

BEHAVIOUR POLICY

This policy is applicable to all children in the school including those in the Early Years Foundation Stage

Good Behaviour is behaviour that does not disrupt the learning opportunities of others and does not hurt or interfere with their safety. It means respect for other people and their property. Children learn best when they are clear about what they are supposed to do and when they are consistently encouraged to do it.

The aim of this policy is to assist all members of the school, nursery, community, adults, children and parents in helping to fulfil the aims of Dodderhill by achieving high standards of behaviour in all areas of school and nursery life.

The Deputy Head (Junior), Miss Betteridge is responsible for behaviour issues in the EYFS and junior school; the Deputy Head Pastoral has responsibility in the senior school.

Expectations for older pupils are laid down in the School Rules, the basis of which is the need for mutual respect.

Expectations for children with specific difficulties e.g. attachment disorder, Aspergers syndrome etc must be modified to reflect the severity of the condition and the guidance given by the Learning Support coordinator

All children have a right to expect a well-ordered environment, which is conducive to learning and development. This right can only be provided in circumstances where all individuals accept their obligation to respond to the high expectations set by staff and to honour the School Rules.

Corporal punishment is not used at Dodderhill.

Physical intervention is used only to prevent an immediate danger of personal injury to, or an immediate danger to the property of a person including the child him or herself. All incidents of physical intervention should be recorded in writing as soon as possible after the event; parents will be informed and may, at their discretion come in to discuss the incident or to collect their child.

Rewards

All teachers and nursery nurses reward and encourage in a range of ways including:

- Verbal and written praise as reinforcement of good behaviour or good work
- Positive verbal comments to parents
- Recognition in assemblies, reports and record books e.g.
 - presentation of certificates received for outside and school activities in the weekly junior presentation assembly and whole school assembly
 - form tutor comment about a good performance in a concert or play on the termly report
 - entry in the achievement section of the weekly school bulletin for a school based individual or team success e.g. Y8 Salter's science winners

In addition a variety of specific rewards is used to encourage children to behave well including:

EYFS

- A smiley face on good work or stickers/stamps/stars etc,
- Gold Book entries

Year 1 – Year 6

- Credits for very good work or a specific contribution such as in Headmistress's assembly
- Gold Book entries for very good or improved work or particular effort

Year 7 – Year 11

- Distinctions for excellence in achievement in a particular subject or project i.e. Y7 study of Droitwich
- Credits

Credits in all areas of the School contribute to House Points and a House Cup is awarded each term at the Final Assembly.

In the junior school the child who gains the highest number of credits each term is awarded a certificate at Final Assembly.

At Junior Parents Day and on Speech Day prizes, cups and certificates are awarded for individual subjects (Y11 and Y6), achievement and attitude & commitment to work. Cups are also awarded at these events for drama, music, sport and service.

At Presentation evening in November Y11 and former Y11 girls receive their Duke of Edinburgh Certificates and GCSEs

In the senior school credit sheets are stuck in homework diaries and credits are awarded for good or improved work. A system of bronze, silver, gold, platinum and diamond certificates are awarded as follow:

Bronze	15 credits
Silver	20 credits
Gold	25 credits

Certificates are awarded in whole school assemblies and girls also receive the appropriate level lapel badge for their blazers

Sanctions

It is hoped that children will respond to positive encouragement, rewards and high expectations but when they fall short of the expected standards inappropriate behaviour is discouraged by:

- o reminding them of our expectations and giving them the chance to improve
- o allowing time to 'calm down'
- o providing positive role models which make our expectations clear
- o starting each day afresh with new chances and new opportunities
- o giving time to listen and asking what could have been done instead
- o making sure that the consequences of inappropriate behaviour are known to all
- o giving debits (Y1 – Y11)

In the event of persistent misbehaviour the following sanctions are used:

EYFS

- o Warning
- o Time out from the group or remove to another class
- o Sending the child to the Deputy Head or the Headmistress (KG upwards)

School (Y1 – Y11):

If there are incidents of poor behaviour, teachers will record their concerns and the action they have taken on the blue slips which are kept in the staff room and pass them to Form Teachers who will keep a copy and give a copy to the Deputy Head. All major and repeated concerns are passed to the appropriate DH immediately. These are filed in the blue folders in each office; DHs note any further action required.

Children who fail to abide by the School Rules will be subject to the following sanctions.

In class – for incidents of repeated bad behaviour

- The class teacher will keep in the pupil at break or lunchtime.
- A written slip will be given to the Form Teacher.

Around the school – incidents of bad behaviour

- Children will be dealt with immediately; it will be recorded on blue slips and given to form teachers.
- Children will be put in detention with the Deputy Head at lunchtime and they will carry out community service.

Use of mobile telephones

- Only those children who use public transport should bring mobile phones to school. Their phones can be left at the school offices for safekeeping during school hours [8.00am – 6.00pm]
- Any girls caught using a mobile phone during school hours [8.00am – 6.00pm] will be given an after school detention
- The school will not be held responsible for the safety of mobile phones other than those handed in by authorised children.

If the bad behaviour continues:

- Parents will be invited to school for a discussion with the appropriate Deputy Head and or the Head
- Pupils will be placed on 'Behaviour Report'

- In extreme cases pupils will be given a 'Head's Detention' after school from 4 – 6pm on Friday

For very serious misdemeanour or a series of offences such as bullying:

- An internal suspension, i.e. the pupil will be supervised at all times by staff and is required to work on their own and generally be isolated from their peers.
- Parents are always asked to come to school to discuss the matter prior to the suspension.

For an incident involving tobacco or alcohol, swearing at a teacher, fighting, bullying or as a final resort:

- A pupil will be sent home for a very short time to 'cool off' or distance herself from a problem.
[Informal suspension]
- Parents are required to bring the pupil back in to school to discuss their behaviour
- An internal suspension will follow.

For repeated similar offences or a serious individual incident:

- Formal suspension for a limited period of no longer than one week
- Parents are required to discuss their child's behaviour and agree strategies for successful re – integration

EXCLUSION

It is hoped that it will never be necessary to exclude a child, however, children may be permanently excluded or their parents asked to remove them from Dodderhill when

- They continually interfere with the harmonious running of the school.
- They are judged to be a threat or danger to other children
- They have shown themselves incapable of accepting school discipline or for very serious incidents such as the misuse of illegal substances

In the case of children excluded, parents will have the right to appeal.

CONCLUSION

This policy and its implementation will be reviewed regularly. We want Dodderhill to continue to be a happy place where every child is able to make the most of all the opportunities that are offered.

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