



**Arnold House School**

# **9a: BEHAVIOUR POLICY**

**REVIEW DATE: JUNE 2023**

## **POLICY 9a: BEHAVIOUR**

Reviewed: June 2023 (SS)

Next Review: June 2024

### **The Arnold House Code of Conduct**

The principles outlined in this Code of Conduct underpin the daily lives of members of the Arnold House community and are written for the guidance of pupils, staff and parents. The aim of the Code of Conduct is to indicate the School's expectations of civilised behaviour in the belief that good manners and kindness provide the foundation on which a happy school is built.

#### **Main Principles**

- Boys, staff and parents are encouraged to show respect, good manners and consideration for others.
- Members of the community are encouraged to safeguard the interests and wellbeing of others.
- Members of the community encourage the academic, personal and social development of the pupils.
- Communication between pupils, staff and parents should be open, honest and tolerant.
- In all situations, members of the community should exercise common sense.
- If there were only one principle delineated in the Code of Conduct, it would be to treat people as you would wish to be treated yourself.

#### **Pupils' Behaviour**

- Pupils are expected to be courteous and kind at all times with everyone they meet. Here is some particular advice:

#### **The Social Graces**

- "Please" and "thank you" are two of the most important phrases in the language. Always use them and never forget them, if you would like someone to render you a service, or if he or she had performed a kindness of which you have enjoyed the benefit. Ingratitude is very unattractive.
- Greet people. Smile. Be welcoming. Use people's names or title when addressing them. "Are you looking for someone Sir?" "May I help you, Mrs Atkins?"
- Allow adults to pass before you through doorways. Hold doors open for other people. Look ahead when walking down corridors, on pavements, indeed in any place in which other people are moving about.
- Be prepared to make conversation. Show interest in others. Ask questions of them. "How are you?" "What did you do at the weekend?"
- From Year 1, stand up quietly when invited to greet visitors or when addressed by a member of staff.
- When talking to other people, keep your hands out of your pockets, keep eye contact and speak clearly.

### **Dress and Personal Appearance**

Take pride in one's appearance and standard of dress. People who are neatly turned out immediately create a good impression. Correctly worn uniform is always preferable to dirty or unpolished shoes, shirt tails hanging out, uncombed hair and dirty hands. Boys in Arnold House uniform outside school should always remember that they are ambassadors of the School's good name and that they will be judged on their behaviour and standard of dress.

### **Punctuality**

Punctuality has been described as "the courtesy of kings". Being on time shows respect and consideration for other people.

### **Apology**

Always say "I am sorry" when it is required and commit to putting things right for everyone going forward. A sincere apology nearly always defuses a possible confrontation, but an apology does call for a degree of personal honesty and humility. In the Early Years we use a system of 'conflict resolution'. Each child is given the opportunity to state things from their perspective whilst everyone listens carefully without interrupting. There is a focus on how everyone is feeling. All those involved discuss how to put things right so that all can go forward positively acknowledging that we have to think of others as well as ourselves. By giving children the tools to discuss and manage conflict and differences of opinion they develop valuable social and emotional skills that they can draw upon throughout life. An apology is never forced.

### **Kindness and Helpfulness**

There will be many occasions every day when you can help others. The most helpful and kindest people are those who do not wait to be asked before volunteering their help and support.

### **Honesty**

A good, happy school should be able to operate in an atmosphere of trust. If something goes wrong: if an unkind or dishonest act occurs, if a rule is deliberately broken, or even if an honest mistake is made, the quick discovery of the truth avoids the risk of an injustice following in its wake.

### **Tolerance and Consideration**

We must all learn to accept and celebrate differences in people and to be respectful of their views and beliefs. We are mindful of the words we use and of our actions in order to show that we value highly all people equally. We do not tolerate banter in our school and are mindful that if the intent is to hurt or upset others then this can be considered bullying. Equally, we expect everyone to be included and do not tolerate the exclusion of others for whatever reason.

### **Conclusion**

Good behaviour and courtesy are learnt by example. Staff and parents have a great responsibility in setting a good example for the young to follow. Mutually respectful but relaxed, confident but not over-bearing, easy but not familiar relations between the generations and the sexes, between boys and staff, staff and parents, boys and parents should be the aim we all strive for, but when we fail - as fail we will from time to time - we can only resolve to learn from our mistakes and do better next time.

## **Rewards**

There is a strong emphasis on rewards at Arnold House. The system of rewards and sanctions at Arnold House has gradually evolved. We emphasise rewarding good behaviour.

In the EYFS most reward is continuous verbal praise and encouragement, and although stickers are sometimes given, teachers in the EYFS are mindful when using them, so that boys are not motivated by the reward alone.

Whole class reward systems, which focus on behaviour are also avoided, helping to create a positive class culture. Boys are awarded Citizenship Bars in Years 1 to 7 and Citizenship Ties in Year 8 if their behaviour is considered to meet our expectations of an Arnold House pupil. Staff can award the boys House Points for Industry and Citizenship. The member of staff initials the House point in the calendar that the boy carries with him. The boys are aware that these House Points count towards the House as well as for himself. .

Further details of the Citizenship programme can be read in the Arnold House Spiritual, Moral, Social and Cultural Development (SMSCd) Policy.

## **Behaviour and Discipline**

### **Conduct and Attendance**

We attach importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. Parents warrant that their son will take a full part in the activities of the School, will attend each school day, will be punctual, will work hard, will be well-behaved and will comply with the School rules about the wearing of uniform.

Attendance (recorded electronically) is monitored by the Head of EYFS, Deputy Headmaster (Pastoral) and the Senior Master. They will lookout for patterns of absence or poor attendance and address any concerns appropriately.

### **Code of Conduct**

The School Code of Conduct (see above) is published on the School's website and is provided in hard copy as part of the registration pack sent to all prospective parents.

### **Discipline**

Parents must accept the authority of the Headmaster and of other members of staff on the Headmaster's behalf to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the school community as a whole. This applies to all pupils when they are on school premises, or in the care of the School, or wearing school uniform, or otherwise representing or associated with the School.

### **Sanctions**

At Arnold House, we work on the principle that timely warnings and explanations are more constructive and positive than any number of carefully graded sanctions. Boys will, from time to time, act in thoughtless, silly or unkind ways, but it is important to explain to a boy the error of his ways either informally or formally.

It is up to individual teachers to disapprove of bad behaviour and to follow up on incidents that occur that fall below the standards we expect. Individual members of staff, Form Teachers/Form Tutors and senior staff all share this responsibility.

The conflict resolution approach in the EYFS (detailed earlier in this policy) is usually sufficient to re-direct inappropriate behaviour. Staff work closely with parents to support children in developing self-awareness, self-regulation and positive behaviour. The Key Person approach is integral in helping support children within the social context. Any concerns of behaviour are closely monitored and communicated to parents. This is monitored by the Head of EYFS and the Pastoral Team and followed up with the Deputy of Learning Support if required.

From Year 1, sanctions are few, with associated loss of privileges and written letters of apology felt to be the most effective means of underlining the School's displeasure when a boy's behaviour falls below the standard we expect of an Arnold House boy.

In situations where a boy's behaviour falls below the expected standard for Arnold House the incident is formally recorded. The member of staff who has witnessed and dealt with the incident records a Conduct Penalty in the boy's calendar and electronically. The Deputy Headmaster (Pastoral) monitors patterns of poor behaviour for individual boys, forms and year groups and presents this information when necessary in staff meetings. Repeat offenders can expect the Form Teacher/Form Tutor, Year Head, Senior Master or Deputy Head Pastoral to contact parents.

## **Exclusions for Serious Misbehaviour**

### **Suspension**

A pupil may be sent, or released, home for a limited period either as a disciplinary sanction or pending a Governors' review.

### **Removal in other Circumstances**

Parents may be required, during or at the end of a term, to remove their son, temporarily or permanently from the School if, after consultation with the pupil and/or parents, the Headmaster is of the opinion that by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School. The same applies if the parents have treated the School or members of its staff unreasonably, or if in the opinion of the Headmaster the parents have not remained fully committed to the ethos and values of the School. In these circumstances, parents may be permitted to withdraw the pupil as an alternative to removal being required. The Headmaster shall act with procedural fairness in all such cases, and shall have regard to the interests of the pupil and parents as well as those of the School.

### **Expulsion**

A pupil may be formally expelled from the School if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Headmaster shall act with procedural fairness in all such cases. The Headmaster's decision shall be subject to a

Governors' Review if requested by a parent. Parents will be given a copy of the review procedure current at the time.

### **Governors' Review**

The parents may request a review by Governors of a decision to expel or require the removal of the pupil from the School (but not a decision to suspend the pupil unless the suspension is for 11 School days or more, or would prevent the pupil taking a public examination). The request shall be made as soon as possible and in any event within seven days of the Headmaster's decision being notified to the parents. The parents will be entitled to know the names of the Governors who make up the review panel and may ask for the appointment of an independent panel member nominated by the Governors / Chair of Governors and approved by the parents, such approval not to be unreasonably withheld.

Sebastian Stones, Deputy Headmaster (Pastoral)

Vicky McKenzie, Head of Early Years