

Liverpool College

Behaviour Management Policy



Mission Statement

Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

Core Values

We recognise that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess

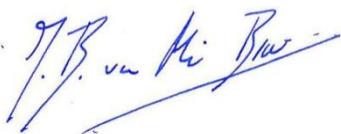
We believe that the development of character, creativity, intellect and spirituality, are the primary aims of education.

We work together to create a happy and caring school community which is engaged in our local community and the wider world

We pursue high standards in every area of school life

This is a whole college policy and applies to the Primary and Secondary Phase, Boarding, Breakfast Club and after school activities.



Approved Date	28/6/18		
Review Date	28/6/20		
Signed Principal		Print name	Mr H Broekman

Liverpool College Behaviour Management Policy

Introduction

Aims and underlying values:

Behaviour Management at Liverpool College centres on restorative measures between the staff and pupils. The aim is always to improve behaviour and to minimise repeat offences.

Principles:

This Behaviour Management Policy aims to:

- provide a safe environment in which all students can make a positive contribution
- enable students to enjoy their time in the classroom and raise their level of achievement
- develop self-discipline
- improve behaviour
- increase time on task in the classroom
- encourage respect for others
- provide a fair, effective and systematic way of dealing with students who break the agreed standard or Code of Conduct
- develop the classroom management skills of all staff
- encourage a team effort when maintaining good order and promoting good behaviour

Roles and Responsibilities

Governing body:

- approves and monitors the implementation of this policy.

Principal:

- ensures that the policy is implemented by the whole staff.

Vice Principals, Heads of School and Assistant Principals

- ensures that the policy and procedures are communicated to staff and pupils
- ensures that staff and pupils adhere to the policy.

Teaching staff:

- adhere to the policy at all times
- are consistent and rigorous in their approach.

Monitoring and Review

The Principal, Vice Principals, Heads of School and Assistant Principals monitor the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *'The Duty to Promote Race Equality: A Guide For Schools'*, and that no child is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Participation and Engagement

Staff are expected to be fair, calm, consistent and positive in their dealings with the children. There is an expectation of good behaviour, positive reinforcement and restorative actions. Shouting at children is not acceptable. A consistent system is essential to provide necessary deterrents to undesirable behaviour. The Seven Golden Rules form the code of conduct (see appendix 1) for the Primary phase of Liverpool College. They are displayed in every classroom in the Primary Phase and discussed with the pupils.

The Lerpoolian Standard forms the code of conduct for the Senior Phase (see appendix 2) which is also displayed in every classroom of the Senior Phase and discussed with pupils. In the Primary Phase of the school the seven golden rules are displayed clearly in each classroom (see appendix 1).

Pre-Prep School

The Pre Prep school uses a staged approach to behaviour management. The behaviour management system relies on rewards as well as sanctions. Staff must follow the following principles:

- every day is a fresh start.
- use Circle Time regularly to help prevent problems developing.
- reinforce the Golden Rules daily.
- praise all children: "catch them being good".
- use dojo points regularly during the day.
- use the restorative questions* to help the child understand the consequences of their poor behaviour.

Pupils can move up and down the stages during the day. If their behaviour improves then they should be moved back explaining why, with specific labelled praise. After a Red/Stage 3 sanction has taken place a child should be moved back to Amber.

The staged approach:

In the Classroom:

	Behaviour	Consequence
Stage 1	Minor/low level disruption (shouting out, not sitting properly, fidgeting, fiddling, etc)	<ol style="list-style-type: none"> 1. Ignore the inappropriate behaviour. 2. Identify and praise appropriate behaviour. 3. Verbal warning by teacher (be specific and explain the behaviour that you want to stop) 4. Name on the board.
Stage 2	Non -compliance or breaking a golden rule. Continued low level disruption after name on board.	<ol style="list-style-type: none"> 1. Give a warning which explains the behaviour that needs to stop. 2. Move pupil to Amber. Lose one Dojo. Lose 2 minutes of playtime or write lines.
Stage 3	If inappropriate behaviour persists.	<ol style="list-style-type: none"> 1. Give a warning which explains the behaviour that needs to stop. 2. Move pupil to Red. Lose another Dojo. Lose 5 minutes of playtime or write lines. Record on SIMS
Stage 4	If inappropriate behaviour persists. Serious breaches of Golden Rules – eg rudeness to another pupil or teacher, violent behaviour,	<ol style="list-style-type: none"> 1. Immediate removal from classroom. Time out with HoS. Record on SIMS. Contact with parents.
Stage 5	If a pupil's behaviour puts other pupils or themselves at serious risk	<ol style="list-style-type: none"> 1. Internal exclusion authorised by Mr Broekman, as per Senior Phase.

In the Playground and around school:

	Behaviour	Consequence
Stage 1	Minor/low level disruption (shouting out, not sitting properly, fidgeting, fiddling, etc)	<ol style="list-style-type: none"> 1. Identify and praise appropriate behaviour. 2. Verbal warning by teacher (be specific and explain the behaviour that you want to stop)
Stage 2	Non -compliance or breaking a golden rule. Continued low level disruption.	<ol style="list-style-type: none"> 1. Give a warning which explains the behaviour that needs to stop. 2. Spend 2 minutes on the bench, walking with duty staff or in the other playground.

Stage 3	If inappropriate behaviour persists.	<ol style="list-style-type: none"> 1. Give a warning which explains the behaviour that needs to stop. 2. Spend 5 minutes on the bench, walking with duty staff or in the other playground. KF to be informed who will record on SIMS.
Stage 4	If inappropriate behaviour persists. Serious breaches of Golden Rules – eg rudeness to another pupil or teacher, violent behaviour,	<ol style="list-style-type: none"> 1. Immediate removal from playground/room. 2. Time out with HoS. Record on SIMS. Contact with parents.
Stage 5	If a pupil's behaviour puts other pupils or themselves at risk	<ol style="list-style-type: none"> 2. Internal exclusion authorised by Mr Broekman, as per Senior Phase

If a pupil is moved to Red four times in one half term parents will be informed by letter. If this happens in two consecutive half terms, then parents will be asked to come into school to discuss their child's behaviour.

If a pupil receives a Stage 4 sanction parents will be informed by letter. If this happens four times in a half term, then parents will be asked to come into school to discuss their child's behaviour.

***Restorative Questions**

What happened?

What happened then? (repeating as necessary to fully unfold their story)

What were you thinking about at the time?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

The Prep School

The Prep school also uses a staged approach to behaviour management. The behaviour management system relies on rewards as well as sanctions. Staff must follow the following principles:

- Every day is a fresh start (pegs below 'ready to learn' will be moved back to that point).
- Use Circle Time regularly to help prevent problems developing.
- Reinforce the Golden Rules daily.
- Praise all children: "catch them being good".
- Use purpose, passion and challenge points regularly during the day.
- Use the restorative questions to help the child understand the consequences of their poor behaviour.

The staged approach:

In the Classroom:

	Behaviour	Consequence
Stage 1	Minor/low level disruption (shouting out, not sitting properly, fidgeting, fiddling, etc)	<ol style="list-style-type: none"> 1. Ignore the inappropriate behaviour. 2. Identify and praise appropriate behaviour. 3. Verbal warning by teacher (be specific and explain the behaviour that you want to stop)
Stage 2	Non -compliance or breaking a golden rule. Continued low level disruption after verbal warning	<ol style="list-style-type: none"> 1. Pupil to move their peg down to 'think about it'
Stage 3	If inappropriate behaviour persists. If pupil has been in the behaviour book during the week.	<ol style="list-style-type: none"> 1. Pupil to move their peg to 'behaviour book' and teacher who moved them there to record on SIMS 2. Letter home to parents to tell them that their child will miss Friday's play due to poor behaviour.
Stage 4	If a pupil has had 3 consecutive loss of Friday's play.	<ol style="list-style-type: none"> 1. Friday detention with Mr Broekman.
Stage 5	If a pupil's behaviour puts other children or themselves at serious risk	<ol style="list-style-type: none"> 1. Internal exclusion authorised by Mr Broekman, as per Senior Phase

*Should a child fight or hurt another child deliberately, they will automatically move to stage 3: 'behaviour book', letter home and loss of Friday's playtime.

On the playground:

	Behaviour	Consequence
Stage 1	Minor/low level disruption (shouting, not playing fairly) Talking in the line at the end of play	<ol style="list-style-type: none"> 1. Identify and praise appropriate behaviour. 2. Verbal warning by teacher (be specific and explain the behaviour that you want to stop) 3. Talking in line results in entry in playground book and loss of next morning play (x3 entries a week result in stage 3 classroom sanctions)

Stage 2	Non-compliance or breaking a golden rule. Continued low level disruption.	<ol style="list-style-type: none"> 1. Give a warning which explains the behaviour that needs to stop. 2. Spend 2 minutes on the thinking bench.
Stage 3	If inappropriate behaviour persists.	<ol style="list-style-type: none"> 1. Give a warning which explains the behaviour that needs to stop. 2. Spend 5 minutes walking with duty staff and member of staff to record on SIMS.
Stage 4	If inappropriate behaviour persists. Serious breaches of Golden Rules – eg rudeness to another pupil or teacher, violent behaviour,	<ol style="list-style-type: none"> 1. Immediate removal from playground. 2. Time out with HoS. Record on SIMS. Contact with parents.
Stage 5	If a pupil's behaviour puts other children or themselves at serious risk	<ol style="list-style-type: none"> 3. Internal exclusion authorised by Mr Broekman, as per Senior phase

Restorative Questions

What happened?

What happened then? (repeating as necessary to fully unfold their story)

What were you thinking about at the time?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

The Senior School

The Senior School's Behaviour Management is based a points system (see Behaviour Chart below). Pupils are expected to meet the Lerpoolian Standard (see appendix 2). Where the standard is not met the pupils are sanctioned. Each sanction has a point or points linked to it. The points accumulate and result in pupils being awarded escalating sanctions. In most cases a sanction has a restorative action attached to it.

LERPOOLIAN SANCTIONS

NON COMPLETION OF HOMEWORK		POOR STANDARDS IN THE CLASSROOM		POOR STANDARDS OUTSIDE CLASSROOM
<p>1. Write up (1 POINT) chance to complete by next day <i>Recorded on SIMS by teacher</i></p> <p>2. if not completed by next day = Faculty Detention <i>Recorded on SIMS & pupil informed about detention by House Administrator/teacher</i></p>		<p>1. Verbal Warning</p> <p>2. Name on Board (or verbal warning 2)</p> <p>3. Faculty Detention (1 POINT) <i>Recorded on SIMS by teacher</i></p> <p>4. Send to Faculty Buddy <i>Recorded on SIMS by teacher</i></p>		<p>1. Speak to Pupil</p> <p>2. Issue Head of House Detention (2 POINTS)</p>
LATES		LACK OF BASIC EQUIPMENT (PEN & PENCIL)		UNIFORM
<p>Late (1 POINT) 2+ Lates in 1 week - Head of House Detention <i>Recorded on SIMS by House Administrator</i></p>		<p>During registration and every lesson check</p> <p style="text-align: center;">Pen and Pencil</p> <p style="text-align: center;">1 POINT for each missing item <i>Recorded on SIMS by teacher</i></p>		<p>At the start of every lesson check appearance including shoes, long hair tied back and no chewing gum</p> <p>HOH Detention (unless pupil has a note from HA re uniform) <i>Recorded on SIMS by teacher</i></p>
				SERIOUS OFFENCES (INSIDE AND OUTSIDE THE CLASSROOM)
				SLT Member on call will decide sanction

SANCTIONS (PENALTY POINT SYSTEM)

SANCTION	POINTS	WHEN	NEXT STEP IF DIDN'T ATTEND
Faculty Detention (step 3 classroom) <i>Recorded on SIMS by Teacher</i>	1	Lunch time - Monday - Friday	Two Hour Friday Principal's Detention
Head of House Detention 2 Faculty Detentions in a week and/or instances of poor behaviour <i>Recorded on SIMS by Head of House or Admin</i>	2	After School - Monday	Two Hour Friday Principal's Detention
2hr Friday Principal's Detention Faculty Buddy, 3 or more Faculty Detentions in a week and/or instances of poor behaviour/failure to turn up to detention <i>Recorded on SIMS by Head of Faculty/House/SLT/House Administrator</i>	3	After School - Friday	Double Points. 1 day TIE

ACCUMULATION OF POINTS (can be adapted and personalised where necessary)	SERIOUS OFFENCES
25 - Head of House Detention	20 - once - TIE

ACCUMULATION OF POINTS (can be adapted and personalised where necessary)	SERIOUS OFFENCES
60 = 1 day TIE	25 - second - TIE
100 = 2 day TIE	Points may be removed for pupils with SEND
100 - 150 = meeting with VP	
150 - 200 = 5 day TIE	
250 - 300 = 10 day TIE	
350+ = NT, other solutions, permanent move	

Procedures linked to the Behaviour Chart

Write Ups.

- Pupils return completed 'Write Ups' to their House Administrator.
- Pupils return completed Homework to the teacher. If pupils fail to give in homework the teacher to issue a Faculty Detention
- House Administrators run off 'Write Up' lists and check that they have all been completed. If student fails to submit the 'Write Up or homework the House Administrators will issue a Faculty Detention.
- House Administrators return write ups to Faculties on a weekly basis.

Faculty Detentions:

- To run every day from 1:05pm- 1:30pm.
- Format and duty rota is decided by Head of Faculty.
- Pupils serve the Faculty Detention the day after they have received the detention.
- If a pupil has more than one detention in any one day, they attend the first detention that they have received. Points will be accrued for the other detention/s on that day.
- Issuing teacher to meet the detainee at the start of the detention (if possible) for a restorative conversation.
- Duty staff to email list of absent pupils to the 3 House Administrators and Head of Houses. The House Administrators issue a Principal Detentions for failure to attend.
- Heads of Faculty will be responsible for monitoring detentions and referring pupils of concern to the Heads of House if necessary.
- The Assistant Principal (Learning Systems and ITT) produces a daily Faculty Detention list- which will include only the pupils who should attend on anyone day.
- For 2, 3 or more detentions in one week the Assistant Principal (Learning Systems and ITT) will use a spreadsheet to calculate further actions (eg Heads of House or Principal detention) and email to House Administrators in conjunction with Heads of House to action.

Faculty Buddy

- Faculties will have a Faculty Buddy rota.
- Teacher to send pupil, with work (Faculties may have decided to have contingency work as a back-up), to the Faculty Buddy. At the end of the lesson the teacher will collect the pupil from the Faculty Buddy and engage in a restorative conversation.
- The Assistant Principal (Learning Systems and ITT) will use a spread sheet to calculate further actions (eg Friday Principal Detention) and email to House Administrators, in conjunction with Heads of House, to action.

Head of House Detentions

- Each Head of House will run their own detention on Monday from 3:20- 4:20pm.
- The Heads of House will mentor the pupils during the detention (restorative conversations).
- If pupils do not attend. Heads of House will issue a Principal's Detention.

Lates

- These will be recorded by the House Administrator.
- House Administrators will issue a Head of House Detention for 2 or more Lates in one week.

Principal's Detention

- To take place from 3:20- 5:20pm.
- The Principal or Vice Principals holding the detention will mentor the pupils (restorative conversation).

Accumulation of points

- The Assistant Principal (Learning Systems and ITT) will issue a weekly points and rewards report.
- Heads of House will monitor points and act when pupils reach 25 and 40 points

Head of House Report (25 points)

- Heads of Houses will issue a report. The length and design of the report will be at the discretion of the Head of House and will vary in severity depending on the individual pupil and the types of breaches within the Lerpoolian Standard.
- Heads of Houses to decide appropriate House restrictions which will vary in severity depending on the individual pupil and the types of breaches within the Lerpoolian Standard.

TIES (60 points and 100 Points)

- Once 60 points have been accrued, a pupil will spend 1 day in the Reflection Room. During their time in the Reflection Room they will undertake a Restorative Programme, which is delivered by the Inclusion Team. The Heads of House will arrange a meeting with parents to discuss ways forward.
- Once 100 points have been accrued a pupil will spend 2 days in the Reflection Room. The pupils will continue with the Restorative Programme, which is delivered by the Inclusion team.
- Heads of House will issue a Follow up Report after the first occasion in the Reflection Room. The length of time the pupil will be on report will be at least two weeks.
- If relevant, pupils will undertake testing to ensure that all needs are identified

Parent and Pupil meeting with the Vice Principal (MARP) (100- 150 Points)

- The Head of Guidance will liaise with the Vice Principal (MARP) to arrange a meeting with the parents/carers and pupil.
- The Vice Principal (MARP) will meet with the parents/carers and pupil to formulate targets and a six-week action plan for improvement.
- The Vice Principal/Head of Guidance will meet the pupil on a regular basis, for six weeks to ensure the action plan and targets are followed and achieved.

TIES (150-200 and 250-300 Points)

- Once 150-200 points have been accrued a pupil will spend 5 days in the Reflection Room. During their time in the Reflection Room they will continue the Restorative Programme, which is delivered by the Inclusion Team. The Heads of Houses/Inclusion team will ensure that sufficient and relevant work set. Online learning may be used to ensure progress is made.

- Once 250-350 points have been accrued a pupil will spend 10 days in the Reflection Room. During their time in the Reflection Room they will continue the Restorative Programme, which is delivered by the Inclusion Team. The Heads of Houses/Inclusion team will ensure that sufficient and relevant work set. Online learning may be used to ensure progress is made.
- After each period in the Reflection Room, The Vice Principal (MARP) will meet with the parents/carers and pupil to formulate targets and a six-week action plan for improvement. The Vice Principal/Head of Guidance will meet the pupil on a regular basis, for six weeks to ensure the action plan and targets are followed and achieved.

Meeting with the Principal (350+ Points)

- The Head of House along with the Head of Guidance will alert the Principal who will meet with the pupil's parents/carers to discuss further actions which may include a negotiated transfer or permanent move.
- The Principal may at this stage refer to the Exclusion Policy.

Inclusion

The Head of House in conjunction with Inclusion Team have discretion to personalise an individual's accumulation of points. They may reduce the amount of points depending on the individual, the offence and the sanction.

Involvement of Pupils

The School Council provides the pupils with a forum to contribute to the school's policies and procedures to bring about positive work and behaviour.

Corporal Punishment and Physical Restraint (See Restraint Policy)

In accordance with the law, corporal punishment is not permitted at Liverpool College. The Principal however has authorised all teaching staff to use reasonable force to control or restrain a pupil in specific circumstances.

Exclusion (See Exclusions Policy)

Only the Principal can exclude a pupil. A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptionally serious single offence has been committed.

Equal Opportunities

All sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

Links with other Policies and Documents

The Policy should be read alongside the following:

- Attitude to Learning
- Anti-Bullying
- Attendance
- Codes of Conduct and Lerpooian Standard
- Complaints
- Equal Opportunities for Pupils
- Exclusion
- Handbook for Boarding
- Home – School Agreement
- Parent Handbook
- Physical Restraint
- Screening and Searching Pupils
- Special Educational Needs and Disabilities
- Teaching and Learning
- Tracking and Intervention

Parental Access to Policy

This policy is available for parents to read on the College Website. Parents are also welcome to view the policy in school or we will send it to them, on request.

Appendix I- Primary Phase- Severn Golden Rules

The Seven Golden Rules form the code of conduct for the Primary phase of Liverpool College. They should be displayed in every classroom and discussed with children.

The Seven Golden Rules:

-  We work hard and always do our best.

-  We are kind, helpful, polite and respectful towards each other.

-  We behave sensibly so that everyone is safe, happy and can learn.

-  We listen carefully when the teacher or others are talking.

-  We look after our property and other people's property.

-  We walk inside our school. We run in the playground!

-  We are proud of our school. We have fun!

Appendix 2 The Senior Phase - The Lerpoolian Standard

LERPOOLIAN STANDARD

A LERPOOLIAN :

- is respectful, polite and courteous and has their phone switched off at all times and in all places
- is on task, engaged and making progress
- is prepared, dressed and equipped for every lesson and activity
- does not talk when the teacher is talking
- arrives on time
- always hands work in on time
- respects the College environment