



CROYDON HIGH SCHOOL
BEHAVIOUR POLICY

Policy reviewed : January 2020

To be reviewed : January 2021

Responsibility for review : Deputy Head ((Pastoral)

This policy informs practice in the Senior and Junior Departments of the School including the Early Years Foundation Stage.

Introduction

Croydon High School's Behaviour Policy is drawn up in conjunction with the School Code of Conduct for staff. In following these guidelines staff should always maintain a sense of proportion, apply common sense to situations and promote the highest of standards in their own behaviour and that of the pupils.

The GDST expects all staff and volunteers to:

- Treat pupils with respect, dignity, sensitivity and fairness
- Value and respect all pupils as individuals
- Demonstrate that they are willing to listen to pupils' views and opinions
- Provide suitable opportunities for pupils to be involved in decision-making processes
- Provide positive encouragement and praise to all pupils
- Provide an example of good conduct for pupils

Aim

- Croydon High strives to be an outstanding school which provides academic challenge, extensive enrichment and a unique education for remarkable girls.
- The school's Behaviour Policy places great emphasis on maintaining an environment where girls take responsibility for their own behaviour and understand their impact on the community as a whole. The school, therefore, promotes a model of positive discipline (including a hierarchy of sanctions) to encourage positive behaviour, respect for others and to encourage a sense of self discipline appropriate to the pupil's age and understanding, together with a wide range of rewards and merits for both effort and achievement in academic, inter-personal skills, social skills, sport and the arts.
- The school thus strives to recognise, reward and celebrate good behaviour and effectively marginalise poor behaviour.
- The policy is designed to develop a whole school approach to behaviour which is effectively implemented and clearly understood by pupils, parents and all staff.

Guidelines

- The school premises should be maintained to promote pupils' pride in their environment, appropriate behaviour around the building and respect for the fabric of the school.
- The quality of the curriculum and classroom experience will significantly affect behaviour and all staff must accept responsibility for promoting the highest of standards.
- The school should ensure that all aspects of equal opportunities permeate the work delivered by teachers. This work should promote respectful and tolerant behaviour.
- Pupils should have a broad and balanced curriculum, differentiated to suit the entire ability range.
- The school has high expectations of the pupils where serious and consistent hard work is the norm. This hard work should be rewarded by a sense of achievement as well as success in public examinations.
- Beyond the classroom, high standards of behaviour are also to be expected on all enrichment and extra-curricular activities, including trips.

The Role of All Staff

All staff should:

- Be aware that gender, race, social background and culture stereotypes and assumptions should be guarded against when dealing with pupil behaviour.
- Be alert to signs of bullying and harassment and act swiftly and firmly in accordance with the school policy.
- Give the pupils the opportunity to take responsibility for promoting good behaviour.
- Make full use of the rewards system for pupils of all abilities both for academic and other achievements.
- Positively reinforce good behaviour and marginalise poor behaviour by both verbal and written recognition.
- Ensure that the school offers a welcoming environment for all visitors who have a right to be at school.
- Communicate with parents at the earliest opportunity over a pupil's poor behaviour as well as their achievements in school. Develop an active partnership with parents.
- Be aware that pupils' behaviour at home may differ from that in school and take this into account when discussing their daughter's behaviour.
- Be committed to maintaining good standards of behaviour and, where possible, helping children to improve those standards.
- Act to stop poor behaviour and promote good behaviour whenever and wherever they see it.

The Role of the Senior Leadership Team (SLT)

The SLT should:

- Take the lead and ensure that the aims of the school are reflected in standards of behaviour and work. The Deputy Head is responsible for behaviour management in the Senior School and the Head of Juniors is responsible for behaviour management in the Junior School/EYFS.
- Monitor and evaluate the implementation of the policy.
- Facilitate good channels of communication between school, parents, governors, and outside agencies.
- Ensure that all staff accept responsibility for maintaining the highest standards of behaviour throughout the school area, in keeping with those outlined in this policy.
- Support staff in achieving the aforementioned.
- Foster a sense of community that encourages staff, pupils, parents and governors to take an active part in promoting good behaviour and learning.
- Monitor and evaluate the school ethos in the light of pupil behaviour.
- Ensure an effective pastoral care structure and support structures for pupils.

In the Classroom

Teachers should:

- Make clear the rules of their learning area (classroom, laboratory, etc) and explain why they are necessary. A copy of the Behaviour Code of Conduct is on display in all Tutor Rooms and addressed at the beginning of the academic year.
- Enforce those rules and deal firmly with any girl who does not abide by the rules, either immediately or soon after the lesson.
- Be a good role model by being punctual, well prepared and having specific objectives for lessons.
- Offer pupils challenging lessons that are differentiated to pupils' needs.
- Have high expectations of work and behaviour.
- Create a balance of firmness, friendliness and formality based on mutual respect.
- Use a variety of teaching and learning methodologies.
- Set homework regularly, as age appropriate, and give oral and written feedback to promote dialogue with pupils.
- Make effective use of praise and public affirmation for good behaviour as well as good work.
- Know the girls as individuals - by name, as well as their personalities, strengths and weaknesses.
- Recognise that classroom management skills can be learned and be willing to analyse their own performance and that of others and to share good practice.

Pupils

Pupils will respond to the expectations placed on them by all adult members of the school community. They should:

- Share responsibility for their own learning
- Be aware of and follow the Code of Conduct printed in the Student Planner.
- Be actively involved via School Council and form reps.
- Be rewarded and publicly affirmed for all kinds of achievements.
- Take positive action against poor behaviour by their peers.

Recognise they have *rights* and *responsibilities* which can be summarised as the following:

rights

- the right to be valued
- the right to be safe
- the right to achieve

responsibilities

- the responsibility to value others
- the responsibility to keep others safe
- the responsibility to allow, and support, others to achieve

Parents

- Have the responsibility to support the school in all that it is trying to achieve as a community as long as they are informed of the changes.
- Have the right to be kept informed of their daughter's achievements and ill discipline.

Rewards and Sanctions

Rewards

The school has a well-defined system of rewards including:

- Verbal recognition and encouragement
- Written comments/ departmental "stickers" in workbooks
- Display of pupils' work
- Certificates and prizes for effort/attainment
- Telephone calls/postcards/letters to parents
- Prizes/announcements in assembly
- Report comments

- Commendations in Senior school (Please see separate ATHENA Academic Rewards document and Senior School Rewards and Sanctions Policy for details).
- Formal Prize Giving awards

Sanctions

In accordance with GDST guidelines, the following sanctions are not permissible:

- Physical violence, eg, punching, kicking, pushing, shaking, pulling limbs or hair or clothing
- Persistent or aggressive shouting (other than to ensure safety in an emergency)
- Throwing missiles, eg, objects, books, pencil cases, rubbers
- Humiliation (eg, wearing distinctive or inappropriate clothes, eg, insisting girls do gym in their underwear)

No form of corporal punishment may ever be threatened or used. Corporal punishment is defined as: "Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation."

Use of reasonable force

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance Use of Reasonable Force (DFE-00295-2013) and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property, including their own;
- Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Any use of physical intervention is recorded by the member of staff on the day and parents are informed the same day or as soon as reasonably practical. Physical action is never used as a form of punishment.

Consideration must always be given to what is developmentally appropriate for the child. In EYFS a member of staff will only seek to restrain a child if she is in danger of putting herself or another pupil at risk. The member of staff should take the child aside by one hand or two hands to a quiet place to talk to her and calm her down. The parent will be informed of the incident verbally that day and a record will be made in the home-school book. The incident will also be recorded by the Head of Juniors in the Physical Intervention log.

Recording sanctions

Staff/class teachers will communicate with tutors/HOYs/DeputyHead/Head of Junior School via entry on CPOMS of any relevant incidents. HoYs are circulated this information regularly. Front office will record detentions on SIMS, and a separate Serious Sanctions Log is held by the Deputy Head (Pastoral). The individual circumstances for this entry may result in a variety of responses including the use of detention in the Senior Department (please see separate Senior School Rewards and Sanctions policy).

Rewards and Sanctions (Juniors)

- Rewards include stickers, house points, certificates good work assembly, assemblies, mention in newsletters and Privilege Time.
- One minute of Privilege Time is lost if a girl chooses to continue with an undesirable behaviour after a warning.

Conclusion

With clarity, consistency and respect for all, Croydon High School promotes an ethos of discipline and shared responsibility to secure a positive learning environment and effective preparation for adult life.