



**GUIDANCE FOR STAFF ON  
PROMOTING GOOD BEHAVIOUR**  
incorporating Rewards and Sanctions

## GUIDANCE FOR STAFF ON PROMOTING GOOD BEHAVIOUR

The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Managing behaviour well is a significant responsibility; without good discipline, pupils are unable to learn and achieve their full potential. It is the responsibility of all school staff to provide a safe environment in which rules are applied consistently.

All members of the school community are expected to treat each other with respect, and to be polite and positive. We all respond best to positive encouragement and praise; every child should feel valued and supported. Comments made to pupils should focus on their behaviour and not them personally.

Our behaviour management techniques are therefore not based on compliance alone.

### Expectations

- Staff are role models for good behaviour and the children learn by example.
- Good behaviour is rewarded and praised. Staff will model this behaviour by acknowledging a pupil's helpful and polite behaviour.
- Staff will have high expectations of their pupils.
- Each form teacher will discuss the Pupil Regulations with their form at the beginning of each year and will ensure that it is clearly displayed in their form room.
- Effective, fair and consistent behaviour management strategies and practices are in place at the beginning of the school year in every class.
- Staff will provide an environment where children feel engaged in their learning and stimulated by the curriculum.
- Staff will plan activities that are engaging and appropriately differentiated, as this promotes good behaviour.
- Staff will have planned an appropriate ending for each lesson, which may include having an activity ready for when girls have packed away which engages them until the end of the lesson or one minute before.
- Staff will have a seating strategy for each class.
- Staff will set clear expectations of their classes and will issue a warning if necessary so pupils are aware that their behaviour is inappropriate.
- Staff will inform pupils of any appropriate health and safety regulations within their department.
- Where it becomes necessary, staff will aim to speak privately to a pupil, thus avoiding embarrassing the pupil and avoiding unnecessary confrontation.
- Staff will acknowledge that each lesson is a fresh start for a child.
- Rewards and Sanctions will be applied fairly and consistently by all staff.

## **Rewarding Positive Behaviour**

**Praise** is vital. If pupils can see that their good work or good behaviour has been recognised, they are more likely to repeat this praiseworthy action. Proper use should be made of the rewards set out under "Rewards" (p4).

### **Setting High Standards of Behaviour**

As teachers we must adopt classroom management strategies which ensure that each teaching group knows how they should:

- enter the room – whether they line up outside or go in and prepare for the lesson – and where they may sit;
- organise themselves before the lesson begins, eg getting out planners and equipment without being told to do so;
- act when a teacher arrives – whether to stand, whether to say a formal 'Good Morning' or 'Good Afternoon' or just be silent;
- be registered – whether this will be formal or informal;
- respond to questions – whether they should put up a hand or wait to be asked;
- behave safely – what rules apply to moving around the room or using equipment;
- record homework, whether it is given out at the start or during the lesson;
- know when books can be packed away;
- leave the room promptly and efficiently.

We should all expect our classes to be silent once the lesson has started, at any time when we are speaking and at any time when another pupil is speaking.

## **Promoting good work in the classroom**

### **Setting high standards of work**

- Make your expectations clear, e.g. is the work to be judged on content or on presentation or both.
- Give regular examples of good work.
- Write comments/ suggestions or ask questions to prompt further improvement of a piece of work.

### **Helping to reinforce deadlines**

- Follow the agreed weekly homework schedule for each year group.
- Ensure each pupil records work set and date for completion in her Planner.

### **Following up on late or missing work**

- Always monitor the submission of homework
- For girls in Year 7 to 11, ensure parents are aware of ongoing issues
- For girls in Year 12 and 13, use the cause for concern system.

NB Departments may decide how frequently and in what format they will record missing books/coursework etc.

## REWARDS

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Good behaviour can be acknowledged in a variety of ways, including the use of Planners to record good behaviour (as well as bad) and the use of praise to reward good behaviour or good participation in a lesson, etc.

Achievement assemblies celebrate pupils' achievements both in and out of school and notice boards outside the Head's office and the PA's office display pupils' achievements which have been recognised in the local media.

**Merits** are awarded for good work or behaviour, to acknowledge outstanding effort, organisation or acts of kindness in school.

- **In Years 7 to 11**, particularly good work or good behaviour can be rewarded with a Merit.
- Each subject department has its own criteria for deciding when **good work** warrants the award of a Merit. This may be for one excellent piece of work, a series of very good pieces of work, sustained effort in organising work, a significant improvement in attainment or organisation or a significant contribution to lessons, etc.
- **Citizenship Merits** can be awarded for good behaviour either inside or outside the classroom.
- **In Years 7 to 9**, pupils who gain 9 Merits across a range of subjects receive a book token, presented by the Headmistress.
- **In Years 10 and 11**, pupils who gain 7 Merits (including merits from at least 4 different subjects) receive a book token, presented by the Headmistress.

**Other awards** include, for example, prizes for progress and prizes for contribution to school life.

## Reducing behaviour which inhibits learning in the classroom

When a pupil produces poor work there can be many different reasons. She may have limited potential in one area, she may have misbehaved in the lesson and failed to understand or she may have some current personal problem.

We, as teachers, are here to help pupils to learn but we must also help them to organise their work, train them to behave appropriately and liaise with pastoral teams to help pupils cope with personal difficulties.

Examples of poor behaviour include:

- persistent chatting;
- distracting other pupils;
- rudeness to the teacher or to other pupils;
- unsafe movement or unsafe use of equipment.

Techniques to discourage poor behaviour could include:

- using seating plans or student groupings;
- arranging furniture to provide an environment conducive to on-task behaviour;
- using non-verbal cues or messages, eg maintaining eye contact;
- giving more direct reminders to individuals in a discreet way;
- giving more direct reminders to individuals in a more overt way;
- giving clear 'choices' to maximise students' responsibility.

Teachers faced with poor behaviour must act fairly and consistently and apply sanctions as set out in the Rewards and Sanctions Policy. Experience suggests that before a formal sanction is applied, however, there are informal ways of modifying a pupil's poor behaviour. The means of doing this will vary, but could include:

- saying 'stop chatting, thank you'; or
- drawing attention by praising a nearby pupil, eg by saying 'thank you for being quiet'.

When dealing with instances of poor behaviour, staff should:

- address the behaviour or issue, without humiliating the student;
- allow for appropriate feedback/response;
- focus on the primary behaviour;
- refer back to class rules and routines;
- aim to conclude the exchange amicably.

It is crucial that all staff adopt a consistent and fair approach, that expectations are clear and that the response to any unacceptable behaviour is immediate. Sanctions are most effective when applied calmly so that pupils know what behaviour is being punished and why. Efficient classroom management depends on the respect between the member of staff and the class. Whole class punishment or the punishment of a large number of pupils for the actions of one or two should be avoided.

**If problems arise in a lesson:**

- In the first instance, follow the sequences set out under “Sanctions” (p8).
- If disruption occurs regularly with one or more individuals, discuss the situation with the Head of Department. The Head of Department will advise on strategies for lesson planning, seating arrangements, etc or may arrange to remove miscreants for one or more lessons.
- If an exceptional incident arises with one individual, consider asking her to ‘cool off’ outside the room for two minutes. This may be deemed necessary if the chronic misbehaviour and disruptive influence of one individual is stopping other pupils from learning. Nonetheless, this must be a high level sanction which is only used when other strategies have not worked. It should not be used to devolve one person’s responsibility to another colleague for an indefinite period of time.
- In the case of blatant disobedience, send a reliable girl to the staff room to speak to the member of staff on Emergency Supervision. S/he will alert a member of the Senior Staff on duty who may then come to the classroom to deal with the situation.
- For further suggestions, refer to the list of possible actions in Appendix 2.

A pupil’s poor behaviour a lesson is very rarely personal. If a pupil cannot cope in the ‘immediate emotional moment’, she may temporarily lose control. If the problem is one of low-level misbehaviour, it is a case of pupils testing the limits. This is where we can inadvertently react to the secondary behaviours of pupils - for example, when they do something which we have asked them to do with bad grace. It is important that the member of staff does not lose control in turn. Try to focus on the primary behaviour and keep the situation as depersonalised as possible.

Colleagues have a professional duty to seek help or advice from others in school about how best to deal with certain pupils’ behaviour if this is disrupting others’ learning. Members of staff should refer to their Head of Department, in order that the Head of Department can help their colleague to develop their skills at managing difficult situations so that the teaching and learning in their classroom does not suffer as a result.

In order to monitor potential problems including persistent misbehaviour, colleagues should keep a record in their mark book of absences, missing work and any incidents, with brief notes and dates and ensure that they keep departmental and pastoral colleagues informed of concerns as they develop. Such notes may become particularly important if problems escalate.

## **Dealing with Poor Behaviour at Break or Lunchtime**

Common misbehaviours which are particularly prevalent at breaks and lunchtimes are the incorrect wearing of school uniform or eating and drinking in corridors. All staff should remain vigilant at breaks and lunchtimes and should deal with any incidents immediately. This may involve writing a comment in the pupil's planner; further action may require consultation with pastoral staff or a member of the senior staff.

Further examples of types of misbehaviour are listed in Appendix 1.

If a problem persists, it should be referred to the Head of Department or Form Tutor as appropriate, or escalated to a more senior member of the pastoral team, namely the Year Tutor, Head of School or Deputy Head. Action, depending on the problem and the pupil's response, may include interview with the Head of Department/Head of School/Headmistress, communication with parents, interview with parents and, in extreme cases, temporary or permanent exclusion.

### **Guidance for staff on the 'Escalation of Sanctions'**

Members of staff should avoid 'jumping' too quickly to a high level course of action, unless the pupil is repeating a course of action for which she has already just been punished at the higher/ highest end of the disciplinary scale. Too often, this sort of 'jump' can involve senior pastoral staff at too early a stage, leaving the teacher 'nowhere to go', should things get worse.

For these reasons, Appendix 1 sets out options which staff may wish to consider at each stage of the process. It is not intended to be prescriptive, but consideration should be given to the options below by members of staff who are dealing with disciplinary incidents.

At each stage, it is necessary to spell out the consequences to the pupil if she does not conform. This can be a time-consuming process but, if we genuinely want to reform the pupil, this is the most effective way. It is also the only way to demonstrate to parents that we are doing all we can to correct their child's behaviour.

## **SANCTIONS**

Poor behaviour or poor work is unacceptable and should always incur some form of sanction. The severity of the sanction will depend on the nature and level of the misdemeanour. All members of staff should follow the sequences below in the case of poor behaviour or poor work. Further suggestions are given in Appendix 2.

## Responding effectively to poor behaviour

*Member of staff identifies unacceptable behaviour*



*Verbal Warning*

This must be a clear statement e.g. "I am giving you a verbal warning for chatting"



*If the behaviour persists, contravention recorded in Planner (Y7 to 11)*

e.g. Science, pd 5, teacher's initials, "chatting"



*Order Mark issued (Y 7 to 11) / Cause for Concern note submitted (Y12 and 13)*

Details of Order Marks should again be noted in the pupil's planner (Years 7 to 11).

An Order Mark can be given for persistent misbehaviour in one lesson or for follow up to a verbal warning in an earlier lesson.



*Lunchtime Detention / Interview with member of Pastoral Team*

This can be a response to exceptionally poor behaviour in one lesson or a response to a sequence of verbal warnings and Order Marks. The detention should be recorded in the pupil's Planner and notified to the Form Tutor via a green slip. The Head of School may also send a letter to parents.

## Responding effectively to poor work

*Teacher identifies unacceptable work (and makes a note in the girls' planner, if appropriate)*

A piece of work will receive a comment. Occasionally, some types of work may also receive a mark. Teaching staff should always make clear the assessment criteria **in advance** for each new piece of work.



*Action agreed, e.g. work is re-done*

The teacher may need to demonstrate, either by comments, suggestions or by asking question, how the work can be improved. A new deadline would need to be set.



*Order Mark/Cause for Concern may be submitted if work is persistently late/below standard*

Details should also be noted in the pupil's planner (Years 7 to 11).

NB Order marks should not be used as an alternative to the completion of missing or sub-standard work.



*Interview with Head of Department/Head of School if necessary*

HODs are responsible for the standards set by all the teachers in their department. They need to support their colleagues in maintaining these standards. Heads of School may be involved if a pupil has personal problems which have affected her work.

## Appendix 1 - Types of Misbehaviour

Schools are recommended to develop agreement about scales of severity from low-level to serious behaviours through formal discussion and staff training. This will ensure:

- Shared understanding of proportionate and differentiated sanctions;
- Thresholds for the use of disciplinary penalties;
- Consistency and fairness in the application of disciplinary penalties.

A level of judgement will apply in all cases as to the precise 'level' of misbehaviour and should be based on the intention behind the behaviour, the frequency with which it has occurred and the effect which it has on others.

### Low-level Misbehaviour:

- Late arrival to class or form time (one-off)
- Failure to bring explanation for absence (one-off)
- Talking out of turn
- Eating/drinking in class (without permission) or in the corridors
- One-off contravention of uniform regulations
- Inappropriate level of effort
- One-off case of inappropriate language
- One-off failure to attend Assembly
- One-off failure to produce planner
- Using chewing gum

### Medium-level Misbehaviour:

- One-off failure to meet homework requirements without regard to submission and quality
- Persistent inappropriate level of effort
- Persistent late arrival to class or form time
- Persistent contravention of uniform regulations
- Inappropriate behaviour during non-contact time at breaks and lunchtimes
- Disruption of other pupils' learning by, for example, persistent talking
- Abuse of Study Period
- (Sixth Form only) Going off the premises in the school day without permission and/or without signing out
- Use of the internet/ network which does not comply with the ICT Acceptable Use Policy
- Use of mobile phones and mp3 players which does not comply with the school regulations
- Disobedience to staff
- (Years 7 to 11 only) Repeated failure to produce planner
- (Years 7 to 11 only) Repeated failure to have planner signed by parent
- Going to the Boys' Division without permission

- Repeated failure to bring required equipment to lessons
- Discourteous or disrespectful behaviour to any member of the school community
- Unsafe or disruptive behaviour

**Serious Misbehaviour:**

- Persistent failure to meet homework requirements with regard to submission and quality
- Persistent or one-off major disruption of other pupils' learning, particularly when failing to heed warnings or obey instructions
- (Years 7 to 11) Single occurrence of truancy, unauthorised absence or going off the premises without permission in the school day
- (All years) Persistently missing Assemblies and/or other commitments
- (Sixth Form only) Persistent missing of lessons, including CEP and PSHEE
- Cheating or plagiarism
- The taking of images/ recording of material with the intention of using them to harm an individual's/ the School's reputation; the dissemination of such images within School or in a public forum
- The use of text messages or the internet to make abusive or offensive remarks to or about another individual in School
- The distribution of information likely to damage the reputation of the School;
- Bullying
- Rudeness or serious disobedience to staff
- Defiance and refusal to cooperate; persistent refusal to follow staff instructions, including on trips & at sports events
- Persistent refusal to follow School rules or the dress codes; refusal to remain within the spirit and provision of School policies
- Vicious attacks on another pupil or member of staff; incitement to violence
- Bringing the School into disrepute (including during a sports fixture, in town or on public transport and via comments made in public)
- Repeated unsafe or disruptive behaviour
- Vandalism &/ Damage to property, including cars parked on the School site and the computer network; defacement or deliberate damage to another pupil's property
- Thefts of School/ other students' or staff property
- Acts of or incitement to intimidation, harassment (including via text messages and the internet) & other forms of bullying (See Anti-bullying policy)
- Deliberate racist, sexist and/ or homophobic acts
- Gambling
- Bringing illegal or certain legal drugs (tobacco, alcohol, solvents) into school or evidence of drug misuse; bringing weapons, banned or offensive substances or materials into school; smoking; possession and use of alcohol
- Visiting licensed premises in the School day, including at lunchtimes; consuming alcohol on a trip or in uniform

**Severe Misbehaviour is:**

not compatible with the provision for the efficient education of other children;  
and/or

involves serious, actual or threatened violence against another pupil or member of staff or their/ the School's property;  
and/ or  
puts the pupil or others at risk of harm or injury.

### Appendix 2 - Further suggestions for tackling poor behaviour

Behaviour in lessons	Possible first action	Possible second action	Possible third action	Possible fourth action
Low level chatting	Teacher uses corrective measures within class to control behaviour; brief stern look and/or verbal warning, request pupil puts planner on desk, follows up by discussion with pupil	If behaviour persists, recorded in planner, parental signature required etc., followed up by tutor.	Order mark (+ green slip) HoD informed and discussed in dept. Follow up by tutor. Strategies discussed and minuted in departmental meetings, read by Head and Deputies.	Pastoral team interview pupil. Application of sanctions on escalating scale; lunchtime detention, report card, conversation with parent, with involvement of more senior staff as and when necessary.
Repeated disruption of a wide range of subjects	Teachers use corrective measures within class to control behaviour; brief stern look and/or verbal warning, request pupil puts planner on desk, follow up by discussion with pupil	If behaviour persists, recorded in planner, parental signature required etc. Order mark (+ green slip) HoD informed and discussed in dept. Form tutor initiates pastoral conversation.	Pastoral Detention by Pastoral staff in response to complaints from a range of subjects. Removal of privileges eg deprive of social time at break/lunchtime. Discussion with parents.	Application of sanctions on escalating scale including removal from lessons on a temporary basis, with involvement of more senior staff as and when necessary.
Failure of a Sixth Former to attend a lesson	Establish why the lesson was not attended. If appropriate, discuss with other teachers of the subject.	If problem reoccurs, discuss with Head of Department. Send student to clinic (?) to catch up on missing work.	If repeated, discuss with pastoral staff and record it using the Student Monitoring system.	Application of sanctions on escalating scale, with involvement of more senior staff as and when necessary. Inform parents.

Work-related issues	Possible first action	Possible second action	Possible third action	Possible fourth action
Failure to complete a piece of work on time (below Sixth Form)	Establish why the work has not been done. Set a new deadline.	If the new deadline is not met, write in planner, parental signature to be checked by tutor. Possible departmental detention	For further non-submission, warning of order mark given. Dept detention to complete work. Comment in planner.	Order mark given according to dept policy eg after three pieces. Parent to sign entry in planner, tutor to monitor.
Repeated failure to complete work in several subjects	As above	Monitored and noted by tutor. Tutor speaks to pupil. Parents informed by Pastoral team. On Report, signed by parent, followed by pastoral discussion with pupil.	After school detention with letter to parent.	Application of sanctions on escalating scale, with involvement of more senior staff as and when necessary.

Failure to complete a piece of work on time (Sixth Form)	Establish why the work has not been done. Set a new deadline.	If the new deadline is not met, tell the student that she must go away and complete the work before attending your lesson. Discuss with other teachers of the subject.	If the work is not complete by the next lesson, discuss with pastoral staff and record it using the Student Monitoring system. Consider talking to the parents.	Application of sanctions on escalating scale, with involvement of more senior staff as and when necessary. Consider contacting parents.
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<b>Other Contraventions</b>	<b>Possible first action</b>	<b>Possible second action</b>	<b>Possible third action</b>	<b>Possible fourth action</b>
Poor conduct around school	Member of staff points out to the girl the contravention. Verbal warning issued.	Member of staff writes in Planner/ gives Order Mark (+ green slip).	Monitored and noted by tutor. Tutor speaks to pupil followed by pastoral discussion with pupil. Pupil to report daily to Year Tutor.	Detention (lunchtime or after-school). Parents informed by pastoral team. Escalation of sanctions by Head of School/Deputy/Head.
Chewing gum	Member of staff points asks girl to remove and dispose of gum.	If it happens again, member of staff writes in Planner/ gives Order Mark (+ green slip).	Monitored and noted by tutor. Tutor speaks to pupil followed by pastoral discussion with pupil.	Detention (lunchtime?) Parents informed by pastoral team. Escalation of sanctions by Head of School/Deputy/Head.
Unauthorised use of Mobile Phones, etc	Teacher confiscates phone (SIM card must not be removed) and hands in to PA's office Pupil collects phone from office at 4pm.	If it happens again, member of staff writes in Planner/ gives Order Mark (+ green slip).	Monitored and noted by tutor. Tutor speaks to pupil followed by pastoral discussion with pupil. Pupil to submit phone daily to PA's office and collect daily at 4pm.	Detention (lunchtime?) Parents informed by pastoral team. Escalation of sanctions by Head of School/Deputy/Head.
Lost Planner	Teacher tells pupil that a (green) monitoring slip will be sent to her form tutor.	If planner is lost, pupil pays for replacement if planner cannot be found after a set period of time.	If pupil fails to produce planner on a number of occasions and planner is not lost, issue an Order Mark (+ green slip)	Detention (lunchtime or after-school). Parents informed by pastoral team.
Failure to arrive in School on time	Pastoral staff to discuss with pupil why she is late and to investigate transport difficulties if necessary.	Pastoral staff to speak more formally to the pupil and to threaten communication with parents.	Parents informed by pastoral team.	Detention (lunchtime or after-school). Escalation of sanctions by Head of School/Deputy/Head.
Failure to adopt appropriate appearance, including the wearing of jewellery or make up	Member of staff points out to the girl the contravention and asks her to remedy the situation, eg tells pupil to remove but does not confiscate jewellery or asks pupil to remove make up immediately.	Member of staff writes in Planner/ gives Order Mark (+ green slip).	Monitored and noted by tutor. Tutor speaks to pupil followed by pastoral discussion with pupil. Pupil to report daily to Year Tutor.	Detention (lunchtime or after-school). Parents informed by pastoral team. Escalation of sanctions by Head of School/Deputy/Head.

This Policy was reviewed in September 2015 and will be reviewed again before September 2016