

BEHAVIOUR, MISBEHAVIOUR AND EXCLUSIONS POLICY

This policy is based on the expectations we have of all members of the school community. Since we very much value the open and constructive staff/ pupil relationship which exists at Channing we prefer not to have 'school rules'. All members of the community, however, are made aware of the behaviour that is expected and the sanctions that may have to be imposed in the rare occurrence of misdemeanours.

Our policy aims to develop every pupil's/ student's full potential within a welcoming and inclusive community where respect for one another, kindness, good manners and consideration are highly valued in the spirit of the Unitarian tradition. To help us achieve our aims we require all pupils and staff to follow our *Channing Promise*. All staff insist upon high standards of behaviour, both within the classroom and around the School and on any school visit outside it.

The Channing Promise

The Channing Promise was developed by the girls themselves, for every member of the school, including Governors, teachers, pupils and support staff, to ensure the school remains a happy and positive place to be.

We promise to...

- treat everyone within the Channing community with respect and kindness.
- think of others and be aware of their feelings.
- create a positive and supportive environment where we have the freedom to act, think and be heard.
- make the most of the opportunities we are given with a positive and appreciative attitude.
- treat all people fairly.

We reward pupils for their effort, academic performance, good citizenship and sporting, musical and other co-curricular achievements, by praise within the classroom and commendations for good work and whole-school recognition. Pupils may be commended for written, oral or practical work that is of a particularly high quality or that is a result of outstanding personal effort. Exceptional work or effort may be referred to the Headmistress for consideration for a Headmistress' Commendation.

Recording of achievements is made in the school magazine, the weekly newsletter - *Word from the Head*, the weekly Junior School Bulletin, website, Channing Magazine, Headmistress' and Head of the Junior School letters/emails to parents, posting of news cuttings on notice boards, listing of girls' academic awards and other

achievements on display boards and mention of achievements in assemblies, Mark Reading and on Founders' Day. Academic and Music prizes are awarded at the end of the Summer Term and Full and Half Colours in the Senior School are given for sport. 'Channing Awards' are given to those who make a particularly positive contribution to the senior school community. In the Junior School, pupils are nominated for Girls Enjoying Success Awards for written, oral or practical work or effort.

Implementation

Staff promote the *Channing Promise* at all times. This is published on the school website, in Pupil Diaries and displayed around the Junior School. Everyone has a right to feel secure and be treated with respect. Harassment and bullying will not be tolerated. The school is committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation, learning difficulty or disability. The Channing Promise is supported by procedures for the balanced administration of rewards and sanctions to encourage good behaviour.

Physical intervention is only used to manage a pupil's behaviour if it is necessary to prevent personal injury to the pupil, other pupils or an adult, or to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion when physical intervention is used to manage a pupil's behaviour is recorded and parents are informed about it on the same day. The use of force is never used as a punishment in accordance with our Safeguarding and Child Protection policy.

The Deputy Heads in the Senior School and the Junior School keep a record of any sanctions imposed on the girls for serious misbehaviour. A log is kept of lunchtime and after school detentions in the Senior School. *Corporal punishment is prohibited and is not used to threaten.*

Parents and guardians who accept a place for the child at Channing School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. They agree to support the School's values in matters such as attendance, punctuality, behaviour, uniform, address and appearance, standards of academic work, extra curricular activities and homework.

The implementation of our policy will be monitored each term by members of SLT and Junior School SMT and an evaluation undertaken to allow us to develop and respond to the changing needs of our school.

Junior School (including EYFS)

The Head of the Junior School is responsible for the behaviour management of the

Junior School including the Early Years Foundation Stage. She is supported by the Deputy Head, Head of EY and KSI and Head of KS2.

Girls are expected to work to their best efforts in all lessons/activities, to be attentive and to follow all reasonable directions given by members of staff. In lessons, it is expected that Form Teachers and/or Specialist Teachers will deal with most situations themselves. Particular attention is paid to vulnerable pupils, especially those who have Special Educational Needs or Disabilities.

Expectations at break and lunchtimes

Girls are expected to behave sensibly taking care of the toys/equipment and being inclusive in their games. They are expected to follow the Channing Promise.

Staff follow a 'gems in the jar' reward system for lining up.

- Lining up at break time:
 - Whistle 1
 - Everyone freezes. As they are frozen one adult on duty needs to say to 'line up'
 - Whistle 2
 - Playtime is over
 - When everyone has been given time to line up, a slightly longer whistle is blown to indicate silence. Once everyone has lined up, a gem is awarded
- Lining up at lunch time:
 - Whistle 1
 - Everyone freezes. As they are frozen, one adult on duty needs to say to 'tidy away and line up'. Girls are to bring all playground toys to the storage chest, outside of the Reception area. EY/KSI leave the toys there for KS2, whereas one year group/form (daily rota) puts the toys into the chest and ensures all toys have been tidied away
 - Whistle 2
 - Playtime is over
 - When everyone has been given time to line up, a slightly longer whistle is blown to indicate silence. Once everyone has lined up, a gem is awarded
 - Whistles and signs are used to announce lunches. Girls walk quietly to Fairseat Hall and line up outside. They must wait for the teacher on duty to bring them into the hall.
 - A member of staff from each form/year group is to be outside when the whistle goes to assist those on duty.
 - Teachers take their class when the person on duty has said that they are ready and a gem has been awarded.

We praise and reward the girls for good citizenship and behaviour and use a variety of positive strategies to encourage this.

Rewards

● **For Individuals**

- House Points (for good work, effort, behaviour, manners, following the Channing Promise and demonstrating Channing Characters.) *We do not take these away once they have been earned.*
- In every Form Room
 - Emoji faces display (ecstatic, happy, quizzical)
 - All children have a peg on the 'happy' face, the expected behaviour, at the beginning of morning/afternoon (start again every morning & after lunch)
 - Emoji faces are for
 - in lessons and around the school both inside and outside
 - For all staff including Specialist Teachers who report very good/poor behaviour/work, etc to class teacher/TA at end of lesson so they can move pegs
- Girls Achieving Success Award
 - For exceptional work, effort, behaviour, manners, following the Channing Promise and demonstrating Channing Characters for the individual pupil
 - Nominated by all staff (teaching and support)
 - Awarded by the Head of the Junior School
 - Girls receive a certificate and prize and the award is included in the weekly Bulletin
 - Form Teachers share and celebrate reasons for Girls Enjoying Success award
 - Any achievements outside of school are also recognised and written in the weekly Bulletin.

● **For Forms**

- Coloured gems in a jar for lining up
 - This was introduced by the School Council. It is awarded to the forms when they line up at the end of each break and lunch time. The form with the most gems (or the class that fills their jar) at the end of every half-term decides on a form reward. Reward ideas include: free iPad/Chromebook time, film time, extra play, arts and crafts activities etc. With guidance from their Form Teacher, the girls select one of these awards. It is at the teacher's discretion whether this is 15 -30 mins.

Sanctions

1. Verbal warning given first including reason why.
2. Move onto quizzical emoji face verbalising the reason.
3. Reflection Time- (not during break/ lunch time, during lesson or at time of event)
 - a) Reception and Y1 reflection time = 1 min
 - b) Y2 = 2mins, Y3 = 3mins, Y4 = 4mins, Y5 = 5mins, Y6 = 6mins
 - c) Key Stage 2 - girls to complete in Homework Diaries/Planners:
 - I had....mins reflection time...because... (stampers)
4. Form Teacher may call parents to discuss the behaviour of the child.
5. Arrange for pupils to see Head of EY/KS1 or Head of KS2 (teacher to email).
6. Arrange for pupils to see the Deputy Head (teacher to email).
- 7a. When required, and following a parent meeting, a pupil may be placed on an individual monitoring chart for a brief period of time during which staff monitor and record a girl's behaviour. This is created by the Form Teacher, liaising with the Deputy Head.
- 7b. If the individual monitoring chart is recommended by the Learning Support Teacher, this needs to be discussed with the Form Teacher and the Deputy Head.
Pupils in 6 and 7 are to be added to the Behaviour Log.
8. Arrange for pupils to see the Head (teacher to email).
 - Visits to the Deputy and Head will be recorded on Behaviour Log by the Deputy Head.
 - The Deputy and Head decide whether a phone call home is necessary (however, they do not use this as a threat).
9. In extreme circumstances, a pupil may be suspended for a day or more depending on the circumstances.

For more serious or repeated offences, parents are contacted or asked to come into school to discuss their daughter's behaviour with a senior member of staff and to seek their help in bringing about improved behaviour. Strategy in such a situation is always agreed together on an individual basis.

Senior School

We promote good behaviour by praising and rewarding the girls for their good citizenship, behaviour, effort and achievements in a variety of ways. This could be in assemblies, through letters home, commendations from staff or the Headmistress, mentions in internal publications, the issuing of *Conabor* badges (as well as many other ways). Girls are encouraged to develop self-discipline in their work and behaviour. Where this fails, there is a range of sanctions to meet the variety of situations, which may arise. Sanctions will always be imposed in a way that is equitable and non-discriminatory and in proportion to the offence.

Girls are expected to work to their best efforts in all lessons, to be attentive and to follow all reasonable directions given by a teacher. It is expected that class teachers

would deal with most situations themselves. Particular attention is paid to vulnerable pupils, especially those who have Special Educational Needs or Disabilities.

Misbehaviour and Exclusions

Sanctions will be issued for behaviour that is disruptive to teaching, learning and achievement and for behaviour that is contrary to the Channing Promise.

Where necessary, we correct poor behaviour, poor standards of work and poor time-keeping by disapproval, rebuke, warning or referral by a member of staff to the Head of Department or Head of Year.

Lunchtime detentions (lasting about 25 minutes) or withdrawal of privileges may also be used. Sometimes a girl may be placed 'On Report' for a brief period of time during which staff monitor and record a girl's behaviour - this is highly unusual. Girls may also be referred to a senior member of staff. Parents are also called into school to discuss certain situations.

For serious or repeated offences, after school detentions are issued. Parents will always be given at least 24 hours' notice of an after-school detention lasting about an hour. For more serious or repeated offences, parents are contacted or asked to come into school to discuss their daughter's behaviour with a senior member of staff and to seek their help in bringing about improved behaviour. Strategy in such a situation is always agreed together on an individual basis.

Exclusion (either temporary or permanent), which is at the Headmistress's discretion, is the final sanction for drug offences, including alcohol and smoking, serious bullying and other serious offences. Further guidance on sanctions for bullying is contained in the Anti-Bullying and Intolerance Policy.

Covid-19 Addendum

In addition, there will be some new disciplinary regulations related to protecting pupils and staff whilst Covid-19 remains a threat to health. These regulations will cover transgressions to behaviour in relation to the following areas:

- Any potentially harmful behaviours in terms of spreading the virus such as deliberately coughing or spitting on people or surfaces;
- Deliberately not complying with social distancing rules (if applicable);
- Face coverings - not wearing them properly or not respecting the choices of others (if applicable);
- Any repeated or deliberate behaviour which negatively impacts the smooth running of the school during these difficult times.

At Channing School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

Pupils with Special Educational Needs

The School acknowledges that pupils will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being/having been isolated from friends or having missed significant events or experiences e.g. exams, school trips. Others may have experienced bereavement or loss or a traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual. The School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use *reasonable endeavours* to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Pupils with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. The School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, the School will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupils Working from Home

In periods of Virtual School, when interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online will be taken very seriously. This is also the case of any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

This policy should be read in conjunction with the *Anti-Bullying and Intolerance Policy*, the *Rewards and Sanctions – Guidelines for Staff*, the *Behaviour Policy - Guidelines for Staff* and the Child Protection and Safeguarding Policy. It is reviewed

on an annual basis.

(March 2022)