



SENIOR SCHOOL BEHAVIOUR POLICY

Independent Day School for Boys and Girls
Fairley House School

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www.fairleyhouse.org.uk

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Aims

This is the Behaviour Policy of Fairley House Senior School for years 7-11.

The aim of this policy is to set out the rewards and sanctions applicable in the Senior School.

Scope and application

This policy applies to the Senior School only. For details regarding the School's approach to the promotion of good behaviour and the proper investigation and management of allegations of poor behaviour and/or breaches of discipline see the whole school Behaviour Policy and the Expulsion Policy.

Rewards

On a day-to-day basis, pupils can earn credits for their good behaviour and effort in their work, as well as for high achievement in work produced. The aim of rewards and of public acknowledgment is to increase motivation, self-esteem and confidence. Although the school has a very clear behaviour policy in place, we are also aware that all pupils are different and have different needs, therefore extra-ordinary measures may be put into place to accommodate these individual needs. Such measures will be discussed with staff and parents before being put into place and will be reassessed by the school on a daily basis.

Credits

Credits may be awarded by teachers for effort, work or behaviour:

One credit = Good,

Two credits = Very good

Three credits = Excellent (given for top quality work rather than behaviour)

Pupils' diaries contain weekly sheets for reward and sanctions. At the end of a lesson teachers may wish to award one or two credits to pupils. In order to motivate pupils and to give them feedback throughout the lesson,

The Headmaster must approve a piece of work as meriting 3 credits and pupils receive a 3 credit certificate in assembly. These credits are logged on the internal database by the teacher who awarded them and contribute towards house points. Pupils build up a bank of individual credits and the top twenty credit earners each week are announced in assembly, posted on the notice board and published in the weekly newsletter so that parents are informed, and pupils have a goal to aspire to.

At Assembly every week, high quality work, progress and special efforts or achievements are acknowledged.

Form Rewards

Individual credits contribute towards a form total while individual debits detract from the form total. The winning form is computed by averaging scores to allow for differing numbers in each form and announced each week in assembly and the newsletter. The form with the highest number of average credits at the end of term receives a reward such as a class party or trip. The purpose of the form rewards is to motivate youngsters, especially KS3/4 who might not otherwise value credits or be concerned by debits. Peer pressure to earn credits and minimise debits may also be effective.

House Points

Each pupil belongs to one of 4 houses: Bussell, Gates, Winkler and Yankey. House competitions are held, with house points awarded. Elections of House Captains offer the opportunity for all students to participate in this democratic process and contributes to Citizenship education. Staff enter house points themselves through the school intranet. The themes of the competition are designed to promote desirable behaviour e.g. Empathy, Healthy Living. House points can be lost for undesirable behaviour e.g. being unkind when the theme is kindness. Sports day is an inter-house competition. The winning house receives the house shield each term, collected by the house captain.

Prize Giving

Prize Giving is held to recognise achievement and to boost self- esteem. It is held at the end of every term to maximise the number of pupils who can win an award. Parents are invited to Prize Giving and a formal ceremony is held on the stage in the Hall with all pupils, staff and many family members, present. Pupils come up on stage to receive their awards from the Headmaster, and where possible a Governor.

Cups

Cups are awarded to individuals to recognise outstanding achievements. There is:

- A cup for the pupil who has made the greatest over all contribution to the school
- A cup for overall effort
- A cup for Significant Improvement
- A Sports cup
- A Swimming cup, which may be for the pupil who has tried the hardest
- A DT cup for outstanding achievement in this subject
- An Art cup for outstanding achievement in this subject
- A Music cup for outstanding achievement in this subject
- A Drama cup for outstanding achievement in this subject
- A Literacy cup for outstanding improvement in this subject
- A KS3 Home Reading cup
- A KS3 Maths cup
- A Science cup for outstanding achievement in this subject
- A Humanities cup for outstanding achievement in this subject
- A Special Provision cup
- A Computing cup for outstanding achievement in this subject

- Head's Award for a pupil who stands out for positive reasons
- A Cup for all KS4 subjects is also awarded

Pupils receive a 'show cup' on stage that is normally displayed in the school and take home a small cup and a prize (a book with a book plate with their name). Prize winners are chosen by staff nomination and staff write a paragraph to explain why the pupil has won, read out by the Headmaster when the pupil comes up on the stage. A list of Prize Winners, with the reason they won the cup, appears in the end of term newsletter.

Honour Roll

Pupils with significant achievements but below the outstanding level of a cup, receive a certificate and have their name on the Honour Roll in the hall for a term. A list of pupils on the Honour Roll appears in the end of term newsletter and is displayed within the school.

Form Captains

Each Form Tutor elects a Form Captain for the term. They are expected to be a good role model for their class and will be called upon to carry out day to day jobs for their tutor.

The Student Leadership Team

The Student Leadership Team is made up of senior school pupils that have been through an interview process. Students are elected by members of staff for their ability to be a role model to the rest for the school and drive forward initiatives to improve the school.

The Leadership Team meets once a week and proceedings of these meetings are fed back to the form. The rest of the school uses members of the Leadership Team to channel any ideas or suggestions.

They may be given special projects such as devising and using a bullying questionnaire. They can make recommendations to the Headmaster or to the staff and their suggestions are seriously considered and often adopted.

They decide which charity they would like mufti money to go or make other suggestions for charity fundraising.

They will often perform other roles, such as showing visitors around the school and taking messages.

They are expected to be good ambassadors for the school.

Assembly

There is a Senior assembly held weekly to celebrate achievement. It has the explicit purpose of raising self-esteem for pupils who have often received little recognition in their previous school. It also helps to maintain desirable behaviour by, for example, featuring anti-bullying messages. It also makes a significant contribution to Spiritual,

Moral, Social and Cultural development of pupils with, for example, celebration of festivals from a range of cultures and faiths.

3 Credit Certificates

A 3 Credit certificate is awarded at the weekly assemblies for work that is excellent for the pupil receiving this. Staff nominate a 3 Credit award to the Headmaster; a certificate is made up and issued. These equate to 3 credits on the database.

Head's Certificate

These can be awarded for any positive behaviour that might be seen around the school. It might be for some Charity Work or even an award or certificate that the pupil may have achieved outside of school which has been brought to the Headmaster's attention. Any age can receive one. These equate to 5 Credits on the database.

Sanctions

Many pupils receive no sanctions throughout their FHS career. However, there is a graded series of sanctions to help all pupils understand what is required of them and to provide an environment that is conducive to learning. When deciding upon a sanction, the pupil's disciplinary record will be taken into account along with any specific individual needs or difficulties.

In relation to minor breaches of discipline:

- 1) The pupil will receive a reminder of our expectations in response to low level misbehaviour, such as talking out of turn or not being on task.
- 2) If the misbehaviour persists, they will be given a warning. In the classroom this could involve putting their name on the board as a visual warning. It could involve a brief time out to allow the pupil to re-focus.
- 3) If the negative behaviour continues after a reminder and warning, the pupil is given a debit. This takes away a point from their personal credit score and the score of their house and class.
- 4) A further offence leads to 2 debits, which results in a detention. This will be served during lunch break for pupils in years 7 and 8 and after school for pupils in years 9-11.
- 5) swearing or defying a teacher, leads to the imposition of 2 debits without prior reminder and warning. Such actions result in an automatic detention.
- 6) **After school detentions.** Parents will be given 24 hours' notice that the pupil will be kept after school. Notification should be by telephone or email by a KS4 Head of

Pastoral Care, the Deputy Head or the Headmaster, with a receipt requested to ensure that the parent knows the pupil will be home late or is able to make arrangements to collect a pupil who is not an independent traveller. After school detentions are logged in the pupil's Rewards and Sanctions file on PASS.

Sanctions for serious breaches of discipline include:

Suspension (Internal)

In the case of serious breaches of discipline or failure to respond to lesser sanctions can result in an **internal suspension** at the discretion of the Headmaster. Pupils work and eat separately from the others. They usually work in the office for the day. It is an option that will be considered if break or after school detention seems an inadequate sanction.

Parents will be informed if their child is internally suspended and it is recorded in the pupil's Rewards and Sanctions file on PASS. Internals usually follow 5 detentions as a basic rule. Parents are warned of these at a pupil's 4th detention.

If a pupil gains two 'Internals' in a term, then it will be left to the Headmaster to decide if the pupil's behaviour warrants a fixed term suspension (see below).

Suspension (Fixed Term)

The Headmaster has the right to suspend a pupil for a fixed term, usually for one to three days.

The aim is to emphasise the unacceptability of the pupil's behaviour, both to the pupil and parent, and to allow a cooling off period. Fixed term suspension can allow the pupil some thinking time and can give staff and other pupils who have found a pupil difficult, some breathing space. A fixed term suspension is unusual and rarely enforced because of its disruption to the pupil's education. However, against this must be balanced the disruptive effect of the pupil's behaviour on the education of other pupils.

Parents are notified in writing of a pupil's fixed term suspension. The letter will identify the reason for the suspension and its length. Parents are expected to accompany their child to school when he or she returns, for a meeting with the Headmaster. The pupil is expected to express remorse and to discuss ways of improving behaviour. The discussion should be solution focused and should include ways school can help prevent problems. Agreed solutions should be communicated to all staff within the Senior School so that they can help implement them.

Expulsion

The Headmaster has the right to expel or require the removal of any pupil who disrupts the education of others (see whole school Behaviour Policy for further details including the procedure to be followed for the disciplinary meeting with the Headmaster).

Recording of Rewards and Sanctions

Each child has an individual rewards and sanctions file on PASS. Class teachers input the credits and debits into the system each week. Detention offences are entered by the teacher who gave the detention. This record enables us to build up a full picture of a child's behaviour, positive or negative. It also enables us to look at patterns of misbehaviour, such as being in trouble at playtime or in certain subjects. It allows us to be very specific when talking to parents about behaviour.