

## Code of Conduct and Rewards and Sanctions

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### Aims and Expectations

It is the primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We aim for our pupils to leave the school as confident young people/ women equipped with the knowledge, skills and attributes that will allow them to live happy and fulfilled lives and to make a difference for good in the wider community. There is a strong pastoral ethos in our school which encourages positive moral and social attitudes; courtesy, good manners, respect for others and spiritual awareness. We are a caring community, whose values are built on mutual trust and respect for all. Our Behaviour Procedures are underpinned by the Primary Division Policy to Promote Good Behaviour.

This policy and its associated procedures gives us flexibility to deal with any pupil with a learning / behavioural difficulty and takes account of a pupil's age. It allows us to respond according to their needs.

### Code of Conduct [see appendix 1]

- There is a school Code of Conduct which is usually shared with the Parents at the Information Evening in September.
- The Class Teacher discusses the Code of Conduct with the class at the beginning of each year and it is revisited in assemblies when appropriate to do so.
- The Code of Conduct is clearly displayed in each classroom and in shared areas such as corridors and cloakrooms.
- It is included in the Homework Diary and reference is made to this regularly throughout the year.

### Establishing whole school rules

#### **Class Rules**

- As part of PSHEE at the beginning of a new academic year each class devises their own set of no more than 5 class rules. These rules are to be positive rather than negative in tone.
- The rules are displayed in each classroom.
- Each class teacher has systems in place to support enforcement of the class rules.

#### **PE rules**

Please refer to PE policy for details

#### **Playground rules**

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Please refer to Playground Policy for details

### **Dining room/Library rules**

We have a few simple rules which are discussed and reviewed either in House meetings or through School Council each year.

### **Use of mobile phones rules**

Pupils must sign in their mobile phones when they arrive at school. Mobile phones must not be kept in school bags. Phones are collected and signed out at the end of the day.

- Any child contravening this rule would be given an amber card as a warning. A red card would be issued if the behaviour was repeated

### **Rewards and Sanctions**

We would adapt any reward/sanction accordingly for any pupil identified as having a specific learning difficulty that impacts on behaviour.

## **Rewards**

**The School promotes and reward good behaviour amongst pupils in the following ways:**

### **House System**

- House points awarded for good work or behaviour, to acknowledge effort, organisation or acts of kindness in school.
- House Meetings each half term in Form Time to collect House Points. These are displayed in the House noticeboard and the House cup is presented to the winning House each half term.
- House Afternoon each term. This may focus on Hesketh Habits and current PSHEE themes.
- Inter House sports competitions throughout the year.

### **Hesketh Habits**

- Hesketh Habits form an integral part of encouraging good habits of behaviour for life and in school.
- Pupils in Year 6 are rewarded with Habits trophies at their Leavers' Celebration in the Summer term.
- Hesketh Habits displays around school promote the 8 habits and good behaviour.
- Hesketh Habits stickers are awarded by class teachers or by the Deputy Head in assembly.

### **Assemblies**

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- We have an assembly each week to recognise individual and group achievements.
- PSHEE assemblies are held to promote good behaviour, citizenship and Fundamental British Values.

### Excellence Book

- The Head of the Junior School writes entries into the 'Excellence Book' (Button Book) for outstanding achievement in any aspect of school life.
- The Head then sends a postcard home to inform parents of their daughter's achievement.

### Newsletters, school magazines

- Our weekly communication to parents includes recognition of achievements both in and out of school.

### Responsibilities within School

- Form and Vice-Captains
- House System with House and Vice- Captains
- School Council
- Year 6 Ambassadors
- Classroom monitors
- Charity representatives

### House Points

House Points are to be given mainly given for work or in recognition of a good behaviour.

#### **Suggested weighting:**

- Academic work -Maximum 3HPs.
- Project work -Maximum 10HPs
- Courtesy and helpfulness -Maximum 3HPs

### Class Points

Class points are awarded to encourage excellent whole class behaviour organisation

#### **Suggested weighting;**

- Lining up outside and entry into school and setting up for lessons- possible 3 per day
- Other points to be determined by class teacher and pupils at start of each term or for any matters arising that the teacher wishes the class to focus on.

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- Class points to be recorded in the classroom for example on a 100 square
- Class reward to be decided with class in advance. Examples: film afternoon, games afternoon, iPad afternoon, art activity. This would take place during the last week of each half term.
- These class points may be given by teaching assistants, class teachers and specialist subject teachers to reinforce good behaviour in school

### Sanctions

#### Amber Card

An amber card is issued after a verbal warning to correct behaviour by a class teacher.

The pupil's name is recorded in yellow book attached to **Good to be Green** display.

Amber cards are normally used as a reminder to address a minor issue.

Yellow books move up the school with each class so that the record is ongoing.

#### Homework

If homework is late a sticker is placed in the homework diary and signed by the parents. The pupil is also issued with an amber card. 3 amber cards for late homework in the course of a week would convert to a red card.

#### Sanction for amber cards

Discussion between pupil and teacher with explanation of issues, and why it is a problem.

Discussion over how to correct behaviour. Follow up support for pupil if required.

#### Red card

A **red card** is issued for more serious behaviour issues such as theft, physical contact, use of bad language.

A red card should also be issued when a pupil has been given **2 amber cards** in one day **or** when a pupil has accumulated **3 amber cards** in one week. This is often the result of poor organisation, missing homework deadlines or low level classroom disruption. It can also be issued if there are ongoing concerns about a pupil after a series of amber warning cards.

#### Sanctions for Red Cards

When a red card is issued the teacher puts the name of the child and nature of the incident in the **Behaviour Book** kept in the staffroom. The incident is reported by the class teacher in an e-mail to the Deputy Head. The Deputy Head will record on CPOMS depending on the severity of the incident. An incident where contact has been made with a parent should always be recorded on CPOMS.

Pupils with a red card must attend the Friday lunchtime reflection with the Deputy Head between 12.50p.m. and 1.15p.m. The Deputy Head follows up each red card with an interview/ discussion with the pupil concerned. The Deputy Head will use the Ladder of Sanctions as a guide and pupils may write

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a letter of apology, complete a reflection sheet etc. The behaviour is also cross referenced against weekly Tracking File, Playground Monitoring Book, Coach Incident book and CPOMS.

In certain cases, the Deputy Head may compile a Behaviour Action Plan or Behaviour **Report** to enable the pupil to improve behaviours discussed. This would be done in discussion with the pupils and their class teacher and usually with the parents. This is usually a formal plan to improve behaviour. It consists of a lesson by lesson overview of behaviour and standard of work signed by the form teacher and relevant subject teachers throughout the day. Parents read and sign the report each night. This is designed to encourage good work habits by providing greater focus and immediate feedback. It is intended to facilitate change and is a mechanism of support rather than a sanction.

If a pupil's behaviour deserves several red cards during a term the Deputy Head discusses this with the Head and parents are contacted. Parents may also be contacted prior to this if it is felt this would be useful in addressing the issues. Parents may be asked to attend a meeting with the Deputy Head or Head.

### Serious misconduct

A red card would immediately be issued when a serious incident has occurred. This may be where a pupil or member of staff's safety is put at risk or there is serious damage to school property or theft. Serious matters would be referred to the Deputy Head and recorded on CPOMS. Parents would be contacted by the Head or Deputy.

### Removal of a pupil's iPad

This can occur as a result of a pupil's inappropriate use of his school device and may include such offences as deliberate inappropriate internet searches, unpleasant emails, using it at inappropriate times, taking inappropriate photographs etc. This would usually be preceded by a warning from the teacher. A red card would be awarded. The iPad would then be kept by the Head or Deputy Head and, depending on the severity of the incident, Parents would be informed and the incident would be recorded on CPOMS.

### Ladder of Sanctions for Red cards [depending on the severity of the incident]

1. Letter of apology.
2. Completion of a reflection sheet.
3. Completion of missed work/homework.
4. Miss lunchtime club or activity.

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5. Miss playtime.
6. Work in isolation, for example in Mrs Laverick's or Mrs Holt's office.
7. Withdrawal from activities / events.
8. Withdrawal from trips.
9. Serious or persistent misdemeanours discussed with Head of Primary Division.
10. Internal suspension in Mrs Laverick's or Mrs Holt's office.
11. Written warning
12. Brief, Fixed Term Exclusion by the Head in consultation with the Head of Primary Division.
13. Final written warning
14. Permanent Exclusion - by Head of Primary Division/Head of Foundation

### Coach Behaviour

Any bad behaviour on coaches is followed up by the Head or Deputy Head and tracked in the **Coach Behaviour** book kept in the Office. The relevant staff at Park Road, Beech House, Girls' Division and Boys' Division are contacted if necessary to ensure 360 tracking. Parents are contacted if it is felt to be necessary. Amber and red cards can be issued for inappropriate coach behaviour as appropriate.

Sanctions are given using the Sanctions Ladder and, depending on the severity of the incident, recorded on CPOMS. As an additional sanction, the coach place can be withdrawn as a temporary or permanent measure if deemed appropriate.

### Homework

- If homework is late a sticker is placed in the Homework diary and signed by the parents. The pupil is also issued with an **amber card**.
- **3 amber cards** for late homework would convert to a **red card**.

### Bullying

- Any incident of bullying or allegation of bullying is recorded on CPOMS.
- Our Anti-Bullying Policy is followed and the **Pathways of Help** are used.

### Pupil Tracking

Pupils are tracked at our weekly tracking meeting attended by all staff. The Deputy Head records the name, concern and the action taken on the **Tracking Grid** (O:Drive) with serious concerns recorded on CPOMS. This is emailed to all teaching staff and support staff.

The information from the weekly tracking meeting is discussed with Teaching Assistants at their weekly meeting with the Deputy Head.

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Teaching Assistants report back on a weekly basis to the Deputy Head having recorded any observations in the **Playground Monitoring Book**. Any serious concerns are recorded on CPOMS.

### Role of Class teachers and Support staff

- School expects all teachers to fulfil their duties in the effective implementation of this Behaviour Policy
- Class teachers and support staff have high expectations of the children in terms of behaviour. Children are treated fairly and the Code of Conduct and Class Rules are applied consistently. The teacher treats all children with respect and understanding.

### Monitoring and review

As part of monitoring and review of the Behaviour Policy we have introduced the following;

- The Code of Conduct is displayed on each corridor and a copy is in the Homework Diary.
- The Hesketh House Anti-Bullying Charter and the Pathways of Help, are displayed on each corridor and a copy is in the Homework Diary.
- The Class Rules devised by each class are clearly displayed in each classroom.
- Whilst monitoring the effectiveness of our Sanctions and Rewards, the Traffic Light system is reviewed by the Head and Deputy to ensure maximum effectiveness.
- The Traffic Light system is now used by all teachers and teaching assistants at Hesketh House including Senior School Staff, PE, Music and MFL staff. It is also used in the playground to encourage pupils to line up sensibly.
- The use of CPOMS has been introduced to record and track incidents of serious misbehaviour and bullying.
- Procedures for behaviour, including bullying are updated annually and re-visited with the pupils.

House meetings and weekly assemblies are now used to further develop Hesketh Habits and PSHEE themes taught in each Year.

- There is evidence of Hesketh Habits displayed in each classroom, in corridors and in shared spaces.
- Hesketh Habits whole School displays around the school encourage good habits and good behaviour.
- PSHEE themes are displayed in the Hall and reflect the topic for the term.

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### Appendix 1

#### Hesketh House Code of Conduct

**B**e responsible for your own learning.

**E**quip yourself with the correct books and tools – be organised for your lessons

**S**marten up and look the part! Take pride in your appearance.

**M**ake sure you are punctual and ready for lessons-try to think one step ahead.

**A**lways walk along corridors and stairs quietly in single file so our school feels calm.

**R**emember your manners- be polite and respectful

**T**ake care of your belongings, school equipment and the school environment and take care of yourselves and others.

**Be respectful**

**Be responsible**

**Be ready**

**Be smart**