

Behaviour Policy (ISI 9a)

This Policy covers EYFS

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Associated Policies:

Anti-Bullying Policy
 Child Protection & Safeguarding Policy
 Complaints Policy
 Cyberbullying Policy
 Digital Safeguarding Policy
 Drugs Policy
 Health & Safety Policy
 Restraint of Pupils
 Social Networking Policy

Reviewed by: Deputy Head (Pastoral)
 Applicable to: All Staff

Reviewed Date: September 2020

*Please note that due to the current situation with **COVID-19**, in addition to this policy, the School is adhering to the following government guidance:*

- *Avoiding contact with anyone with symptoms*
- *Regular cleaning of school site*
- *Minimising contact and mixing of people*
- *Maintaining a 2 metre distance between people*
- *Increased hygiene practices*
- *Where pupils are in school, maintaining a 'bubble' of staff and pupils*
- *Confidentiality with regard to withholding names of staff and pupils with either confirmed or suspected coronavirus*

The above will be reviewed in accordance with national guidelines and updated accordingly.

Aims and expectations

It is a 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. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, confident and secure.

In the Feltonfleet community of staff, pupils and boarders, we pride ourselves on the School's four core values of **honesty, responsibility, respect** and **kindness**. We seek to inculcate these values in all areas of school life. The life of the school is founded upon Christian beliefs and values at the same time it encourages the mutual respect and tolerance of those of other faiths and cultures. We are committed to providing a safe environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his or her full potential. We expect our pupils to treat members of staff and each other with courtesy and co-operation so that they can exercise their right to learn in a relaxed, but orderly, environment.

Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour so that both school and home have consistent expectations and co-operate closely together.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. This is supported by *Values Education*, which is embedded in the Positive Living curriculum, assemblies and 'Time to Stop and Think' sessions. The aim is to create an environment where the children begin to internalise our values and learn how to make positive choices.

The keystone of behaviour management at our school is a focus on the four core values of honesty, responsibility, respect and kindness. This is reflected in the **Pupils' Code of Conduct**, known as *The Feltonfleet Way* (see below Page 4) and the school's **3 PL's** (*Positive Learning, Positive Leading, Positive Living*). These, combined, steer all members of the school community – pupils, teachers and parents alike.

Feltonfleet Aims and Values

We aim to encourage all members of the community to aspire as follows;

Honesty

- Honest about what they say and do
- Honest with themselves and in their relationships with each other
- Honest about their learning behaviour and performance

Responsibility

- Responsible for their own actions and those which affect others
- Responsible for their own learning and the learning environment
- Responsible for looking after their own belongings and those that belong to other people

Respect

- Respect themselves, each other and the learning environment
- Respect the right of others to hold different or opposing beliefs and views
- Respect, understand, and celebrate that we are all different

Kindness

- Kind to themselves, take time to be mindful
- Kind to others, develop selfless consideration
- Kindness through random, unprompted acts

The Feltonfleet Way

The Feltonfleet Way states we should;

1. **Treat** others as you wish to be treated
2. **Forgive** and forget
3. **Share**
4. **Listen** carefully
5. Be **honest** and truthful
6. Be **kind** and helpful
7. Be the **best** you can

Anti-bullying

Positive Living is one of the tenets of the school programme, accordingly the school does not tolerate bullying of any kind. Feltonfleet is an anti-bullying school. If we discover that an act of bullying, including cyberbullying, or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see *Anti-bullying Policy*).

The role of the teacher:

- ensure that the ethos of the school is positive;
- set and expect high standards of behaviour from all pupils;
- recognise that a broad and stimulating curriculum will have a direct effect on the motivation and behaviour of pupils;
- ensure that the academic curriculum will seek to develop each pupil's interest in his or her own learning;
- develop study skills in all pupils to help them cope with any type or level of appropriate work so that they may become responsible for their own learning;
- reinforce and promote desirable behavior;
- treat each child fairly and with consistency;
- take appropriate action when undesirable behaviour is encountered. **Under no circumstances will corporal punishment be either threatened or used. This includes any sort of striking, pushing, pulling or other forceful contact;**
- record instances of poor behaviour in line with the school's policy;
- provide a system of pastoral care and discipline which permits appropriate behaviour to be discussed with the pupils either as a group or as individuals;
- make clear to pupils by different means what the School's behaviour policy is and to reinforce it as the need arises;
- ensure that they establish a good example to the pupils in all aspects of school life;
- ensure that behaviour in all aspects of school life is monitored by the staff so that the pupils' attitudes and conduct become standard both in class and out;
- develop good and open relationships with parents to support the School's work;
- where physical intervention has been necessary, this will be recorded and parents informed as soon as is reasonably practicable.

The role of the pupil:

- contribute to the atmosphere of willingness to learn, and not in any way hinder the learning of others;
- participate actively and positively in the development of good and desirable behaviour in the School;
- learn and exercise self-discipline by responding sincerely and positively when prompted to self-check and regulate their behaviour;
- work as hard as possible and to put as much effort as he or she can into any task he or she is given or undertakes;
- senior pupils are to lead positively and act as good role models.

The role of the parent:

- the school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school
- we expect parents to support and play an active part in their child's learning, and to cooperate with the school so that academic progress and motivation are maintained
- we try to build a supportive dialogue between home and School, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- we expect parents to ask staff what particular courses of action may help their child during the evenings or in the holidays.
- if the school has to sanction a child, we expect parents to support the actions of the school.

The role of the Headmistress

It is the responsibility of the Headmistress to implement the School Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmistress to ensure the health, safety and welfare of all children in the school. The Headmistress keeps records of all reported serious incidents of misbehaviour.

Pupil Behaviour Contract (See Appendix 3)

The school places a high emphasis on the rewards system as an explicit means of acknowledging and affirming good behaviour and the Behaviour Policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. However, if a pupil persists in making choices that are counter to the Pupils' *Code of Conduct* (The Feltonfleet Way) based on self-respect, the development of pupils' personal responsibility and the need for respect for others in the school community, parents will be asked to meet with the Headmistress.

During this meeting behaviour targets are discussed with the Parents and Pupil, based on the basic expectations we have for all pupils, and are set. The pupil and parent/s are asked to sign a *Behaviour Contract* as a sign of their commitment to abide by the Pupils' *Code of Conduct* in the future. A failure to do so will result in a review of a pupil's place at the school.

In addition, the Headmistress has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated behaviours that contravene the *Behaviour Contract* or very serious acts of anti-social behaviour, the Headmistress may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of governors

The governors support the Headmistress in adhering to these guidelines. The Headmistress has the day-to-day authority to implement the School's policy on behaviour and discipline, but governors may give advice to the Headmistress about particular disciplinary issues. The Headmistress takes this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Headmistress (or the acting head) has the power to exclude a child from school. The Headmistress may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headmistress may exclude a child permanently. It is also possible for the Headmistress to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headmistress excludes a child, she (or the acting head) informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmistress makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headmistress. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headmistress must comply with this ruling.

Restraint of a Pupil

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93 of the Education and Inspections Act 2006: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. *See Restraint Policy*.

Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. If any child deliberately brings substances into school for the purpose of misuse the consequence will be exclusion and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the Lead DSL will investigate for any welfare or safeguarding issues that should be addressed.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will face the consequence of exclusion.

Statement on Drugs and the Misuse of Substances (from Health and Safety Policy)

Definitions

Drugs include medicines, volatile substances, alcohol, tobacco and illegal drugs.

Authorised drugs refers to medicines and any other drugs sanctioned for legitimate use and covered in school policies, such as the storage and administration of medicines. In all other circumstances, drugs are unauthorised whether they are legal or not.

The school recognises that its first concern in the management of drugs is the health and safety of the whole school community and meeting the pastoral needs of its pupils.

It seeks to achieve this through:

- restrictions on the storage and administration of authorised drugs;
- the banning for pupils of all other drugs legal or otherwise;
- the banning for staff of all illegal drugs. In addition, Feltonfleet is a No Smoking workplace;
- information provided for its pupils in curricular lessons and in lectures by visiting speakers;
- information provided for parents and staff.

Sanctions

Any pupil with unauthorised drugs will be dealt with by the Headmistress in the first instance. The search of a pupil's belongings on suspicion will be conducted in the presence of the pupil. Section 550ZA (3) of the Education Act 1996 details which "prohibited items" staff can search for, without consent, as below:

- *knives and weapons;*
- *alcohol;*
- *illegal drugs;*
- *stolen items;*
- *tobacco and cigarette papers;*
- *e-cigarettes or vaping pens/vaping paraphernalia;*
- *fireworks;*
- *pornographic images;*
- *any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and*
- *any item banned by the school rules which has been identified in the rules as an item which may be searched for.*

The legislation sets out what must be done with prohibited items found as a result of a search.

Any member of staff will be dealt with under the school's disciplinary policies. The Headmistress will decide on whether the police are to be involved.

Parental Concerns

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headmistress. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented – see Complaints Policy & Procedure.

Monitoring and Review

The Headmistress monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The School records significant incidents of misbehaviour directly on the MyConcern web-based safeguarding system, together with welfare and safeguarding concerns. Reports are done by the member of staff who witnesses the behaviour, the exception being when a reported behaviour is witnessed by a staff member who does not have a MyConcern login, such as a peripatetic teacher. Behaviour reports are allocated to the appropriate Year team, and are monitored by the Heads of School and appropriate members of the Senior Leadership Team. The Headmistress records those incidents where a child is sent to her on account of poor behaviour.

There will be a termly meeting of the Headmistress, the Deputy Head (Pastoral) and the Year Leaders to monitor issues relating to behaviour. At a subsequent Governors' meeting the Headmistress can make a report to governors on any behaviour matters arising. Issues relating to behaviour are also discussed at the fortnightly Welfare Meeting in an attempt to discern if there are any underlying pastoral issues.

The Headmistress keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy is reviewed every year.

Elizabeth Cherry

Deputy Head (Pastoral)

September 2020

Expectations of Behaviour

Appendix 1

Pre-Prep

Given the young age of our pupils the emphasis in Pre-Prep is on encouraging self-esteem by the promotion of children trying always to be their 'best selves'. The **Pupils' Code of Conduct**, which incorporates the Feltonfleet Way (see above Page 4) and the school's three PL's (Positive Learning, Positive Leading, Positive Living), is taught and supported by Assemblies and Positive Living lessons. Each class has an age appropriate code of behaviour reflecting the school's three PL's, and values of honesty, responsibility, respect and kindness.

We also explain to pupils safety conventions such as the need to walk indoors. We promote good manners and tidy appearance. Class teachers may also discuss and adopt other conventions within their classrooms such as putting hands up to speak or tidying away toys and equipment.

Our behaviour expectations can be summarized as:

- We maintain a happy, caring, calm and safe environment where children can learn, grow and prepare for the future;
- We value each other's work and celebrate each other's achievement whatever that may be;
- We are proud of our school and all those who work and learn in it - all adults and children;
- We work and play cooperatively together, sharing and taking turns;
- We do not accept or tolerate bad or insulting language;
- We do not accept or tolerate any kind of bullying - physical or verbal;
- We believe it is right to tell an adult if you are anxious;
- We do not want to see play fighting here - it can lead to real fights and tears;
- We do not believe it is right to hit back - but an adult must be told so that the matter can be dealt with;
- We take care of all school property;
- We do not accept or tolerate deliberate disobedience or defiance;
- We listen to all staff and to each other and consider each others' feelings;
- We expect all the children in the school to be polite and thoughtful - including saying 'please', 'thank you' and 'excuse me';
- We take care of everyone and everything;
- We walk around the school - using our 'walking feet'.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children warmly and specifically highlight the behaviour they are praising.
- Each week we nominate a child from each class for displaying each of the three PL's for which they receive a certificate in the school assembly.
- Stickers and stamps with specific praise are used to celebrate children's behaviour and achievement in class and in assemblies.
- Marbles are awarded to encourage and praise positive behaviour and attitudes at school. These are collected in section jars and go towards the end of term section points that allow the winning section a treat at the end of the term.
- We tell parents or carers when a child has displayed particularly positive behaviour so that they can share the good news.
- Children are encouraged to visit the Head of Pre-Prep to share personal achievement. They explain what they have done and receive a special sticker.
- We acknowledge all the efforts and achievements of children, both in and out of school.

Sanctions

Firstly we aim to ensure all children are aware of the expectations of positive behaviour and 'The Feltonfleet Way'. Clear boundaries are laid down with regard to classroom behaviour, moving around school and outdoor play. Once clear boundaries are established it becomes the child's choice.

We employ a number of sanctions to promote our expectations of positive behaviour and to ensure a safe and positive learning environment. Each sanction is applied appropriately to each situation. Sanctions are immediate so that children are aware of their behaviour choice and the subsequent consequences.

- Through positive example and with gentle reminders, we model and reinforce our expectations for active listening and best effort.
- If a child is disruptive in class, the teacher reminds him/her of their behaviour choices and asks them to consider the possible or actual consequences. If a child continues to behave in a way that falls short of expectations, we ask the child to move into a calm thinking space, which may be within the classroom or they may be quietly escorted to another place in the school, where they will be supervised and supported in reflecting upon their behaviour and reminded of their responsibility until they can return with an apology, if appropriate, and behaviour that meets the expectation.
- In Pre-Prep we use the term 'thinking time' to allow children to sit and think about their behaviour. 'Thinking Time' can be used in any lesson and during outdoor play and by any member of staff thus allowing for consistency across the campus.
- After a warning for inappropriate behaviour the child has the choice whether to continue with this behaviour or stop.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- In cases of repeated or serious misbehaviour, the child is taken to the Head of Pre-Prep.
- If a child threatens, hurts or bullies another child, the class teacher records the incident in line with our Anti-Bullying Policy and we follow the procedures above. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving behaviour.
- If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

Appendix 2

PREP SCHOOL

REWARDS & SANCTIONS

The Lower School

In the Lower School we continue to reward good behaviour in order to help children to remember the Feltonfleet Way and be their best selves. We are keen to promote good behaviour and we focus on the positive rather than the negative.

Rewards

- Good work is rewarded with stars, which are collected on a chart. Once four stars are achieved the child receives a **Merit** for their section, which is stamped in their diaries/pupil planners (Year 3 & 4).
- HMI's (Headmistress's initials) are given for outstanding pieces of work or effort.
- At our Lower School Assembly we award certificates for times tables and handwriting. These are then displayed on the Lower School Achievement Board each week. Certificates for achievement and effort in academic subjects are awarded in end of term assemblies.

The rewards system is linked to the School's philosophy of the 3PLs.

Positive Living

Recognising behaviour and conduct in line with the Schoolvalues (*honesty, respect, responsibility, happiness*) the Feltonfleet Way and other emerging values.

Positive Learning

Recognising one or more of the **Positive Learner attributes:**

Investigation, Resourcefulness, Challenge, Collaboration, Reflection, Thinking and Perseverance

Positive Leading

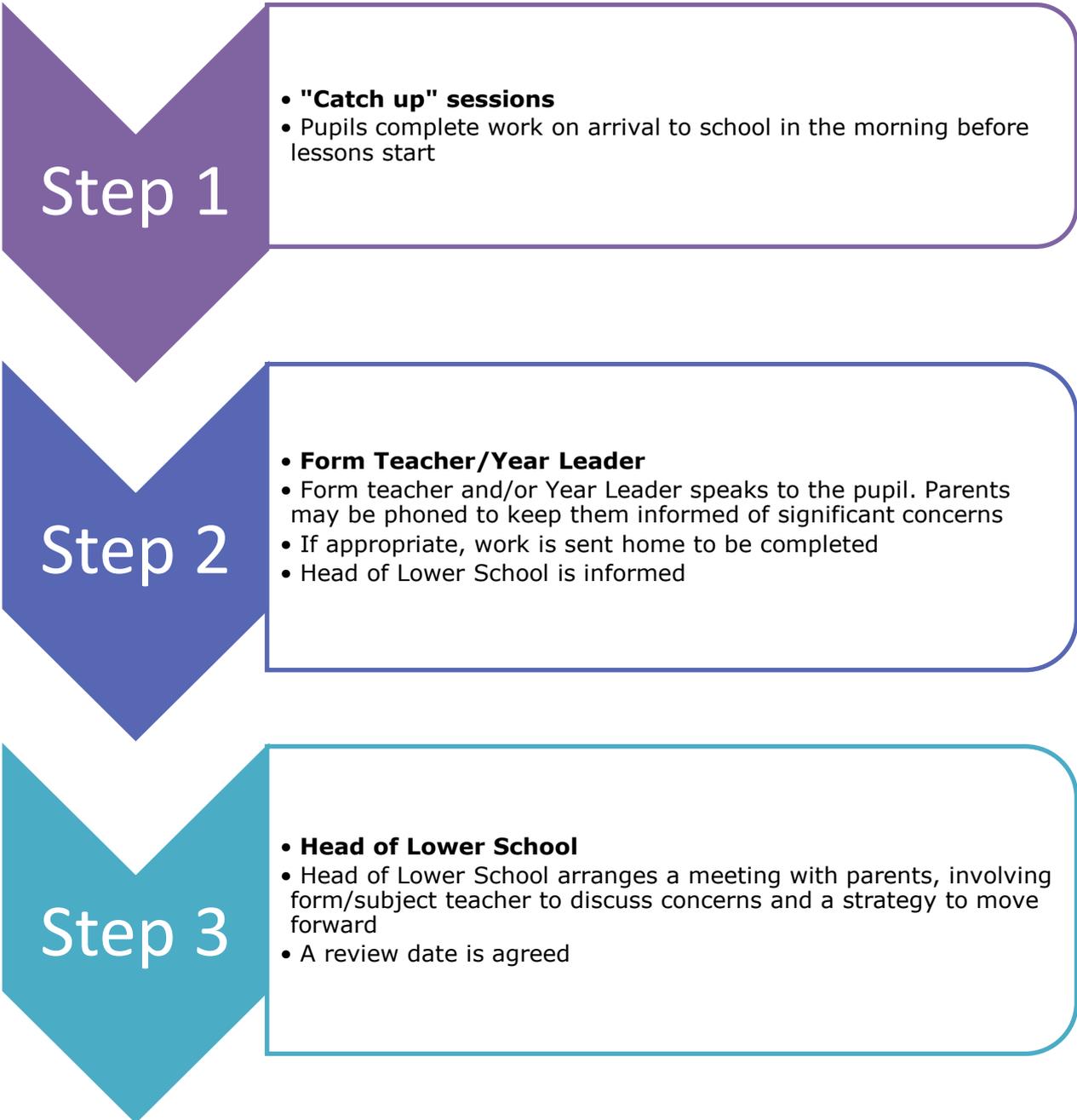
Recognition of *Positive Leading* is a continuous process whereby pupils gain recognition for leadership skills and qualities throughout their school career culminating in the senior years.

- **Merits** are awarded for *Positive Living, Positive Learning* and *Positive Leading* in recognition of a pupil's personal, academic or co-curricular achievement, relative to ability.
- **Merits** awarded will equate to section points and a half-termly tally will be kept to encourage healthy competition between the sections. This will enable children to encourage their peers to achieve merits too.
- Weekly PL certificates will be issued in Achievement Assembly
- Termly special certificates will be awarded for children who have achieved a certain amount of Merits over the term.

Support and Sanctions - Years 3&4

The table below details the disciplinary process and the progressive system of academic and behaviour sanctions. The emphasis is on encouraging pupils to be responsible for their own actions and reflect on the nature of the choices they make and the consequences that follow.

LOWER SCHOOL
Academic Support & Sanctions
Incomplete work or work not up to expected standard



LOWER SCHOOL Behaviour Support & Sanctions

Step 1

- **Learning disruption - failure to respond to instructions, distracting others**
- The pupil is reminded that such behaviour is disrupting learning and that they need to self-check and regulate their behaviour

Step 2

- **Learning disruption persists**
- The Teacher will give the pupil a second opportunity to self-check and regulate their behaviour

Step 3

- **Continued infringements and/or serious incident**
- If behaviour persists there is an immediate referral to the Head of Lower School for a detention
- Parents are informed and may be invited in for a meeting with the Year Leader or the Head of Lower School
- Detention recorded on MyConcern

Step 4

- **If there are further incidents or a serious incident**
- Parents and pupils will meet with the Headmistress to draw up behaviour targets and sign a Behaviour Contract

Rewards - Senior School (Years 5-8)

The following are examples of the rewards used in Years 5-8:

- Praise
- Merits
- HMIs (Headmistress's initials)
- Sections Championship
- Points Competition (Boarding)
- Praise in newsletters
- Positions of Responsibility

Criteria for Rewards

There is a wide range of criteria for a reward being given to reflect the breadth of opportunities for children. Staff are reminded of the criteria and types of opportunities at the beginning of each half term. We strive to ensure that there is a regular monitoring and review of rewards to ensure there is equity and fairness.

Rewards Y5-8

The Positive Learning and Positive Living rewards system is linked to the School's philosophy of the 3PLs. Merits are awarded in recognition of a pupil's personal, academic or co-curricular achievement, relative to ability.

They are awarded in the areas of *Positive Living, Positive Learning and Positive Leading* and are marked in the relevant area of the Pupil Planner. The number achieved by each individual pupil is recorded digitally by Form Tutors.

Positive Living

Recognising behaviour and conduct in line with the school values (*honesty, respect, responsibility, happiness*) the Feltonfleet Way and other emerging values

Positive Learning

Recognising one or more of the **Positive Learner attributes:**

Investigation, Resourcefulness, Challenge, Collaboration, Reflection, Thinking and Perseverance

Positive Leading

Recognition of *Positive Leading* is a continuous process whereby pupils gain recognition for leadership skills and qualities throughout their school career culminating in the senior years.

Awards and Prizes

Termly Individual Prizes

At the end of each term pupils who have achieved a certain number of **Merits** qualify for certificates and prizes depending on the level achieved. These are awarded by the Headmistress in assembly.

Positive Learning

21 Merits

Award: Positive Learning Certificate

35 Merits

Award: Positive Learning Certificate and Headmistress's Pen

In addition the pupil, in each year group, with the highest number of Merits is awarded a Headmistress's prize and the Form which has collectively achieved the highest number will win a form treat.

All merits count as points towards the Section Championship.

Monitoring, by Year Leaders and SLT, takes place to ensure that there is a fair distribution of prizes across the age range and within year groups.

Sections Championship

The Section Championship runs throughout the course of a school year. There are 3 Section Competitions per term and points are awarded and count towards the **Sections Championship Cup**. This is awarded at the end of the school year on Prize Day.

Autumn Term	Spring Term	Summer Term
Netball	Hockey	Swimming
Football/Rugby	Quiz	Athletics
Performing Arts	Creative Arts	Cricket/Rounders

Section Points

The Section with the highest number of overall points each term gains points towards the Section Championship and receives an on-site end of term reward.

Support and Sanctions - Years 5-8

The charts overleaf detail the supportive and progressive system of academic and behaviour sanctions. The emphasis is on encouraging pupils to be responsible for their own actions and reflect on the nature of the choices they make and the consequences that follow.

Teachers are encouraged to discuss with the pupil why behaviour is unacceptable, emphasise responsibility for one's own actions and suggest alternative positive ways forward. Sanctions are viewed as the consequence of a choice to behave negatively, rather than as a direct punishment.

Detention

A detention is a consequence following repeated unacceptable behaviour, which will be discussed with the pupil and their parents, which is recorded on MyConcern.

Prefect Referral

In line with the school's ethos of positive choices, the Year 8 Prefects monitor certain areas of the school at break times on a rota to encourage the other pupils to make positive behaviour choices. If behaviour is not in line with the Feltonfleet Way and the School's core values a prefect will request that the behaviour is adjusted using self-check and regulate language, consistent with staff. If a pupil disregards this request having been asked twice, the name of the pupil concerned is written on a Prefect Referral card, which is then given to the Deputy Head.

MIDDLE & UPPER SCHOOL Y5-8 Academic Support & Sanctions

Step 1

- If pupils arrive late to lessons, do not have equipment, fail to focus in class, distract others, hand in prep late or produce work below the expected standard, record in the Pupil Planner using the appropriate codes
- Outstanding work should be completed at break time under the supervision of the subject teacher. **This should be recorded on iSAMS** (*This takes priority over other activities e.g. music rehearsal*)

Step 2

- **Head of Middle/Upper School Detention**
- If a pupil continues to fail to complete work please inform the Head of Middle/Upper School
- An academic detention is arranged with the Head of Middle/Upper School
- Parents will be informed and the detention is recorded on iSAMS by the Head of Middle/Upper School

Step 3

- **Assistant Head - Teaching and Learning**
- If work continues to be **below the expected standard** there will be further academic detention with the Assistant Head, Teaching & Learning and parents invited in for a meeting
- The Assistant Head, Teaching & Learning will inform the Headmistress

MIDDLE & UPPER SCHOOL Y5-8 Behaviour Support & Sanctions

Step 1

- If a pupil disrupts learning, s/he will be asked to self-check and regulate their behaviour
- If necessary, a teacher will remind pupils the reason why the behaviour is unacceptable and that failure to respond positively will lead to a detention

Step 2

- If the behaviour persists and a pupil has failed to respond reasonably to a teacher's request to self-check and regulate, a detention will be issued. **This will be recorded in the Pupil Planner and on MyConcern**

Step 3

- If behaviour persists or a single incident is deemed serious, there is an **immediate referral to the Deputy Head or another member of the SLT**.
- Parents and the Headmistress will be informed and a meeting arranged with the Deputy Head.
- The consequence is an after school detention on a Friday, 4 - 5pm
- Information will be recorded on MyConcern.

Step 4

- **If there is a consistent pattern of poor behaviour or a serious incident**, parents and pupils will meet with the Headmistress to draw up behaviour targets and sign a Behaviour Contract

OUT OF BOUNDS AREAS (ISI 16b)

Locations

Red Zones: Out of Bounds (unless under the direct supervision of a member of staff)

Outside

- the woods
- the wooded area around the hard yard
- the area between the DT block, the hard yard and Year 2 House
- the grass between the DT block and the Lower School
- behind the Memorial Hall, and between the Memorial Hall and the swimming pool
- between the swimming pool and the Sports Hall
- the area around the Sports Hall i.e. beyond the gallery entrance and between the Sports Hall and the outside wall
- the Maintenance Yard
- any area of rhododendrons
- the banks from the terrace
- Astroturf
- area around the side of the Cabin

Inside

- the kitchens
- staff accommodation
- Science rooms
- DT and Digital Learning Suite
- staff room
- Ashbee Centre
- day pupils in the boarding house unless they are going to dispensary
- for pupils in Years 5 and above, Lower School and carpark area above Year 2 House, except at dismissal time
- Library is a restricted area unless a member of staff is on duty

Green Zones: Access Permitted but with Restrictions

Outside

- Centenary Lawn, except when wet
 - main fields (area beyond a line from Centenary Block to the Art Room) except before assembly and morning break. Pupils must also be changed
- [No black shoes to be worn on grass unless there has been a prolonged period of dry weather.]

Inside

[General Conventions: no running; indoor shoes only to be worn.]

- main school building
- Rowan and Centenary Block, except at breaks when only front two downstairs classrooms are to be used for work
- Sports Hall, with usual footwear restrictions
- the Memorial Hall

Classroom

- be punctual to lessons and arrive with all the correct equipment
- end of lesson, put chairs away
- if you have a question, put up your hand and wait to be asked
- sit properly on chairs
- listen to and follow instructions
- respect the classroom: leave it as you found it. This applies at all times
- respect others' work
- let others focus on their own personal targets in class without distraction
- respect each other
- avoid borrowing others' belongings in lessons
- be prepared for lessons
- respect your own, and school, property
- classrooms not to be used outside lessons
- next class enters the room as soon as is reasonable to avoid congestion in corridors
- be punctual

Appearance

Uniform should comply with the Uniform List 2019-20 and during the transition period, either the old or the new uniform must be worn in its entirety.

Girls

- sleeves down
- no jewellery apart from studs
- hair tied back if shoulder length

Boys

- black shoes tied properly and clean
- shirts tucked in
- sleeves down except in 'summer dress' order

Games Kit

- clean and tucked in
- school issue only
- fleeces with permission in cold weather

General

- no make-up: boys or girls

Other

Assembly

- Blazer must be worn
- Enter and leave in silence

Break

- Leave classrooms. Only Rooms 1 and 4 to be used for catching up on work
- Stay outside, unless permission granted from duty staff
- Bell means immediate movement
- 5 minutes after bell, lesson should be underway

Lunch

- Silence when requested
- Pupils to be dismissed by duty staff

Games

- Change as per schedule for games
- Make sure you have the right kit

Appendix 3
Behaviour Contract



In the Feltonfleet community of staff, pupils and boarders, we pride ourselves on respect, responsibility, honesty, happiness and mutual tolerance.

The Pupils' Code of Conduct at Feltonfleet is therefore based on self-respect, the development of pupils' personal responsibility and the need for respect for others in the school community. It requires pupils to follow the Feltonfleet Way and to uphold the values of honesty, responsibility, respect and kindness that underpin the positive choices we expect pupils to make. In this way, the entire community can focus on Positive Living, Positive Learning and Positive Leading, and the creation of an environment where everyone feels happy, confident and secure.

As a member of the pupil body at Feltonfleet, must commit to meeting the targets set out below, which are based on the basic expectations we have for all pupils. These targets represent a chance to prove he/she is willing and able to abide by the rules of Feltonfleet; failure to meet these targets will lead to his/her immediate future at the school being called into question.

Targets and Expectations (*Examples are shown below. These will vary depending on each individual set of circumstances*)

- **must show respect for all other members of the community.** This includes following instructions from teachers, not being disruptive or talkative in classes and being kind and respectful to his/her peers.
- **must demonstrate that he/she is upholding the school's values by their everyday actions**
- **must attend all school commitments and arrive on time for them** (including both daily registration times, form time, assemblies, all lessons and any other commitments as directed by the school staff.
- **is expected to work hard in all lessons** and complete prep as well as possible, and on time.
- **must dress in the correct, full school uniform.**

Agreement

Name of pupil:

Year group:

I have read and understood the Feltonfleet Code of Conduct and I agree to uphold this policy and support the Staff of Feltonfleet by making positive choices in my behaviour.

Pupil signature:

Parent signature: