

## **MOOR PARK SCHOOL**

### **BEHAVIOUR MANAGEMENT, REWARDS, SANCTIONS, DISCIPLINE & EXCLUSIONS POLICY**

Moor Park aims to encourage all pupils to adopt the highest standards of behaviour, principals and moral standards and to respect the ethos of the school. Promoting the emotional well being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone.

Moor Park is an inclusive community. We welcome pupils from any ethnic and social background and faith. We treat everyone as an individual, aim to develop the whole person equipped to take his/her place in the modern world.

#### **Code of Conduct**

Our 'Code of Conduct' is focused on the 'golden rule' to treat other people, as you would like to be treated yourself. This is more closely defined under three general headings:

- ❖ Taking care of yourself and others;
- ❖ Taking care of School buildings and property;
- ❖ Taking care of your own and other people's belongings.

#### **EYFS & LOWER SCHOOL**

Please refer to Moor Park Lower School Behaviour Management Policy.

#### **Behaviour Management**

##### **General Principles**

- To develop a whole-school behavioural policy that is supported and followed by the whole school community, parents, teachers, children and governors, based on our sense of Christian community and shared values.
- We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.
- Everyone has a right to feel secure and to be treated with respect at Moor Park, particularly the vulnerable. Harassment and bullying will not be tolerated.
- The school is strongly committed to promoting equal opportunities for all, regardless of race, gender or sexual orientation or physical disability.
- To be mindful in our teaching to be aware of our values and to promote positive values and attitudes, especially in encouraging responsible behaviour, enhancing self-discipline and developing in children a respect for themselves, for other people and for property.
- To encourage good behaviour rather than to merely punish bad behaviour.
- To make distinctions between minor and more serious misbehaviour.
- We aim to encourage self-discipline, self-esteem and consideration for each other, for our surroundings and property in an atmosphere of mutual respect and encouragement.

- We expect good behaviour from the children.
- We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually.
- We expect pupils to behave at all times in a manner that reflects the best interests in the whole community.
- Discipline is the responsibility of every member of staff – who should deal directly with any behaviour problem in an appropriate fashion, respecting individual children's level of understanding and maturity, or by seeking support.
- A punishment can sometimes be averted through discussion with the child (though clearly, a discussion on the same point too often suggests that further action is needed!)
- By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.
- Physical punishment and any techniques intended to single out and humiliate individual children will not be used.
- Physical intervention or restraint should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent damage to people, property, or what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and the Headmaster/Head of Lower School should inform parents about it on the same day.
- Children who misbehave will be given one-to-one adult support in seeing what went wrong and working towards a better pattern.
- Children need to feel that there is a hierarchical system – from individual member of staff, to tutor, to Senior Master, to Deputy Head – and beyond!

### **Involvement of Parents & Guardians**

Parents and Guardians that accept a place for their child at Moor Park undertakes to uphold the school's policies and regulations, including this policy when they sign the Contract.

### **Unexplained Pupil Absences**

The school will telephone the home on the first day of an unexplained absence. The Headmaster does not allow holiday to be taken during the term.

### **Pupil Involvement**

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestion from them. There are many opportunities for pupils to raise issue such as the School Council, tutorials, prefect meetings, boarding meetings and informal chats with the Headmaster.

### **Rewards: Promoting positive behaviour**

Moor Park has a positive, constructive and happy atmosphere. We believe this is much to do with our emphasis on encouragement, positive reinforcement and reward. While 'reward' may simply be

verbal or public recognition of a thought, word or deed, it may also be physical in some of the following ways:

- *Friday Assembly* (Reception to Y8) is a weekly celebration of success
- *HM's Commendation* ~ presented at weekly Assembly ~ for an act or acts of kindness, generosity of spirit, community minded behaviour
- *Awards and Lower School Cup for kindness, helpfulness and good manners* ~ presented weekly at Assembly
- *Star Boarders* (awarded each half term to children who have set an example that others may follow)
- *Colours and Honours* for sport.
- *Prizegiving* - On the last day of term, prizes are awarded for academic subjects (Year 8) and effort/achievement prizes, along with other special prizes, cups, trophies etc...

### **Promoting positive attitude to academic work**

Good attitude to work and effort should be promoted by:

- Verbal encouragement
- Stickers and comments in exercise books
- Comments to the child's tutor or form teacher in the child's planner!
- The effort grade assessment with accompanying comment
- A Headmaster's Work Commendation
- Child's work being displayed in the showcase
- Reporting child's effort to parents via parents teacher meetings, effort grades and Reports
- Giving the child a TT. TT's should be given for effort and should be used by teachers for encouragement. Form teachers / tutors keep a record of TTs and at the end of term the winning house (all TTs are added) is invited to the TT Feast.

### **Sanctions for poor effort and attitude towards academic work**

Children who are not working well should be warned or sanctioned by:

- Verbal warning or a chat at the end of a lesson
- Comments to the child's tutor or form teacher in the child's planner
- Reflecting the child's poor work in the effort grade assessment with an accompanying comment to the tutor
- Tell the child to redo the work in Detention (during morning break)
- Talk to Director of Studies, who may then put the child on an academic work card
- Give a warning and then a PP, this involves Director of Studies writing to parents and the child attending a detention session on a Wednesday evening
- Informing parents via parent teacher meetings, effort grades and Reports.

### **Disciplinary Procedure in classroom**

Staff should exercise firm but fair discipline at all times in the classroom. In general, most offenders should be quickly dealt with, by being admonished, set apart from the rest of the class, or set work in the particular subject. However, if further backup is necessary, the procedure is as follows:

The member of staff should report the incident initially to the Deputy Head, if a disciplinary matter, or, in the case of continued bad work, Director of Studies. They will then arrange to see the offender and administer a suitable punishment. If there is a direct conflict between a pupil and a teacher (e.g. insolence or deliberately refusing to do work) the teacher should report directly to the Deputy Head.

## **Sanctions: Sanctioning poor behaviour**

Moor Park does not use unacceptable, excessive or idiosyncratic punishments including any punishments intended to cause pain, anxiety or humiliation. The school does not use corporal punishment.

It is important to make and remember the distinction between punishment for work-related misdemeanours and for unacceptable behaviour. Giving a work punishment for bad behaviour is not recommended. However a 5-10 minutes written task can be seen as a first step on the “discipline ladder”. Giving a child a firm warning and a chance to take more responsibility for his behaviour; if the child does not respond, he or she should be sent to stand outside the SCR with a reading book at break time.

Staff should deal with any incident that they come across, giving (and following through) a punishment if necessary, and recording it in the **Conduct Book**. However, a ‘graduated response’ is vital, with individual staff taking responsibility for any punishment given.

These may include:

- *Missing free time*: Standing outside the SCR with a reading book. Children sent twice in the week will see the Deputy Head and may be given a note.
- *Community service*: Putting something back into the school community, doing something productive, is infinitely more positive than simply occupying (wasting) a child’s time. Litter collection is always helpful, but should be done with rubber gloves. Hymnbooks may need repairing for example, or tidying done somewhere. This specific sanction would apply to children who have been showing a lack of respect to the Moor Park environment or more generally whose behaviour is being judged as detrimental to the School Community.
- *Behaviour Note*
- *Behaviour Report*

### **Behaviour Note**

A Note may be given:

- for a child being sent to stand outside the staff room twice within a few days
- for a collection of records in the Conduct Book by several staff concerning one child
- for a single incident

The Deputy Head may then give a Note (marked with ‘N’ in the Conduct Book) if felt appropriate. Staff should liaise with the Deputy Head if they recommend a Note, need a second opinion or indeed if they feel the offence needs to be ‘moved up the ladder’.

Upon the issue of a Note, the Deputy Head will speak with the child and issue a ‘Day Note’ for the following day (the child must report to the Deputy Head or Senior Master several times in the day).

### **Behaviour Report**

If a child has had three Notes in a term, s/he will go on a Behaviour Report and the parents would have been contacted by this stage.

A particularly serious transgression or a course of events may result in the Behaviour Report being given without three preceding notes.

Upon the issue of a Behaviour Report, the Deputy Head will speak with the child and issue a Behaviour Report for the following seven days (the child must have the report signed by subject teachers at the end of each lesson, games takers and report to the Deputy Head or Senior Master several times in the day).

If a pupil fails to respond to the Behaviour Report it may result in suspension or, ultimately, parents being asked to remove the child from the school.

### **Sanctions: Sanctioning serious misconduct**

Thankfully the overwhelming majority of discipline incidents at Moor Park are of a minor nature. However, in the case of more serious incidents, pupils may miss out the graduated process of Notes, Behaviour Reports and be sent directly to the Deputy Head or Headmaster. In these instances parents would be informed.

Staff should pass on any serious incident to the Deputy Head. The Deputy Head with the help of the Senior Master will co-ordinate any investigation. The outcome will be reported to the boy's tutor and to the Headmaster. The Headmaster will inform parents of the outcome.

### **Exclusions**

It may be necessary to exclude a pupil for a serious incident or for a number of minor incidents. This may take the form of 'internal suspension' for a short period of time or a pupil being sent home for a period of time or permanently. On such occasions the parents would be asked to come and discuss the matter with the Head. If the parents have a complaint on any exclusion, and it cannot be easily resolved through discussions with the Headmaster, they should contact the Chairman of Governors and follow the *formal complaints* procedure will be followed.

### **Complaints Procedure**

The school's complaints procedures (*which apply equally to the Lower School and has been drafted to meet the specific requirements for EYES pupils as described in the ensuing paragraph*) are on our website. We send copies on request. We undertake to investigate all complaints and to notify you of the outcome of the investigation within 28 days. We maintain records of complaints for three years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Lower School, because it is part of an independent school, parents are also entitled to contact Ofsted if dissatisfied with the outcome of a complaint or take complaints directly to Ofsted. A leaflet entitled "Complaints to Ofsted about Schools: Guidance to Parents" reference 80113 can be downloaded at [www.ofsted.gov.uk](http://www.ofsted.gov.uk)