

St. George's School Windsor Castle Behaviour Policy



Introduction

At St George's School we seek to develop **happy and confident children** who learn successfully by providing a secure and stimulating learning environment. St George's is a place where each individual is valued and respected by the whole school community regardless of race, gender or ability and offered the maximum opportunities for achievement.

We work to provide an environment in which every pupil can develop to the maximum of their ability: intellectually, spiritually, morally, creatively and physically, within a school with a strong Christian ethos. **We seek to reward effort as well as achievement.**

We believe that, in order to offer a high quality of education **where we continually seek to improve academic standards**, pupils need to behave in a considerate and responsible way to all members of the school community. We see that it is as important to a child's education and future life as acquiring other skills and knowledge at school.

Our behaviour policy at St George's School is based on the premise that we are all, adults and children, responsible for the way we behave. We seek to engender a sense of pride among the children, and our aim is that **good manners and courtesy** develop within every child. It is a policy based firmly on rewards and praise and developing the children's self-esteem by highlighting good behaviour. However, the policy also recognises that there is a need for sanctions and these are clearly laid down.

House points are used extensively by staff to reward all sorts of good behaviour and good work - politeness, helpfulness, kindness, good effort, hard work, etc. Minuses are given out when misdemeanours continue *after warnings have been given*. Minuses are an indication to the child that he/she has made a wrong judgement, and that his/her action is adversely affecting another child/adult. Commendations are given for particularly good work, or for work of good consistency, for example when grades are published.

This policy is linked to other policies such as the school [Anti-bullying policy](#), which is to be found in another part the staff handbook.

This behaviour policy describes how we are working to improve and maintain good behaviour at school in a positive and consistent way. We feel that this policy helps form a positive link between school and home and hope that parents will support us with it.

The *benefits* of good social behaviour

We see good social behaviour as a key feature of our school life. We aim for a clear, shared understanding between the Head Master, teaching and non-teaching staff, children and parents.

The aims of this school will only succeed for individual pupils if there is a strong and clearly understood behaviour policy, which has a positive effect on the children's behaviour.

What we mean by good behaviour

Good behaviour means that everyone in school is:

Careful and kind
Polite and friendly
Helpful to each other
Quiet and hard-working
Respectful of the school fabric
Respectful of other people's property

The most important rule for all of us in this school is –

"Everyone will act in a considerate and responsible way at all times showing respect for people, for places and for property."

Classroom Rules

It is important that all pupils and teachers discuss a range of straight-forward rules at the beginning of each academic year to ensure that good behaviour, and the value of same, is understood by all. These will be printed out and displayed in each classroom, in a place where they can be easily referred to.

These are the rules:

- **Listen to the teacher and follow directions.**
- **Raise hands and do not call out.**
- **Do not leave seats without good reason.**
- **Move around the classroom quietly.**
- **Have correct equipment with you.**
- **Do not stop other people working.**
- **When the hooter goes, line up for lessons sensibly.**
- **Do not touch other people's property without their permission.**
- **Keep your classroom tidy!**

School Rules

From the code of behaviour and the routines and expectations a few school rules have been drawn up which will be given special emphasis within the rewards and sanctions system of the school:

Movement

- **Walk along corridors on the left.**
- **Move along corridors sensibly with due care and attention for others.**

Respect for teachers, visitors, ancillary staff, and each other:

- **Keep voices at conversation level.**
- **Hold doors open for adults, and passing groups of children.**
- **Listen to teachers and follow directions.**
- **Queue up outside classrooms sensibly, ready for the next lesson.**
- **Queue up at lunchtimes against the (left) wall, and listen to prefects.**
- **Do not touch other people's property without their permission.**
- **Do not loiter around lockers. Only keep bags in lockers (Yrs 5-8).**

Respect for the buildings:

- **Be proud of your school. Keep it tidy!**
- **Do not bring mud into the school.**

There are other 'by- rules' for lesser, local matters, but the above rules are expected to be known by all pupils.

House System (and House Points)

Each child is placed in a 'house', on reaching Yr 3. This is designed to make pupils feel 'at home' with a smaller body of pupils (about 60) within the school. Children usually develop strong bonds within the house system through a series of competitive events, thus developing their sense of responsibility to the house, and enhancing the general discipline of the school. The house point system, where pupils can gain points for academic work and for good behaviour, whatever their ability, exploits this bond, to the common good. More details are to be found in the staff handbook under 'House System' (Pupils).

Rewards for good behaviour and good effort

At St George's School we work to reinforce good work habits and good behaviour through appropriate forms of praise and by our behaviour monitoring system and rewards system.

In the Middle and Upper School we reward good behaviour and effort by:

- Immediate teacher approval ... verbal praise, smile, stickers, house points, etc.
- Encouraging children to give verbal praise to other pupils.
- writing comments in books
- showing work to class;
- using work in display

- showing work to head / deputy
- giving special jobs or responsibilities to pupils
- sharing and reporting work to parents
- commenting in prep diaries

In the Pre-Prep department, good behaviour needs to be rewarded immediately with very young children. Stickers and stars are given in this way by class teachers. In addition we give certificates and merit awards to classes and individuals who have excelled. An assembly is held weekly to distribute these awards. Yr 3 is present at this and we applaud 'Stars of the Week' and pupils who have gained more than ten house points. The aim of this is to make the progression from Pre-Prep to Main School a gradual change, seen and acknowledged by all.

In the Middle and Upper schools, we also give praise and encourage good behaviour and effort through our behaviour monitoring and rewards system. Pupils may be awarded house points, sometimes called pluses, which contribute to the total number of points for their house. This information is displayed in the main corridor. At house meetings, which occur each Wednesday, house leaders will further comment on good work done, and will generally encourage children in their endeavours.

Sanctions and Punishments

There will be occasions when sanctions and punishments need to be applied. However, these should be used in a way which is seen as fair and consistent by all the children and their parents.

In the Main School, sanctions may need to be applied for:

- not following the classroom rules or the school code of behaviour.
- not following the routines and expectations of the school.
- poor behaviour at playtimes.
- poor behaviour at lunchtime,
- persistent lateness to lessons,
- not following the school dress code,
- bringing unsuitable items to school e.g. radios, gum, etc.
- any kind of bullying, verbal or physical.

Teachers at St George's School use a range of sanctions and strategies.

These may include:

- showing disapprovalverbal rebuke, frown, warning of consequences, etc.
- standing a pupil outside the staff room during break time
- giving a minus (for poor behaviour OR poor academic achievement) **after a warning**
- short detention during break time, lunchtime detention after school, (on Wed afternoon after games have ended -see below for 'Detention Procedure').
- the child writing a letter of apology, which may be signed by the parent
- a task through which the child makes good his/her behaviour
- the child going on report (a 'satis' card, for either poor work, or poor behaviour)

- individual behaviour programmes
- internal exclusion - being sent to work with another teacher or the Head Master.
- going to bed early (young boarders)
- being removed from the dormitory for a limited period of time (older boarders).

The class teacher is responsible for the general discipline within his or her class. The school does not use **or condone** any form of corporal punishment. It is the policy of the school to never use physical force to restrain a child, unless the pupil is in danger of self-harming.

Exclusion

The Head Master may use the sanction of exclusion under extreme circumstances, once other avenues have been exhausted. Exclusion can be either for a fixed number of days, and this would be done after the parents had being brought in to school for the situation to be fully explained. Some instances of exclusion may happen suddenly, when for example the behaviour of a particular child is seen to threaten the moral or physical wellbeing of other pupils in the school. In exceptional circumstances, a child may be excluded permanently from school.

Detention Procedure

- For lesser offences, a break time detention will take place, under the control of the member of staff concerned, or under the control a member of the senior management team.
- For a pupil who stands outside the staff room twice in a half term, an email will be sent warning parents that a detention will occur, if it happens a third time. This will take place on Wednesday, 4.15 – 5.15pm.
- For the child who amasses 3 or more minuses in the course of a week, an after-school detention will automatically be imposed, to take place on Wed afternoon from 4.15 – 5.15pm. A pupil who gains 5 minuses over a half term will also go into detention. To forewarn parents a letter is sent home once four minuses have been recorded giving parents a chance to speak to their child about what is going wrong.

A record is kept of the name of the pupil and the reason for him or her being detained. Details are sent home to parents explaining why each minus was given. Sufficient written notice should be given to parents (24 hours at least). The after school detention letter must be signed by the headmaster or the deputy headmaster dealing with discipline. Pupils with three or more minuses in a week will be reminded at weekly house meetings that they are letting both themselves down, and their peers.

Curriculum

"All parties involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of its content and the teaching and learning methods through which it is delivered are important influences on pupils' behaviour" - Elton Report.

Personal, Social, Education

We use the general curriculum to address issues of personal, social and moral education, in addition to the full PSHCE curriculum covering Yrs 3-8, and through Collective Worship and Religious Education. Please click on the [PSHCE Policy](#) for more details.

Record keeping

Reports on poor behaviour are aired between staff informally, to the deputies and Head Master, and at staff meetings. Verbal evidence is collected and may be minuted into the electronic logbook [on the school server -please click on to [Incidents and Outcomes](#)].

Children of particular concern may be put on a report, or satis card, for each subject teacher to sign at the end of each lesson/activity the pupil engages with.

Poor behaviour in the playground is reported to the headmaster or deputy heads, and is recorded similarly. Suitable sanctions are imposed accordingly.

Anti-Bullying policy

This exists to seek out trends in persistent verbal or physical bullying behaviour. It is a whole- school policy, and every member of staff is expected to enforce it. It comes into action once a trend of reported bullying has been established via the electronic logbook. See [Anti-bullying policy](#) under section 2, 'Pupils' in the School Handbook.

Staff Duties and Lesson Cover

There are extensive duties and cover rotas, which ensure that every pupil is always overseen by members of staff, in sufficient numbers, throughout every part of the day. The duties are updated throughout the year by one of the two deputy heads.

There is a rota for the Pre-Prep school, and one for the Middle and Upper schools.

Lesson Cover is always provided by qualified staff members, and not ever by gap students alone.

Support/referral system

The vast majority of children will cope with the rigours of everyday life at school without problem. There will be occasions when some children will have emotional problems that need supporting within the school. Dealing with the difficult-to- manage behaviour of individual pupils is a whole school issue. Teachers should not be afraid to admit they are having problems with a pupil. We believe that it is important to have an effective support and referral system in place for those times when the teacher has used all the best classroom management strategies and has not been successful. It is, however, equally important that a support/ referral system does not remove from the class teacher the responsibility of making sure that their classroom management skills are as efficient and effective as they can make them. Our support/ referral system should not be an excuse for passing the problem on. The Special Needs Coordinator, the Head of Pastoral Care, the Head of Boarding, the deputy heads and headmaster will all be involved.

Prefect System

Prefects are appointed from Yr 8 to support the teaching staff. They help by:

- overseeing the children during break times and lunchtimes
- helping sort unclaimed games kit
- patrolling the classrooms and corridors during both wet and dry break times
- undertaking any other tasks deemed suitable for leaders of their age.

It is not expected that prefects will perform any tasks without the support and presence of staff close by. Please click on [Prefects at St George's](#) under section 2 'Pupils' for more details.

Assisting Staff Development with regard to Behaviour

There are resources in school to aid staff in developing strategies for behaviour management.

Staff meetings incorporate sessions to discuss particular problems/ strategies with pupils
There is advice from the Special Needs/Behavioural Support teacher, and the Educational Psychologist.

Last reviewed: Jan 2012 PC
Next review: Jan 2013 PC