the room in which the club is held, until the teacher is ready for them at 3.50 pm. If children misbehave whilst waiting for Clubs they will be sent to the Quiet Room.

Children must wait in the playground with the duty teacher until collected by a parent. At 3.55 pm uncollected children will be taken to the Quiet Room to await their parents.

4. Respect for property and persons

The children should be encouraged to keep a tidy desk and to look after their own property which should be named.

Classroom equipment should be housed in clearly recognisable areas and each child encouraged to return items borrowed from central areas promptly and tidily.

When children are introduced to the class and school libraries they should be taught about the care of books and the library areas.

School bags should be plain and dark coloured and of a type which will keep books in good condition. A Westfield bag is available for younger children to carry their books. A Westfield ruck-sack is available for purchase.

Children should understand that their clothing must be named and carefully looked after. Clothing should be hung carefully on the pegs by the tag.

Older children should know what equipment is necessary for their year and should ensure that they have the equipment necessary for each lesson.

Older children should be encouraged to take care of younger children but should understand that they are not toys. Injured children must always be taken to the Staff Room. Older girls should not try to deal with injuries themselves.

Children are expected to speak politely, not roughly or aggressively. They should remember to use 'please' and 'thank you', 'excuse me' and 'sorry'. Children should not interrupt when other people are speaking. They should wait until the person is free to speak to them.

5. Rewards

Rewards may comprise the following, according to the age and maturity of the child:

- verbal praise of the child one-to one, in front of peers or before the school.
- Stickers, particularly at KS1 and in the Early Years.
- house points, which will be entered by house captains on a progress chart by the back door, totalled at the end of each term and rewarded with a trophy. Teachers may also wish to use the house points within the class, awarding some prize or certificate of achievement.
- the sending of individuals, particularly at KS1 and in the Early Years, with their achievements, to other teachers or to the Head of Junior House.
- mention in Assembly. Teachers are to give 'Star Student Awards', explaining what the child has done and perhaps include the work, to the Head of Junior House for inclusion in the Assembly in the following week. Children will be awarded a 'Star Student' award which they keep for one week and a certificate to keep. Their name will be entered into a book kept in the Central Hallway for all to see.
- public display of good work.
- inclusion of work in the school magazine.
- praise in marking. This should be clear and specific to the learning objectives of the lesson or task set.
- good attendance stickers and certificates used to reward children who are always in school and never late.
- the inclusion of the pupil (at KS2) on the Fine Dining table as a reward to polite, well-mannered dining.

6. Sanctions

These may take the following form according to the age and maturity of the child:

- showing disapproval or disappointment with the child's behaviour.
- withdrawal of house points.

- keeping the child in at break-times to complete or do extra work (supervised by staff).
- alteration of seating position within the classroom.
- sending the child (by prior arrangement) to work in silence in another classroom, though care must be taken with the extra work set to ensure that the subject matter (e.g. maths) does not become associated with the punishment.
- sending the child, by arrangement, to the Head of Junior House.
- asking for the replacement of lost or damaged books/ equipment by arrangement with the child's parents.
- contacting the parents regarding the child's behaviour or lateness.
- putting a child on report, in which the child's behaviour in each lesson is recorded by the teacher concerned.
- having children do their homework and any extra work in the Quiet Room each night, by arrangement with the child's parents.
- expulsion, as expressed in the parents' 'Acceptance Form'.

Teachers should keep a log of the behaviour of children recognised to be a problem. If difficulties persist, in spite of sanctions, the child's parents will be informed.

7. Encouraging high expectations

Teachers should:

- let the children know what we expect of them in terms of behaviour and performance.
- teach by example.
- be consistent in their approach.
- go over routines at the beginning of a new year/ term/ week/ day/ lesson according to the age of the children.
- encourage well presented work. Upper 1 upwards should have sheets outlining rules of presentation stuck into their homework diaries and maths files.
- consistently encourage the wearing of the correct uniform.
- ensure that the children understand the Code of Conduct of the school, as well as the systems of rewards and sanctions which are in operation.

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