

# BEHAVIOUR AND DISCIPLINE POLICY



***The policy should be read closely alongside the separate Anti-Bullying Strategy.***

*The following policies should also be read in tandem : Safeguarding, Acceptable Use of Technology for Pupils, Equal Opportunities for Pupils and Exclusion.*

This policy applies to all pupils at Birchfield School, including all pupils in the Early Years Foundation Stage.

Birchfield School is eager to promote and reward positive behaviour and sets out a clear structure for any inappropriate behaviour which takes place during the school day, at clubs and activities after school or at Breakfast Club or holiday clubs. Birchfield School prides itself upon high standards of behaviour and aims to further promote self-discipline, trust and mutual respect for everyone.

In developing this policy, reference has been made to the DfE non-statutory advice 'Behaviour in Schools (July 2022)'. Reference has also been made to the 'Equality Act (2010)'; including issues related to pupils with special educational needs or disabilities. Individual cases are carefully considered, and reasonable adjustments are made for these pupils.

We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We focus on developing qualities of teamwork and leadership throughout, as well as through our extensive programme of extra-curricular activities, trips and visits. We expect pupils to treat staff and each other with consideration, respect and good manners and to respond positively to the opportunities and demands of school life.

## **Aims**

- promote good behaviour, self-discipline and respect;
- offer pupils role models on which to base their own behaviour and that of others;
- incorporate good practice for pupil behaviour into our teaching and learning;
- create an environment which helps to prevent instances of bullying;
- enable pupils to complete assigned work in a relaxed, but purposeful atmosphere;
- regulate the conduct of pupils to allow them all opportunities to learn and interact.

## **Introduction**

At Birchfield School discipline is maintained by establishing clear and explicit positive ground rules so that pupils have an exact understanding of what is acceptable behaviour. Birchfield School is a small school with a friendly atmosphere – all the children know each other; the staff know all the children and all the staff contribute to the general maintenance of discipline. We aim to provide a positive attitude towards good behaviour rather than a negative attitude to poor behaviour. Staff have a responsibility to provide a safe environment in which all pupils can learn.

The policy should provide a consistency of approach appropriate to the age of the pupil in order to encourage a positive attitude.

## **School Values – The Birchfield Way**

A set of School Values, called 'The Birchfield Way', has been created in collaboration with pupils, teaching staff, Advisory Committee and the wider school community which forms the basis of expectations for standards of good behaviour. A copy is attached at the end of the policy and encompasses values in diligence, respect, kindness, aspiration, resilience and pride.

Birchfield School believes that children flourish best when their personal, social and emotional needs are met in an environment where there are clear, and developmentally age-appropriate expectations for their behaviour. Our ultimate aim is to work in partnership with parents to lay foundations upon which children can develop into happy, self-confident and well-adjusted individuals.

Children need to learn to consider the views and feelings, needs and rights of others and the impact their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example where adults demonstrate positive behaviour. The principles that underpin how we achieve positive and considerable behaviour exist within our commitment for promoting personal, social and emotional development.

All children must be treated as individuals and staff are expected to adopt a consistent approach towards managing inappropriate behaviour. This ensures that the children have the security of knowing what constitutes acceptable behaviour and what does not. Therefore, our aim is to provide an environment that will always be conducive and relaxed, where children feel safe and welcome. Sufficient stimulating and challenging activities should be available to meet the children's individual needs. We support the positive development of children's behaviour and all staff are encouraged to use positive language and behaviours.

Pupils are regularly reminded of the expectations of them through School assemblies and House meetings, circle time, Personal Tutor meetings for Years 7 and above and Form Periods, cross-curricular links and PSHE/RSE lessons and understand the rewards for good behaviour and sanctions for falling short of the school's expectations. They should complete all tasks reasonably assigned to them in connection with their education.

## **THE USE OF REWARDS**

### **Promoting Positive Behaviour in the Pre-Prep, including EYFS (Reception Class)**

The Head of Pre-Prep oversees the behaviour of the pupils in Reception in the first instance and applies the policy's guidelines in an appropriate way, mindful of their age and any Special Educational Need or disability. She liaises with the Head of Prep for any follow up on behaviour matters or incidents.

Within the Early Years Department, our aim to promote positive behaviour is very important and we see children's personal, social and emotional development as a core element of our curriculum. The positive behaviour goals we expect are clearly defined and specific according to the age and development of each child. We recognise that children thrive on recognition, praise and rewards and use these to promote desired behaviours.

Children learn about themselves as they interact with our staff who always act as positive role models. We guide the children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and begin to look at the wider community.

We have high expectations relating to behaviour with developmentally appropriate strategies. These include praising and rewarding positive behaviour; adults modelling positive behaviour; using stories, songs and resources to encourage and support positive behaviour; teaching routines for activities such as tidying up, meal times, story time or dressing for PE or going outside; prompting children to follow our expectations and gradually reducing the prompts.

Rewards are given by the form teachers and non-teaching staff for all aspects of effort, work, behaviour and manners, thoughtfulness etc. in the form of House points, stamps, stickers and verbal praise, relevant to the age of the child. Pupil Ambassador Awards are also presented half-termly in Awards Assemblies for pupils displaying the values of the school such as good manners and excellent behaviour and copied into weekly newsletters. Various rewards systems also are in place, within include merit charts and separate awards within individual year groups. This may include Class Dojo points as a method of rewards which is also used in certain year groups and links to the school's values.

Birchfield School is an inclusive community. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world. Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated.

Within the Pre-Prep Department (Reception to Year 2) a certificate for the highest House point earner of the week and a form 'Star of the Week' will be given weekly. The certificate for 'Star of the Week' will be awarded by the form tutor for reasons of excellent behaviour, work or attitude. In addition to these weekly certificates a 'Merit Certificate' may be awarded for a pupil who deserves it for any reason as decided by a member of staff.

When a child's work, behaviour or effort is exceptional, in that it reflects a high level of attainment or effort for a particular child, the class teacher nominates them for a Headmistress' Send Up which represents 10 Dojo Points. This may take many forms such as an act of kindness to another pupil. In this instance, a personal letter is written to the pupil to celebrate their achievement as well as a meeting with the Headmistress to show their work and/or discuss their actions and recorded in the weekly newsletter. Examples of good

behaviour may be referenced by the Headmistress in the whole school assemblies. Teachers may also nominate another pupil for demonstrating the school values and these are displayed on a board outside the Head of Prep's office.

### **Examples of Rewards in the Pre-Prep Department**

- A positive word of praise
- A 'smiley face' or comment, depending on the age or reading ability of the pupil, by a specific part or at the end of the piece of work.
- A star given for good effort or achievement academically or for positive behaviour.
- Praise in front of a group, their class or another class.
- An informal or formal comment made to parents about the pupil's achievement, either verbally or in the reading diary, if appropriate, accompanied by a copy of the piece of work.
- Taking the work to show the Head of Pre-Prep, who could award the pupil with a special reward, for example a pencil.
- Presentation of an award certificate in the Pre-Prep award assembly by the Pre-Prep Coordinator.
- A termly award for the best table at lunchtime is awarded.
- The pupil may be chosen for a 'Golden Book Award' presented during the Pre-Prep award assembly.
- Pupils may be sent to the Headmistress for a 'Send-up' if the work or behaviour is deemed exceptional.
- Use of the school report to comment favourably on positive attitude, effort and ability not only academically but on behaviour and involvement in school life.

### **The Use of Stars in Pre-Prep**

The stars system runs alongside the use of Dojo points and pupils are awarded a star badge to wear on their blazer when they collect 100. Stars are the method by which pupils are most often rewarded for examples of good work and behaviour, thereby encouraging them to try their best in all areas of school life. All members of staff are able to award stars to pupils. Certificates will be awarded in the award assembly for pupils collecting 10, 20 30 etc. stars during each term.

## **Promoting Positive Behaviour in the Prep School**

The School holds high expectations of behaviour and encourages a warm community of togetherness and learning.

Years 3 to 6 Form Tutors work to support the pastoral care of the pupils in their class and liaise closely with the Head of Prep to address, seek guidance on and follow up on any concerns. Heads of House are also involved in the pastoral care needs of the pupils and students in their House.

### **Examples of Rewards in the Prep Schools (Years 3 - 6)**

- Praise – written or verbal to another staff member or shared with parents
- Giving reward stickers
- Awarding House points
- Pupil Ambassador Awards presented each half-term with 10 House points
- Significant House Point earners' names are read out in weekly assemblies
- Top House Point earner of the week certificate in the Prep and Seniors
- Presenting certificates appropriate to each child e.g Renaissance
- Award in weekly Awards Assembly
- Headmistress' Send Up'
- Photograph and note in the weekly newsletter
- Display of achievement on the Wonderwall in the foyer
- Reading certificates and end of term prizes for Renaissance quizzers
- Informal praise by a Head of House, Head of Prep, Head of Senior School or Headmistress

### **The Use of House Points in the Prep School**

In Year 3- 6, House points are the method by which pupils are most often rewarded for examples of good work and behaviour, thereby encouraging them to do their best in all areas of school life. In particular, House points should be awarded for improvement in an individual, for pieces of work of a very good standard, for social responsibility and for good behaviour beyond that which is above the generally acceptable norm. It is the responsibility of the pupil to make sure that he/she collects any House point as soon as possible and in all cases they must be written in the pupil's Prep Diary in the week it is awarded.

Staff will have their own criteria for awarding House points within their subjects, but the following guidelines should be adhered to:

House points should generally be awarded singularly. Examples could be: an improved test mark or a good piece of work and, for effort, going out of their way to help another pupil, assisting the teacher without being asked or good performance in an extra-curricular activity.

Two House points may be awarded for especially good pieces of work which are felt to be much better than the pupil usually produces or where it is obvious that a pupil has gone out of his/her way and put a lot more effort into his/her work or if a pupil carries out a task which is well beyond expectations.

A Headmistress 'Send up' may be given for a single piece of work if it is thought to be exceptional. A time will be organised for the pupil to share their work with the Headmistress in person.

### **Griffin Awards**

A Griffin Pin Badge is awarded in weekly assemblies for each 100 House Points collected. A gold badge is awarded for the collection of 500 House points and celebrated in assembly. House points collected individually are also pooled into the House total for the week and term. Weekly top House point earners in both Junior and Inter sections of the School are presented with certificates in Awards Assemblies.

### **Pupil Ambassador Award**

The Pupil Ambassador Award is awarded to any member of the Birchfield community who has displayed exemplary manners and conduct around the school at each half-term point. An award is allocated for each of the six values contained within the school's system of values, The Birchfield Way. A letter will be sent home to parents by the Headmistress to inform them of their child's achievement, including a brief description of why it has been awarded.

### **Wonderwall**

Photographs of pupils who have shown examples of good behaviour, acts of kindness or an example of one of the school's values are displayed on the Wonderwall in the entrance to the Hall. The photographs rotate regularly and achievements are shared on social media to celebrate examples of the best Birchfield behaviour.

## **Promoting Positive Behaviour in the Senior School**

The School holds high expectations of behaviour and encourages a warm community of togetherness and learning. Senior School students are supported by their Form Tutors, Personal Tutors, Head of House and the Head of Senior School.

To facilitate a positive culture in school we use the Birchfield Rewards Ladder which can be found in full in the Appendix. Staff and students are expected to follow this ladder consistently in the application and collection of rewards.

| Birchfield Rewards Ladder |                             |
|---------------------------|-----------------------------|
| R1                        | House Points                |
| R2                        | Head of Senior School Award |
| R3                        | Headmistress' Send Up       |

### **a. The Use of House Points in the Senior School**

House points are the method by which students are most often rewarded for good work and behaviour. House points should be awarded for good pieces of work, improvement in work or behaviour, social responsibility and where behaviour is above and beyond the generally acceptable norm. It is the responsibility of the student to collect the House points and ensure they are written in the students Prep Diary.

| <b>Total Number of House Points</b> | <b>Award</b>  |
|-------------------------------------|---|
| 25                                  | Bronze Griffin Award  |
| 50                                  | Silver Griffin Award  |
| 75                                  | Gold Griffin Award  |
| 100                                 | Griffin Pin Badge   |
| 200                                 | Griffin Pin Badge   |
| 300                                 | Griffin Pin Badge   |
| 400                                 | Griffin Pin Badge   |
| 500                                 | Gold Griffin Pin Badge<br>(Students will trade in their 4 Griffin Pin Badge for their Gold Griffin Pin Badge) |

### **b. Head of Senior School Award**

This award can be given at any time during the term. This award can be nominated by any student or member of staff and the Head of Senior School will determine who ultimately receives the award. The student will be given a certificate in Awards Assembly, awarded 5 House points and be mentioned in the newsletter.

### **c. Headmistress' Send Up**

Headmistress' Send Up which represents 10 House Points celebrates the achievements of the student with a personal letter and a meeting with the Headmistress to show their work and/or discuss their actions and recorded in the weekly newsletter.

**d. Pupil Ambassador Award**

The Pupil Ambassador Award is awarded to any member of the Birchfield community who has display exemplary manners and conduct around the school at each half-term point. The awards are allocated for each of the six values contained within the school's system of values, The Birchfield Way. A letter will be sent home to parents by the Headmistress to inform them of their child's achievement, including a brief description of why it has been awarded.

**e. Wonderwall**

Photographs of students who have shown examples of good behaviour, acts of kindness or an example of one of the school's values are displayed on the Wonderwall in the entrance to the Hall. The photographs rotate regularly and achievements are shared on social media to celebrate examples of the best Birchfield behaviour.



## THE USE OF SANCTIONS

The school is proud of its pupils' behaviour and is keen to maintain high standards and high expectations for all.

The Behaviour and Discipline Policy excludes the use or threat of corporal punishment to a child at any time, whether at the school or other place at which education is provided for the child. This prohibition applies to all members of staff, including those acting in *loco parentis*, such as volunteer supervisors.

### **Sanctions within the Pre-Prep Department, including EYFS (Reception Class)**

Staff are keen to model good behaviour and manners and emphasise that behaviour which falls short of the school's standard is not approved of and dealt with appropriately. The department is keen to separate out that the behaviour is under scrutiny and not the child. Any sanctions are used straight away and are proportionate, the school always opting to use talk and discussion to guide young pupils into better standards of behaviour for the future. Children will always be encouraged to make amends if their behaviour has upset or hurt another person. A simple reminder may suffice but where a child is disrupting the class or threatening other children's safety, then removal from the group or activity may be needed. Sanctions such as a missed break time are only used as a last resort. Parents are kept informed directly by staff at the end of the school day.

### **'Time Out for Thinking'**

We create space in difficult situations by asking any child engaged in challenging behaviour to sit in 'Time Out for Thinking'. This lasts for no longer than up to one minute and, if used, can give the child a chance to reflect on their actions and how they would like to do something different in an age appropriate way to make the matter right. During thinking time, a staff member will calmly talk to the child, providing a secure space for them to talk about their actions and behaviours. At all times, positive language will be used to help the children understand their negative behaviours and encourage positive ones.

Where the Form Teacher speaking to the child is not deemed sufficient, a range of measures may be implemented for example :

- Loss of minutes of 'Golden Time', child initiated play on a Friday afternoon.
- Thinking time away from the group to reflect on their behaviour.
- Speaking to the Head of Pre-Prep, Head of Prep or Head of Senior School.

For persistent behaviour issues, a rewards chart may be deemed appropriate to implement where parents and school work together in the child's best interests.

### **Sanctions within the Prep School**

Staff act as strong role models for pupils and THINK posters displayed around classrooms instil strategies for exhibiting kindness, respect and tolerance as ways of positive reinforcement. The school operates a system as described below :

### **Stage One : A Verbal Reminder**

In the first instance and for basic disciplinary procedures, the incident is dealt with by the form teacher. A verbal reprimand is given and may include an apology to another pupil or staff member. The inappropriate behaviour is always discussed with the pupil.

### **Stage Two : A Written Reminder**

If the verbal reminder has not been heeded and the inappropriate behaviour continues directly afterwards, a letter 'R' will be written in a pupil's House Card with an explanation of the behaviour which led to it and the member of staff's initials next to it. The member of staff who has issued the reminder should speak to the pupil's parents to explain the incident later in the day. This may be accompanied by an apology made or a missed breaktime as appropriate.

### **Stage Three : Further Sanctions or A Demerit**

In the case of a single more serious incident of inappropriate behaviour or two written reminders issued in one week, pupils in Years 3 to 6 may be issued with a demerit. Members of staff should look for existing reminders in House Cards and report a second written warning in a week to the Head of Prep who will follow up with the pupil and may issue a demerit or, after full and careful consideration of the nature of the reminders, decide that a lunchtime or after school detention, behaviour monitoring card or pastoral support plan may be appropriate. Members of staff should refer any serious incidents to the Head of Prep as soon as possible with notes followed up so that she may investigate further and decide on the appropriate sanction. Parents are always spoken to by the Head of Prep in the event of a demerit being issued so that the situation is explained clearly and staff must always refer to the Head of Prep before awarding a demerit.

In the instance of a demerit, the pupil should normally be told that their behaviour is unacceptable and given an opportunity to discuss the right path of behaviour. Demerits should not be given for work-related misdemeanours.

In cases of repeated demerits, an Individual Behaviour Plan may be drawn up as a support measure for an individual pupil with clear strategies discussed with parents and pupil. Targets are reviewed termly with both parties to monitor and improve the pupil's strategies for dealing with inappropriate behaviours. Meetings between the parents and the Head of Prep and/or Headmistress may occur in cases of repeated inappropriate behaviour, the collection of multiple demerits and a Conduct Letter may be issued by the Headmistress.

Repeated incidents of inappropriate behaviour and more serious matters, including the implementation of disciplinary action against pupils who are found to have made malicious accusations against staff, are dealt with in the first instance by the Head of Prep and parents are informed. Instances of serious incidents are recorded in a separate log as well as those where temporary or permanent exclusions have been necessary as a result of continuous or one-off breaches of discipline. In exceptional circumstances, permanent exclusion, or discontinuation of the education at Birchfield School may result. **Please refer to the Exclusion Policy for further detail.**

A log of incidents and cases of serious misbehaviour are logged in writing by the Head of Prep with any trends and patterns regularly analysed and discussed with the Headmistress if further action is required.



## **The Use of Sanctions in the Senior School**

The school is proud of its student's behaviour and is keen to maintain high standards and high expectations for all. To enable the staff to maintain high standards and high expectations at Birchfield School we use a consequences ladder which can be found in full in the Appendix.

| Birchfield Consequences Ladder |                      |
|--------------------------------|----------------------|
| C1                             | Verbal Warning       |
| C2                             | Written Warning      |
| C3                             | Detention            |
| C4                             | Fixed Term Exclusion |
| C5                             | Permanent Exclusion  |

### **C1: Verbal Warning**

In the first instance of behaviour that is not in line with Birchfield Values the student will be given a verbal warning and an opportunity to rectify the problem. For example, if a student forgets their homework they will be given a verbal warning and the homework will be brought into school the next day. There will be no written log.

### **C2: Written Warning**

If, following a verbal warning, there is not an improvement in the behaviour or attitude of the student then the teacher will write up the warning in the student's planner. This will also be recorded on the school's internal system. There is an expectation that the teacher or form tutor will speak with the parents at checkout regarding the written warning.

### **C3: Detention**

If a student has received multiple written warnings or is involved in a serious incident of inappropriate behaviour, a detention will be issued. This detention will be served as a 30 minute lunchtime, 30 minute after-school or 60 minute after-school depending on the severity of infraction. This will be recorded on our internal system.

Staff and students are expected to follow the consequences ladder consistently in the application of sanctions, when applying sanctions the context of the behaviour should be taken into account. Students with behavioural difficulties, those with special educational needs and persistent offenders will be dealt with differently to those involved in one off misdemeanours.

In the case of more serious incidents or inappropriate behaviour there are further consequences indicated below:

**a. Individual Behaviour Plan**

In the case of a pupil who has repeated detentions, an individual behaviour plan may be drawn up to support the pupil with clear strategies discussed with parents and pupil. Targets will be reviewed regularly to monitor and improve the pupil's strategies for dealing with inappropriate behaviours. Meetings between the parents and the Head of Senior School and/or Headmistress may occur in cases of repeated inappropriate behaviour.

**b. Suspension and Permanent Exclusion**

Repeated incidents of inappropriate behaviour and more serious incidents could result in a fixed term suspension or permanent exclusion. **Please refer to the Exclusion Policy for further detail.**

**Prep School and Senior School**

**Physical Intervention**

A member of staff will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purpose of averting immediate danger of personal injury to the property of, a person (including the child) or to manage a child's behaviour if absolutely necessary. There are some situations where it is better to remove the rest of the pupils from the class if a child is a danger to them. The child causing the problem can then be dealt with appropriately. Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct. The Head of Prep and Head of Senior School will keep a written record of any occasion where physical intervention is used, and parents will be informed on the same day or as soon as is reasonably practicable.

**Pupils with Special Educational Needs**

Consideration is taken of those vulnerable pupils with special educational needs and/or disabilities in apportioning sanctions in line with the Equality Act (2010) and reasonable adjustments made as appropriate through discussion with the relevant members of staff and the parents as necessary and where the child's SEND may impact their behaviour. The school has a duty to 'use their best endeavours to meet the needs of those with SEND' (Children and Families Act 2014). This may include staff training for pupils with autism, uniform adjustments, short breaks built into work sessions and adjusting seating plans. Where required, a range of support systems are offered and monitored, and liaison may take the form of meetings with agencies as well as parents. A Pastoral Care Plan may be drawn up by the Head of Prep or Head of Senior School/SENDCo to set targets and outline strategies to support the pupil in school. In responding to behaviour from pupils with SEND, the should will consider what the law requires and refer to the Behaviour in Schools (July 2022) document.

**Partnership with Parents**

We work in partnership with parents to support pupils in this area and provide an environment where pupils, parents and staff feel safe and cared for. Expertise is sought from other agencies (Educational Psychologists, Psychologists, CAMHS/Forward Thinking and other agencies) as and when appropriate to support a pupil's emotional well-being, behaviour and happiness at the school, particularly in the case of vulnerable pupils or those with SEND. A Pastoral Care Plan may

be implemented to support a pupil with targets set and strategies offered. Parents who accept a place for their child at Birchfield School undertake to support the authority of the Headmistress and uphold the school's policies and regulations, including this policy, in accordance with the Terms and Conditions. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and prep tasks. Details are set out in the Parents' Handbook.

### **Hurtful Behaviour and Bullying**

We take hurtful behaviour very seriously and will act upon any concerns that are observed or raised, treating the matter seriously and in line with our Anti-Bullying Strategy, as needed. Staff will model compassionate behaviours and encourage the other child to help and learn positive behaviour.

In a positive environment, children are generally eager to please, and often they will feel remorseful and will want to apologise if they feel that their behaviour has hurt or disappointed someone. All discipline is geared towards having a positive effect upon a child's development and we are keen to model and promote a culture of positive behaviour to guide young children.

**Please refer to our separate Anti-Bullying Strategy for more information** on the measures we implement to prevent instances of bullying which include cyberbullying, prejudice-based and discriminatory bullying. Our separate Acceptable Use of Technology Policy also details the school's approach to monitoring pupils' use of websites and appropriate use of the internet.

**Use of Appropriate Terminology** – Staff should be aware that not everyone who has been subjected to wrongdoing considers themselves a victim or would want to be described in this way. Staff should be considerate of using the term with which the individual is most comfortable. Similarly, staff should take care when using the terminology of 'perpetrator' or 'alleged perpetrator' in front of children, not least because in some case the behaviour will have been harmful to the perpetrator as well. Staff should determine what terminology is appropriate on a case-by-case basis.

### **Expectations during Periods of Remote Learning**

The Behaviour and Discipline Policy also applies to pupils' participation in any live video streamed classrooms with their teachers and a code of conduct for the 'Virtual Classroom' is laid out in Appendix I at the end of this policy with particular guidance set out also for parents. In both pupils' behaviour for live streamed video sessions and in their safe online use, the Behaviour and Discipline and the Acceptable Use of Technology for Pupils Policies still apply, as they would if pupils were on the school site. Please refer to the school website where the policies are outlined.

### **Complaints Procedure**

Any parents with concerns or questions relating to the Behaviour and Discipline Policy should contact the School and may wish to refer to the policy on the School's website for further information or request a hard copy from the School office.

## Virtual Classroom Code of Conduct



BirchfieldSchool

During all live streamed video lessons during a period of remote learning, pupils should follow the rules and expectations set out in the School's Behaviour and Discipline Policy as normal. A copy of the policy is available on the website. This should be read alongside the Home School User Agreement in the Acceptable Use of Technology for Pupils Policy which you have discussed at home and in your Computing lessons.

Here are some important points to remember when you are taking part in live streamed video lessons with your teacher :

- ❖ Make sure that you are dressed properly for the day (for example, not in pyjamas).
- ❖ Make sure that you have a plain or virtual background behind you. Your teacher can tell advise you on how to add a virtual background on Zoom.
- ❖ Have all of your books and equipment to hand ready for the lesson, just as you would if you were in school.
- ❖ Make sure that you are logged in and ready for the lesson promptly.
- ❖ Make sure that your microphone is on mute at the start of the lesson so that you can hear the instructions being given to you by your teacher.
- ❖ Report any concerns about the lesson to your class teacher or the Head of Prep or Head of Senior School.

### GUIDANCE FOR PARENTS AND/OR RESPONSIBLE ADULTS ON SUPPORTING THEIR CHILD OR CHILDREN

We thank parents and/or responsible adults for supporting their child or children during live streamed video lessons in the following ways :

- ❖ Ensure that the physical environment of the pupil during the session is safe and appropriate (ideally this should not be in their bedroom)

- ❖ Ensure that the pupil is appropriately dressed

- ❖ Ensure that an adult can either supervise the pupil or be within earshot during a live session so any concerns encountered by the pupil can be reported as soon as possible

- ❖ Be aware that any comments made in the background could be broadcast to all pupils in the lesson.

- ❖ Be aware that any breach of the code of conduct for live streamed video lessons or other aspects of remote learning will be followed up in line with the School's Behaviour and Discipline and Acceptable Use of Technology Policies.



## Appendix 2

### Birchfield Rewards Ladder

|           |   |   |  |
|-----------|---|---|--|
| <b>R1</b> | <b>House Points</b>                       | <p>This may include:</p> <ul style="list-style-type: none"><li>• Good quality classwork/PREP</li><li>• Demonstrating Birchfield Values</li><li>• Excellent presentation</li><li>• Representing the school in an event</li><li>• Taking part in House activities</li></ul>                         | <ul style="list-style-type: none"><li>• Teacher will log house point in the students' planner on the relevant week</li><li>• House points will be collated every week ahead of awards assembly</li></ul>   |
| <b>R2</b> | <b>Head of Senior School Commendation</b> | <p>This may include:</p> <ul style="list-style-type: none"><li>• Exceptional classwork which deserves further merit</li><li>• Exceptional score in assessments</li><li>• Demonstrating Birchfield Values</li><li>• Recognition for attitude on a school trip or performance in an event</li></ul> | <ul style="list-style-type: none"><li>• Teacher will email the recommendation for a commendation to Head of Senior School</li><li>• Head of Senior School will meet with the student and send a postcard home (electronically)</li><li>• Head of Senior School Commendations to be mentioned in awards assembly and the Newsletter</li></ul> |
| <b>R3</b> | <b>Headmistress' Send Up</b>              | <p>This may include:</p> <ul style="list-style-type: none"><li>• Multiple Head of Senior School Commendations</li><li>• An exceptional piece of work or test score</li><li>• An exceptional achievement outside of school</li></ul>   | <ul style="list-style-type: none"><li>• Teacher will email the recommendation for a Send Up to the Head of Senior School who will share with Headmistress</li><li>• Headmistress will meet with the student and present with a certificate and take a photograph</li><li>• Headmistress' Send Up to be mentioned in the Newsletter</li></ul> |

In addition to the rewards detailed above, students will also receive rewards in the form of verbal and written praise, reward stickers, Ambassador Awards, achievements displayed on the Wonderwall in the foyer, notes in the weekly newsletter and end of term prizes.

## Birchfield Consequences Ladder

|           |                        |   |  |
|-----------|------------------------|---|--|
| <b>C1</b> | <b>Verbal Warning</b>  | <p>This may include:</p> <ul style="list-style-type: none"> <li>• Behaviour not in line with Birchfield Values</li> <li>• Off task in lesson</li> <li>• Disrupting the learning environment</li> <li>• Incorrect equipment</li> <li>• Failure to complete PREP</li> <li>• Failure to follow instructions</li> <li>• Lateness to lesson/tutor time</li> <li>• Incorrect Games kit</li> </ul>   | <ul style="list-style-type: none"> <li>• Teacher will remind student of expectations verbally</li> <li>• Student to apologise for behaviour to staff/student(s) involved</li> <li>• No written log required</li> </ul>   |
| <b>C2</b> | <b>Written Warning</b> | <p>This may include:</p> <ul style="list-style-type: none"> <li>• Subsequent poor behaviour in class and no improvement following C1.</li> <li>• Three verbal warnings given</li> <li>• Verbal altercation with another student</li> <li>• Misuse of internet</li> <li>• Inappropriate behaviour in assembly</li> <li>• Failure to hand in mobile phone on arrival to school</li> </ul>   | <ul style="list-style-type: none"> <li>• Teacher will write up warning in the student's planner</li> <li>• Teacher will write up a behaviour log on internal system</li> <li>• Teacher to speak with parents at checkout regarding written warning</li> <li>• Student to apologise for behaviour to staff/student(s) involved</li> </ul>   |
| <b>C3</b> | <b>Detention</b>       | <p>This may include:</p> <ul style="list-style-type: none"> <li>• Three written warnings in a week</li> <li>• Five written warnings in a half term</li> <li>• Physical altercation with another student</li> <li>• Bullying/Cyberbullying</li> <li>• Truancy</li> <li>• Vandalism</li> <li>• Rudeness to staff</li> <li>• Any unacceptable behaviour when representing the school on a trip or at a fixture</li> </ul> <p>NB: 30 minute lunchtime detention or 60 minute after school detention depending on severity of infraction</p> | <ul style="list-style-type: none"> <li>• Student has received 3 written warnings in one week <b>OR</b> 6 written warnings in one half term</li> <li>• Student is involved in 1 serious incident of inappropriate behaviour</li> <li>• Student will attend a detention as determined by Head of Senior School with parents.</li> <li>• Head of Senior School to write up behaviour log on internal system &amp; discuss further behaviour support for student</li> <li>• Multiple detentions will result in a meeting between parents &amp; Head of Senior School to implement an individual behaviour plan and a conduct letter may be issued by the Headmistress</li> </ul> |

## Birchfield Consequences Ladder

|           |                            |   |   |
|-----------|----------------------------|---|---|
| <b>C4</b> | <b>Suspension</b>          | <ul style="list-style-type: none"> <li>• Student has received repeated detentions and inappropriate behaviour continues</li> <li>• Student is involved in 1 serious incident</li> </ul> | <ul style="list-style-type: none"> <li>• Student to receive a fixed term suspension from school</li> <li>• Student to receive a conduct letter, issued by Headmistress</li> <li>• Parents to attend a meeting with Head of Senior School &amp; Headmistress</li> <li>• Head of Senior School to implement an individual behaviour plan and review this regularly with the form tutor</li> </ul> |
| <b>C5</b> | <b>Permanent Exclusion</b> | <ul style="list-style-type: none"> <li>• Student has failed to change behaviours following all support given</li> <li>• Student is involved in 1 serious incident</li> </ul>            | Please refer to the Exclusion Policy for further detail.  |

This is not an exhaustive list of behaviours.