

ALDENHAM SCHOOL BEHAVIOUR POLICY

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. This extract is from the teaching standards and all teachers at Aldenham take their responsibilities in this respect very seriously.

At Aldenham we also have high expectations about the standard of behaviour of pupils both in and around the school or while representing the school on trips or visits. We aim to provide good adult and peer role models who show considerate, courteous and cooperative behaviour. Aldenham promotes a culture of mutual respect to allow each person to thrive and develop a sense of self-worth.

The Steer report entitled 'Behaviour and the role of Home-School Agreements', states that:

Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour (Core Belief: Learning Behaviour 2005, quoted in Behaviour and the role of Home-School Agreements, DfE publications, 2010).

In order to promote positive behaviour, to motivate, encourage and develop self-esteem amongst pupils and build a positive learning environment it is important to employ effective behaviour management strategies. Aldenham aims to balance rules and sanctions to tackle poor conduct with processes which recognise, teach, reward and celebrate positive behaviour.

We aim to recognise

1. Each pupil as an individual
2. Achievement
3. Commitment
4. Progress
5. High moral standards
6. Contributions to wider aspects of school life
7. Successes and achievements at individual and team levels within and outside the School

These positive behaviours are acknowledged and celebrated in a variety of ways in tutor groups, houses, School assemblies and within the wider school community.

In promoting good behaviour we aim for a consistent approach to behaviour management, the effective use of rewards and sanctions, the teaching of behaviour strategies involving staff development and pupil support systems and a commitment to liaison with parents and other agencies.

It is our expectation that parents, pupils, staff and governors will work collaboratively, in the best interests of all stakeholders, to achieve the highest standards of behaviour.

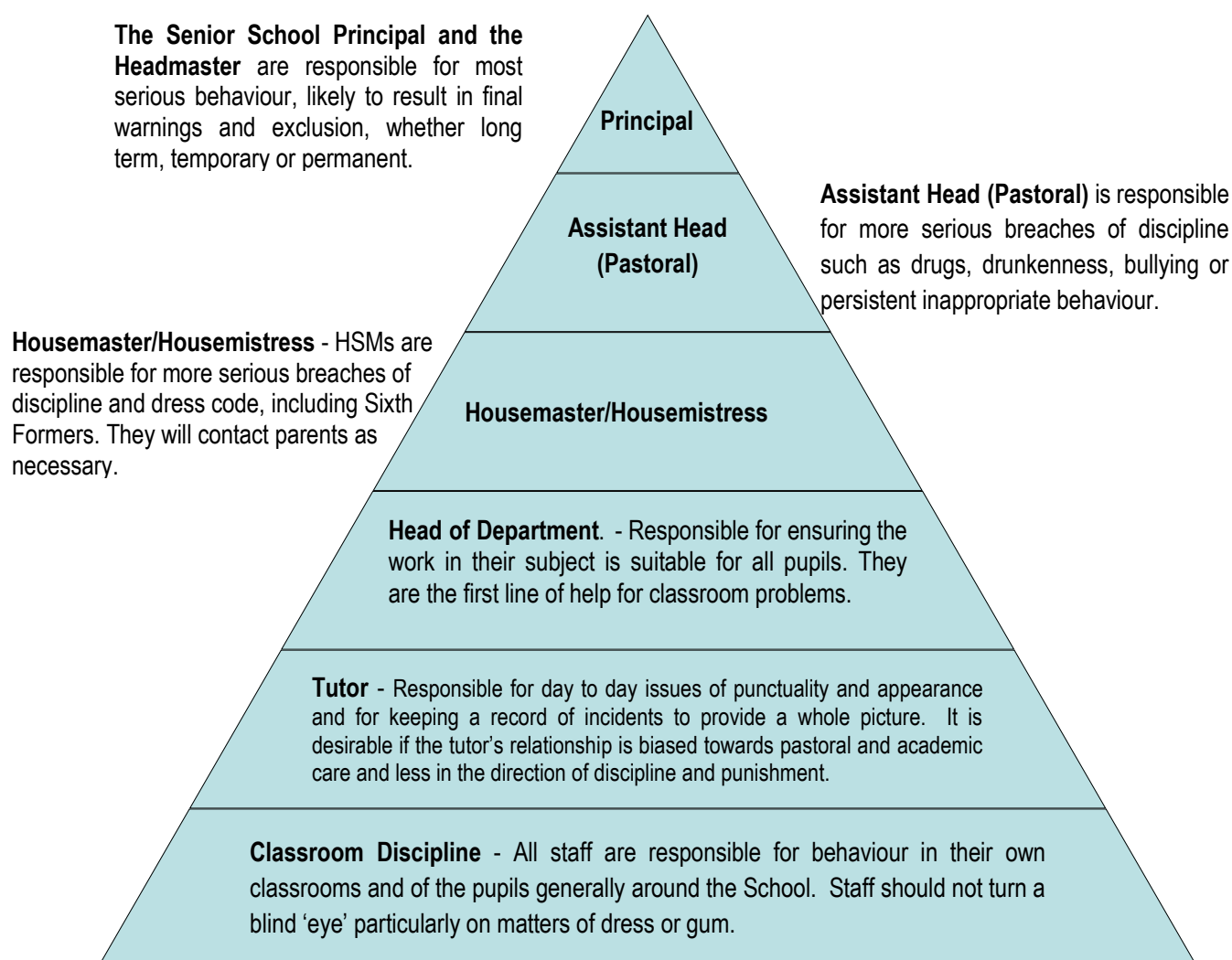
The hierarchical structure of this policy has a firm base at individual teacher and departmental level.

All teachers at Aldenham work hard to establish a safe and stimulating environment for pupils, rooted in mutual respect. They consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils. All teachers should have their own clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

Teachers at Aldenham should have high expectations of behaviour, and use the school framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. All staff work hard to maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

The encouragement of appropriate behaviour and the sanctions awarded for minor misdemeanours should be agreed at departmental level but in accordance with school rules and policy. What is appropriate in one department may not be in another. The sanction level 'departmental detention' is flexible in this regard.

Only more serious misdemeanours are referred to Senior Management Team (SMT) or Assistant Head (Pastoral) on the basis of "Where to next?" for a subsequent or more serious offence.



Rewards and Sanctions

Pupils at Aldenham respond to discipline much more readily than in many schools: friendly firmness should enable this to be maintained, and staff must not hesitate to consult senior colleagues if problems arise. The aim of the Rewards and Sanctions system is to encourage a positive approach to studying and inform parents early

on when standards start to slip. Where possible it is important that rewards should be used to reinforce good behaviour. All rewards and sanctions are recorded on the school MIS and form part of the 'big picture' of a pupil's conduct throughout their time in the school.

Rewards

The aim of the Rewards system is to emphasise and encourage positive behaviour and attitudes both in and out of the classroom.

The following rewards are used within the school community:-

Praise	It is important not to underestimate the importance of simple recognition of pupils 'getting it right'. Teachers are encouraged to give their public attention to pupils showing good conduct. For example to 'meet and greet' at the classroom door with a warm smile and a little reminder of the positive relationship and perhaps a comment about something that went well last lesson
Golds	The basic unit of Reward is called a Gold. Golds are awarded for effort, achievement or citizenship. Good work and/or effort should be awarded a GOLD. This is done by advising the pupil or marking on their work before entering the Gold onto the school MIS. With any token system it is easy to overlook behaviour that is always good and to reward pupils who are behaving better. It is important to take care not to undermine the system in the eyes of the pupils so it is likely that some Golds will be awarded in most lessons. When a pupil achieves 20 Golds, or further multiples of 10, a letter of congratulation will be sent to parents from their tutor, HSM, Assistant Head (Pastoral) or Senior School Principal progressively. Golds are automatically tallied and totals flagged up to the tutor and HSM. Golds contribute towards the House Shield.
Postcards	These are awarded for conduct, effort of work at is 'over and above' the normal high standards expected. These are physical cards which are written on by the teacher and handed to the pupil to take home. The issuing of a postcard is also recorded on the school MIS. Perhaps one pupil in a class may receive a postcard in a week with none awarded in other weeks
Letters of commendation	Some departments have the policy of naming and rewarding a "pupil of the month" and departments are encouraged to send home letters of commendation to pupils who make good progress, show consistent promise or make a special effort. The issuing of a letter is recorded on the MIS
Headmaster's Commendations	These are awarded to pupils for work or conduct that is judged to be truly excellent by any standard. Pupils awarded a HM Commendation sign the Good Work book kept by the Headmaster who then writes to parents. If a member of staff thinks that a pupil has been particularly worthy of praise for producing exceptionally good work, making an outstanding effort or an extra special contribution to the school in any other way, they can ask for a letter of commendation to be sent home from the Headmaster. A copy of the work is uploaded onto the MIS
Effort cups	Presented to pupils & Houses with the best scores. Book tokens may also be given to pupils as effort prizes and to the pupil who achieves the most Golds in a term.
Visitation Day prizes	Awarded for effort and attainment

Sanctions

The aim of the Sanctions system is twofold. Firstly to place emphasis on the school's academic and behavioural expectations and secondly to ensure early communication with parents if such standards are not met. It also provides pupils with clear guidelines and encourages them to take ownership of their personal and academic progress. The following sanctions are used within the School community:

Warnings	Teachers are encouraged to have clear classroom routines and consistent boundaries. A pupil will be warned about their behaviour by restating the expectation in the first instance to give the pupil the opportunity to make a better behaviour choice.
Blues	This is a mark given for poor work, or for low level disruption. This is done by advising the pupil or marking it on their work before entering the Blue onto the school MIS. Blues are automatically tallied and totals flagged up to the tutor and HSM. Blues remove points from the House Shield. Houses and departments have their own sanction systems for Blues. For example, In Martineau's four blues in a week normally means a Martineau's detention.
Chewing Gum fines	Note that chewing gum is prohibited in school and its use carries a £2 fine, which is donated to the charity nominated by the Charity Committee. Non-payment of the fine leads to a Friday School detention but does not remove the fine.
Departmental Sanction	This is the first level of sanction which generates a letter home to parents to keep them informed. In the first instance the sanction may be a 'Letter of Concern' which details the academic or behavioural issues. Some staff may set Essays or Reflective writing to be completed for the following day. In other cases a 'Departmental Detention' will be issued which will run during lunchtimes. These are administered by the relevant Head of Department. This level of sanction is also used by Houses. For example, Martineau's detention, litter picking, community service, gating to House at break or lunchtime etc.
School Detention (Friday)	These are held on Friday after School. Parents are given at least 24 hours' notice in writing of the detention. The Assistant Head (Pastoral) attends these detentions and restorative conversations are an important part of the process.
School Detention (Saturday)	This is a serious sanction and is automatically issued for certain misdemeanours such as truanting a lesson or PVS period. Saturday detentions are run on Saturday morning by the SMT and are (single) 90 minutes or 180 minutes (double) in length. There is always an opportunity for dialogue about the reasons for the detention and reflection about making better choices. Saturday detentions take precedence over all sport fixtures. Issue of a second Saturday detention starts to jeopardise the pupil's place in the school.
Temporary exclusion	Only imposed by the Principal or Assistant Head (Pastoral) for serious offences. There are two levels: an internal exclusion involving being withdrawn from lessons and a higher sanction of external exclusion (being sent home).
Permanent exclusion	Only imposed by the Headmaster for the most serious offences of all. Examples of offences which may lead to temporary or permanent exclusion include: <ul style="list-style-type: none">• Repeated use of tobacco related products.(ref. abuse of alcohol & tobacco policy)

- Abuse of alcohol or drugs.(ref policies on drugs and abuse of alcohol & tobacco)
- Supply or distribution of drugs, legal highs or other related substances.
- Assault
- Possession and/or use of offensive weapons (ref offensive weapons policy) or other prohibited items (see appendix A for definitions)
- Bullying (ref anti-bullying policy)
- Actions which endanger the safety of others
- Bringing the school name into disrepute
- Inappropriate sexual conduct
- Theft
- Vandalism or wilful damage to school property
- Repeated or persistent low level disruption in class or activities (see appendix A for definitions)

In the event of poor behaviour or failure to complete work the following chain of events takes place:

1. Initially a dialogue takes place between pupil and teacher and if necessary a minor sanction is imposed.
2. Repeated misdemeanours involve a departmental sanction or in some departments a detention at lunch time. These sanctions are recorded on the MIS and generate a letter which is sent home to parents. HoDs should be aware of departmental sanctions issued in their department as this is flagged up to them by the MIS.
3. Continued failure to meet expectations results in a school detention, and may involve further discussion between parents, Heads of Departments, HSMs and the Assistant Head (Pastoral). School detentions should only be entered into the MIS by HoDs, HSMs or members of the SMT.
4. Saturday detentions can only be requested by HSMs and HoDs after consultation with the Assistant Head (Pastoral).
5. Suspensions, either internal or external can only be imposed by SMT in consultation with the Senior School Principal.

Please note that misdemeanours of a more serious nature may result in moving immediately to a school detention or even more significant sanction without intermediate steps. Aldenham School does not believe in or allow corporal punishment to be used.

It is expected that Parents will support the school in upholding sanctions and will make appropriate arrangements for transport if their son/daughter is in an after school detention. It is not the school's responsibility to arrange transport in these cases or to re-arrange such detentions to take place during the school day.

Academic Intervention

The Assistant Head (Academic) analyses the assessments of effort and attainment provided during formal grading and reporting periods. He then provides contextual information to staff on the attainment and progress of pupils compared to baseline data and formal targets where applicable. In cases where underperformance is marked or shows patterns of underachievement (e.g across a number of subjects) the Assistant Head (Academic) will discuss with the House whether the use of remedial systems are required.

The HSM will then liaise with the pupil's tutor. The tutor will meet with the pupil and agree specific strategies with the pupil, which are then centrally recorded. A common support strategy is the use of a SATIS card:

Satis This is a short term report card which must be completed by the pupil's teachers to comment on their progress and behaviour during each lesson. The form is also seen by the House Tutor or HSM and the parents of the pupil every day. The Satis Card is used to monitor performance and behaviour during lessons and activities. It

encourages pupils to focus on their achievements and provides an opportunity for positive feedback. Satis cards are used for periods of two weeks.

Information for pupils receiving sanctions

If you are not sure why you have been punished, ask politely why. If you feel you have been treated unfairly, you can say so politely to your teacher or to your House Tutor or HSM. They will help you to resolve the situation so you understand why the sanction has been imposed.

If you are still concerned about the way you have been treated you must say so or ask your parents to contact school. There is a clear procedure for dealing with any complaints or concerns you may have. This is detailed in **Appendix B** at the end of this policy.

Fairness

While every attempt is made to ensure that the school sanctions are applied consistently and fairly there may be extenuating circumstances that influence the school's decision making process. These could be related to pupils' individual needs (e.g. SEND), family circumstances or other reasons. HSMs are often influential in making such decisions as they have an overall view of their pupil's personal circumstances.

Clarification and examples of managing behaviour in School.

Difficult behaviour can be classified in levels:

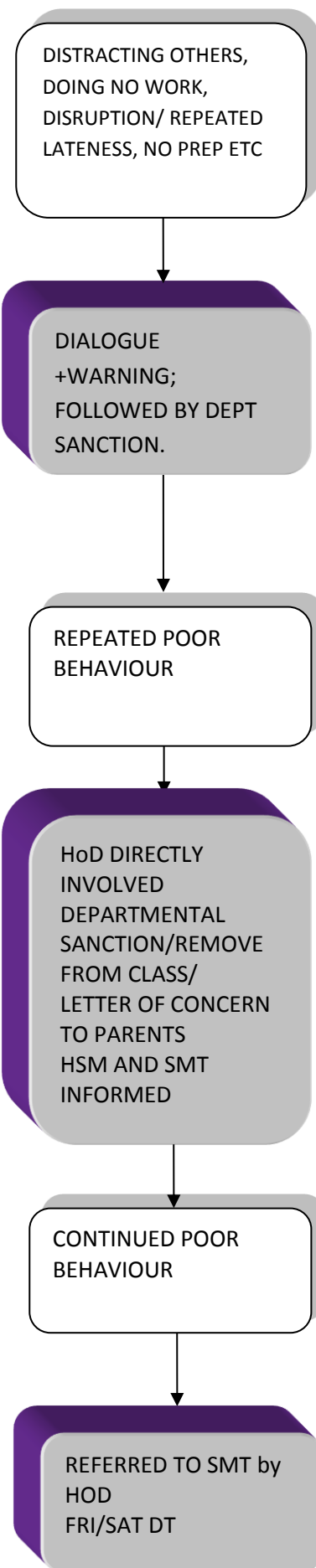
1. Low level; that which the teacher or tutor can deal with effectively
2. Repeated low level offences and medium level misbehaviours should be referred to Housemaster, Tutor or HOD. School detention (Friday) a likely outcome
3. High order offences which require referral to and action by Senior Management Team (refer to pyramid policy model) or, more specifically, Assistant Head (Pastoral). Possible sanctions include School detention (Saturday), internal suspension, temporary or permanent exclusion depending on the circumstances and disciplinary record of the pupil.
4. Incidents involving any form of bullying or peer abuse are treated very seriously and investigated thoroughly. Action taken is in line with the school's Anti-bullying and safeguarding policies. The investigatory steps and the outcome are carefully recorded.

Some examples of incidents, sanctions and staff involvement are given below.

Type of Incident	What to do	Who else to involve
Level One		
Lack of prep	Admonishment; use of department sanction	Head of Department
Low level disruption in class	Admonishment; move place	Head of Department
Uniform; appearance	Correct; ask to see the student later if necessary	HSM and tutor
Loitering between lessons	Send on their way ~ detain during break Record late mark. A departmental sanction should be issued for persistent lateness.	HSM and tutor
Level Two		
Repeated lack of prep	Departmental detention or Friday detention	Head of Department; Detention through Assistant Head (Pastoral)
Continued low level disruption in class	See student in breaks or after school to discuss behaviour	Head of Department; HSM and tutor

Continued violation of uniform	Correct each time; refer to Housemaster/mistress	HSM
Minor truancy – 6 th form out in PS time etc	Speak to student and refer upwards	HSM, Head of Department, Senior manager, Director of Studies, Assistant Head (Pastoral)
Jostling, loud, uncouth etc around School (this could also be level one or three)	Stop the behaviour and point out why it is inappropriate	HSM if sufficiently serious, otherwise tutor
Level Three		
Serious incident in class-swearing, refusal to obey direct instruction, challenging behaviour	Send to HoD immediately, refer matter to Assistant Head (Pastoral)	SMT (Assistant Head (Pastoral)), HSM & Head of Department
Truancy		Assistant Head (Pastoral), HSM, Head of Department.
Smoking	Follow policy	Assistant Head (Pastoral) & HSM
Bullying	Follow policy	Principal, Assistant Head (Pastoral) & HSM
Drug offence	Follow policy	Principal, Assistant Head (Pastoral) & HSM

Academic Misbehaviour



Appendix A – Definitions

Low Level Disruption

Low level disruption in lessons or activities is unacceptable and should be dealt with in a transparent and fair manner, which includes clear warnings, scripted interventions, 'time out' removal from the classroom and issuing appropriate departmental or School sanctions.

While this list is not exhaustive, the School identifies the following common factors as causes of low level disruption in class:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- showing a lack of respect for each other and staff
- not bringing the right equipment
- using mobile devices inappropriately.
- lateness to lessons

(ref : Below the radar: low-level disruption in the country's classrooms, OFSTED (2014))

To disrupt the learning of others is unacceptable. Pupils who persist in causing low level disruption and do not modify their behaviour when challenged can expect to be punished and may be placed on a behavioural contract. If they do not address their poor behaviour, the point may ultimately be reached when they are required to leave the School.

Prohibited items

The following items are prohibited by law in Schools and the School has the power to search pupils' possessions without consent if there are reasonable grounds to suspect they may be in possession of any of these items.

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

(Ref: Behaviour and discipline in schools - Advice for headteachers and school staff February 2014 (DFE))

Appendix B – Complaints Procedure for pupils

This procedure is designed for pupils to express and seek redress for treatment which they feel is unfair or unreasonable. It aims to balance the rights of pupils and the support they may need in exercising their rights with the rights of the School, Staff and other pupils. It proceeds by arbitration and reconciliation. It represents therefore a stage separate from formal written complaints attached to the School's disciplinary codes.

The procedure for your worries, concerns and complaints.

1. Every pupil at Aldenham School has the right to be treated fairly by his or her fellow pupils and by members of staff. Treatment by fellow pupils is governed by the School Rules and by the Aldenham School Anti-Bullying Code. The Aldenham School Complaints Procedure is designed to assist pupils who feel that they have been or are being unfairly or wrongly treated by the School, members of staff or other pupils.

What if I am unhappy about something?

2. If you feel unfairly treated by a member of staff you may approach them directly taking another pupil or member of staff with you if you wish. Explain politely but clearly what has dissatisfied you. It may be that through discussion with the member of staff you will obtain an answer or reach an agreement which satisfies you. That is the best way to resolve most concerns.

3. If you do not wish to approach the member of staff directly, you can approach any other member of staff with whom you may discuss the matter and they may give you advice or act as an intermediary on your behalf talking to the member of staff with whom you are in disagreement. You can speak to your House tutor, your HSM, any teacher of your choice or a non-teaching member of staff such as Sister or the Counsellor.

Remember, you should always speak to your HSM if you are unhappy or dissatisfied.

What can I do if I'm still not happy?

4. If you are not satisfied after these discussions or with what may happen as a result of these discussions, you are free to make a complaint.

And do not forget....

5. You may make a complaint according to the procedure below without contacting the person about whom you wish to make a complaint or another member of staff.

How do I make a complaint?

6. If you wish to make a complaint, you may do this either in writing or by speaking directly.

Whom do I complain to?

7. You should go and see or write to the Principal, the Assistant Head (Pastoral), or to your HSM.

What do I say?

8. You should say in your letter or in your conversation with the Principal, the Assistant Head (Pastoral) or your HSM what has dissatisfied you. You may include any details you think are relevant. The Principal, the Assistant Head (Pastoral) or your HSM may ask you or others to make something clearer. You do not have to tell a teacher something if you do not want to.

What happens then?

9. The relevant member of staff will then follow up your complaint by speaking to the member of staff or members of staff over whose actions you are dissatisfied. All the details of what you have said will be carefully investigated.

How long will it take?

10. The relevant member of staff will ask to see you within 2 working school days of when you make your complaint. They will tell you what action, if any, they intend to take as a result of your complaint.

What if I am not happy with the outcome?

11. If you are not happy with what the relevant member of staff says or with the outcome of your complaint you may ask them to investigate matters differently or again. Alternatively, you may wish to take your complaint to the Headmaster.

What if I am not happy with what the Headmaster says?

12. If at this stage you are still unhappy with the result of your complaint you may telephone the School counsellor or the 'independent adult listener', whose telephone number is situated on all House noticeboards. The independent adult is available to listen carefully and discuss matters with any pupil who is unhappy about the outcome of a complaint. If he considers that you have not been fairly dealt with, he will speak to the Principal/Headmaster on your behalf.

What if I do not want to come on my own to complain?

13. At any stage of this complaints procedure, you are entitled to be accompanied by a member of staff or another pupil if you wish.

Will a member of staff I complain about know I have complained?

14. When you complain about a member of staff, you do not have to tell the member of staff that you have made a complaint about them. Tell the Principal or the Assistant Head (Pastoral) this, but do not forget they may need to tell the person you are complaining about in order to investigate things properly.

What will other people say if I decide to complain?

15. Every pupil at Aldenham School has the right to use this complaints procedure. As a pupil member of the School you will not in any way be criticised if you use the complaints procedure fairly and genuinely. It is your right to do so and your right to have your worries followed up.

What sort of things are we talking about in all this?

- A sanction unfairly administered
- A member of staff whose attitude towards you seems consistently unfair
- The way you have been treated by the School or by a member of staff
- The way you have been treated in an investigation which has had to be conducted in a disciplinary matter
- Other situations in which you feel unfairly or inappropriately treated

Appendix C - Promoting Positive Behaviour – detail and clarification.

Behaviour can have a profound on the working environment in school. At Aldenham every teacher seeks to create the best possible circumstances for learning for their pupils. In essence, this means creating and maintaining the sort of positive relationships throughout the school within which pupils will want to learn, and teachers can teach most effectively.

A climate which fosters effective learning, both within class and about the school, is at the heart of the education process. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships: among the staff themselves, teaching and non-teaching; between staff and pupils; among pupils and their peers; between parents and school; and between the school and the community it serves.

The purpose of a promoting positive behaviour is to

- To improve the standard of behaviour in school
- To ensure consistency across staff
- To increase respect and tolerance of others
- To clarify our expectations to all within our community

Pupils at Aldenham should be valued and respected, educated in a secure and caring environment, and have their abilities and talents nurtured and developed to their full potential.

The creation of a positive ethos is essential to achieving this. A positive ethos is one in which:

- the pupils' confidence and self-esteem are promoted;
- they are encouraged to value one another; and
- they show a strong sense of belonging to the school as a community.

Where the ethos is right, pupils take a pride in their achievements and recognise the importance of high standards in their work and in their behaviour.

Aldenham encourages all staff to promote collectively an atmosphere of care and respect within the formal and informal life of the school community in which both the pupils and the staff feel secure, welcome and valued.

The evidence from research studies on pupil behaviour and maintaining discipline points towards the following factors being typically present in schools where behaviour is good and indiscipline is not an issue:

- a positive atmosphere based on a sense of community within the school and values which all of its members share
- a sense of collective responsibility among staff, and a commitment to the school by the pupils and their parents
- effective, well-prepared teaching, where expectations of the pupils are appropriately high, work is differentiated according to pupils' needs, all pupils are challenged and supported as necessary, and homework is carefully and constructively marked
- a stimulating and suitably differentiated curriculum, which takes account of the needs and interests of the pupils and allows every pupil to experience a measure of success
- effective programmes which promote among pupils a sense of self-esteem and self-respect, respect for others, self-discipline and responsibility

When promoting positive behaviour it is important to consider the rights and responsibilities of all stakeholders involved in the process.

Pupils have a right to:

- be valued as members of the school community;
- get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns. Pupils should feel comfortable approaching any member of staff with problems or concerns and expect to be listened to with respect.
- make mistakes, and learn from them
- be treated fairly, consistently and with respect

- be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon
- be taught in a pleasant, well-managed and safe environment
- work and play within clearly defined and fairly administered codes of conduct
- experience a broad, balanced and suitably differentiated curriculum, and to have special learning needs identified and where possible met (within the limits of what the school can reasonably provide)
- develop and extend their interests, talents and abilities.

Pupils have a responsibility to:

- come to school on time, with homework done, and suitably equipped for the lessons in the day ahead
- respect the views, rights and property of others, and behave safely in and out of class
- co-operate in class with the teacher and with their peers
- work as hard as they can in class and maintain a positive attitude to learning.
- conform to the conventions of good behaviour and abide by school rules
- seek help if they do not understand or are in difficulties
- accept ownership for their own behaviour and learning, and for developing the skills of working independently

Teachers have a right to:

- work in an environment where common courtesies and social conventions are respected
- express their views and to contribute to policies which they are required to reflect in their work
- a suitable career structure and opportunities for professional development
- support and advice from senior colleagues and external bodies
- adequate and appropriate accommodation and resources.

Teachers have a responsibility to:

- behave in a professional manner at all times
- ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- show interest and enthusiasm in the work in hand and in their pupils' learning
- listen to the pupils, value their contributions and respect their views
- be sympathetic, approachable and alert to pupils in difficulty, falling behind or with problems or concerns.
- identify and seek to meet pupils' special educational needs
- share with the parents any concerns they have about their child's progress or development
- expect high standards and acknowledge effort and achievement
- pursue opportunities for personal and professional development

Desirable behaviour in pupils:

- demonstrating a positive self-image and the confidence to engage successfully in activities
- showing kindness, understanding and respect for others and their views, ideas and property
- recognising that all have a right to share in and contribute to lessons without feeling anxious
- co-operating with the teacher and with their peers on shared activities
- applying themselves to the task, and working to the best of their ability
- adhering to the accepted conventions of courtesy and good manners
- responding positively to opportunities to act independently of the teacher and to show initiative.

Undesirable behaviour in pupils:

- being unkind to their peers, including engaging in any form of bullying
- calling out in class, interrupting others and being inattentive when others are contributing to the lesson
- displaying a lack of interest in learning and preventing others from learning
- being unable or unwilling to abide by the accepted conventions of courtesy and good manners

- defacing or destroying other pupils' belongings or school property
- directing abusive language at other pupils or the teacher
- acting aggressively or with violence towards other pupils or the teacher

How can we promote positive behaviour?

- **By all members of staff leading by example** through being punctual for lessons, duties and activities as well as by their dress and demeanour around school. By being prepared for lessons, starting lessons crisply and setting the tone for a positive learning environment. Three part lessons work well. Both professionally and as a courtesy to others, it is important that colleagues do not keep a class later than would allow them to get to their next lesson punctually. Teaching staff should emphasise the importance of getting to the next lesson on time and all staff should hurry pupils along if they are seen to be dawdling.
- **By Tutors and Housemasters/mistresses setting specific behaviour targets**, particularly for those pupils who find accepting our required standard of behaviour challenging. Some of our pupils know, for example when on SATS, that they are required to achieve only 1's and 2's but don't know HOW to achieve this. Specific guidance targeting specific difficulties (organisation, time keeping, speaking out of turn, etc) should be useful here. Praise improvement.
- **By all members of staff playing an active part** in maintaining a high standard both within the classroom and outside. Pupils are aware of staff who will pull them up for loose ties, shirt tails out, general misbehaviour. Teachers lose credibility with students if they are perceived to ignore minor discipline issues and this problem is then carried into the classroom setting.
- **Be aware of problems caused by specific learning difficulties**, there may be an underlying cause which may explain (but not excuse) some behaviours.
- **Enforce the dress code**
- **Give pupils the "either or" option** to avoid threatening with punishments. For example, "You have two options: either you can come and sit at the front and I'll help with that or you come back at break time so that we can discuss this further, you choose" This gives the pupil a feeling of having some control over the situation but in fact the teacher is in full control.
- **Avoid confrontation** with pupils in front of the class. This is what some are trying to achieve while playing to the crowd.
- **Be consistent in your treatment**, pupils will be very quick to point out what they see as unfair treatment.
- **Establish clear expectations and class rules** at the beginning of the year. Have a copy on the wall.
- **Encourage mutual respect** between pupils and adults
- **Avoid humiliating pupils** in front of their peers by backing them into a corner physically or verbally
- **Applying sanctions proportionate to the offence**. Aim to defuse rather than escalate the situation, focus on the misdemeanour, rather than the pupil, allow the pupil to save face, and encourage a more positive attitude in future.

Procedure for managing pupils' problems or concerns

Good behaviour often is a by-product of good relationships between staff and pupils. Staff should be open to pupils who may wish to discuss their problems, concerns or complaints.

Normally the first port of call will be the pupils' tutor but it may also be an academic teacher or any other member of teaching/non-teaching staff who the pupil feels comfortable talking to. It is important that staff take any issue raised seriously, no matter how insignificant it might appear from an adult perspective. For the child the issue might be of great importance and it is important that it is not dismissed summarily without giving due consideration to its importance from the child's point of view.

While the member of staff should respect pupil's views they cannot agree to maintain confidentiality. Ideally any such conversations would take place in a public place or in a classroom with an open door or in a central location. If required staff should pass information on to the tutor, HSM, DSL or Assistant Head as appropriate. If a pupil raises serious concerns relating to abuse the Safeguarding procedures need to be followed. For more information please refer to the Aldenham School Safeguarding policies.