



## CITY OF LONDON SCHOOL FOR GIRLS

### BEHAVIOUR POLICY

Policy last reviewed by:	Susannah Gilham, Caroline Wright
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This policy should be read in conjunction with:

Related School and City of London Corporation Policies:

- Admissions Policy
- Anti-Bullying Policy
- City of London Equal Opportunities Policy
- Complaints Procedure
- Exclusions Policy
- Physical Contact and Restraint Policy
- Pupil Searches and Confiscation of Pupils' Belongings Policy
- Safeguarding & Child Protection Policy
- Safeguarding & Child Protection Policy Annex E
- SEND Policy
- Curriculum Policy

## **Covid-19 Addendum to the Behaviour Policy**

In addition to the main school rules, the Behaviour Policy and the Anti-Bullying Policy, there will be some new disciplinary regulations related to protecting pupils and staff whilst COVID-19 remains a threat to health. These regulations will cover transgressions or negative behaviour in relation to the following areas:

- Any potentially harmful behaviour in terms of spreading the virus or, indeed, any illness, such as deliberately coughing on people or surfaces, or spitting at people or on surfaces.
- Deliberately not complying with social distancing rules.
- Face coverings – in terms of using them properly and showing respect for the choices of others.
- Playing one's part in cleaning surfaces, as directed.
- Personal hygiene in terms of hand sanitising or washing.
- The carrying of a personalised identity card to access reception (Years 9 – 13).
- Ensuring the correct equipment is brought to lessons, including a fully-charged iPad.
- Conforming to uniform expectations
- Any repeated or deliberate behaviour which negatively impacts the smooth running of the school during these difficult times.

These additional rules will be explained to pupils when they return/arrive in September. The likely sanctions will be explained. We will encourage pupils to adopt these norms and remind them to do so as they adjust to school life under our new circumstances. More serious transgressions (those that could potentially harm others) will attract more serious sanctions.

### **1. Introduction**

- 1.1 City of London School for Girls aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional wellbeing of all of our pupils is key to their development.
- 1.2 The school aims to teach trust and mutual respect for everyone. It believes 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.
- 1.3 City of London School for Girls is an inclusive community. We welcome pupils from a wide variety of cultural and social backgrounds, faiths and needs. We treat everyone as an individual and aim to develop the whole person equipped to take her place in the modern world.

## **2. Involvement of Parents**

- 2.2 Parents and guardians who accept a place for their child at City of London School for Girls undertake to uphold the school's policies and regulations, including this policy when they sign the Parent Contract.
- 2.3 They agree to 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 homework.

## **3. Teaching and Learning**

- 3.1 The school aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom.
- 3.2 Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way.
- 3.3 The school's teaching staff offer every child a high level of individual attention together with consistent and helpful advice. In return, the school expects every pupil to co-operate and to work hard.

## **4. Code of Conduct**

- 4.1 The Pupil Code of Conduct is published in full on the portal in the Parents' Handbook. The school expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.
- 4.2 We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's rules and regulations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.
- 4.3 Everyone has a right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated. Our anti-bullying policy is published on the portal. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation, disability or learning difficulty.
- 4.4 We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. The school expects pupils to behave at all times in a manner that reflects the best interests of the whole community.

- 4.5 The school's rules and regulations are designed to encourage positive behaviour and self-discipline. Sanctions are imposed fairly, and, where appropriate, after due investigative action has taken place. The use of force is never used as a punishment in accordance with our Child Protection Policy.
- 4.6 The school's Exclusions Policy is available on the portal.

## 5. Rewards (for Years 7 – 11)

We aim to reward a range of behaviours that supports pupils' personal development and achievements.

### 5.1 Merits

Merits are awarded to pupils in Years 3 to 11 in recognition of Effort, Achievement and Contribution, examples might include:

- An excellent piece of work.
- Consistent work of a high standard for that particular student (e.g. 3 excellent pieces of homework).
- Consistent and sustained effort.
- Significant improvement in attainment over a substantial period of time, e.g. half a term.
- Significant improvement in effort over a substantial period of time, e.g. half a term.
- Notable contribution to Extra-Curricular Activities, e.g.: regular performance in a team.
- Outstanding commitment over a significant period of time, e.g. half a term, to extra-curricular teams, groups or clubs.
- Contributions to the community life of the school, e.g. courtesy, kindness, helpfulness, care for the environment, most likely to be judged by Heads of Section and Tutor.
- Outstanding contribution to tutor group and House charity events and activities and the community service programme, as judged by Heads of House, Form Tutors.
- Contributions to School, Year and House Assemblies.

### 5.2 Letters of Congratulation

Letters of congratulations will be sent home by Heads of Year after mid-term reviews, to pupils whose effort and/or attainment has been considered excellent by several teachers.

The Headmistress may also write to girls for exceptional effort, attitude or achievement.

The Headmistress will see individual students at lunchtime to congratulate them personally on for exceptional achievement, effort or contribution to the school life.

## 6. Rewards (for Sixth Form)

Given the expectation of students to work much more independently in Years 12 and 13, the Sixth Form follows a different rewards and sanctions procedure from the Lower and Senior Schools, which, whilst following basic guidelines, is often followed on a case by case basis.

Merits are not given out at Sixth Form level, as it is felt that praise given directly from subject teachers and Heads of Section is more appropriate. There are, however, some specific times of the year where students are rewarded:

- As with the Senior School, letters of congratulations will be sent home by Heads of Year after mid-term reviews, to students whose effort and/or attainment has been considered excellent by several teachers.
- This review is also used as a means of monitoring and imposing constructive sanctions e.g. informing parents and further monitoring.
- Students are also rewarded through special privileges in the Sixth Form.
- Students are allowed to leave school at lunch time or before the end of the school day if their timetabled lessons have finished. With written permission from their Head of Year, students are also allowed to leave school during their frees. Timetable permitting, students are allowed one free morning or afternoon a week. This is recorded in the register by the student's form tutor, and a central list of free mornings and afternoons is kept by the Sixth Form office.

### 6.1 Heads of House and Senior Committee

At the end of the Easter term, House Coordinators give House Captains and House Officers a gift voucher with a note of thanks. The Head and Assistant Head of Sixth Form take the House Captains and Senior Committee out for a thank you dinner at the end of the Easter term.

### 6.2 Prizes

Contributions to school life, academic ability and improvement are recognised through prizes at our annual prize giving afternoon at the end of Year 13. There are a number of service prizes awarded at the end of Year 12. There are also some subject prizes that are awarded to students in KS3 and KS4. The School's Values prizes are awarded to Year 11 students in recognition of those that best embody our values of respect, responsibility and resourcefulness.

### 6.3 The Head Girl Team

The Headmistress and the Head of Sixth Form take the Head Girl Team out for a thank you dinner and give them a thank you gift at the end of the Easter term.

## 7. Good Citizen Awards (all years)

Twice a year each form will be asked to nominate one of their peers for a 'Good Citizen' award'. Good Citizen awards are given in recognition of those students who demonstrate acts of good citizenship within - or indeed outside - school. It may be awarded to students who are, for example, consistently helpful to those around them, who raise awareness of social issues, who stand up for the less fortunate or extend friendship to those who find it harder socially. Parents of the girls nominated by their peers will be sent a letter by the Headmistress and the Headmistress will meet with the award winners.

	Autumn Term	Spring Term	Summer Term
1 <sup>st</sup> half-term	Years 10, 11 and 13		
2 <sup>nd</sup> half-term	Years 7, 8, 9 and 12	Years 11, 12 and 13	Years 7, 8, 9 and 10

## 8. Sanctions

Sanctions will be issued for behaviour that is disruptive to teaching, learning and achievement and behaviour that devalues and undermines interpersonal relationships and the fabric of the school community.

Verbal reprimands should be used for minor offences to remind pupils when they stray from expected behaviour or ignore instructions. To prevent repeats of unacceptable behaviour the most effective approach is for individual teachers to respond and deal with the unacceptable behaviour concerned immediately. Electronic pink slips are for recording behaviour and themselves are not a sanction.

### 8.1 Pink Slips – To record minor infringements

Electronic pink slips should be given to pupils in Years 3 – 11 when they fall short of expectations. Examples of behaviour that might incur a pink slip include:

- Lateness to lessons (one major infringement or 3 minor lapses of punctuality with no clear explanation / reason).
- Missed deadlines for homework (one major infringement e.g.: coursework or over 24- hour delay for homework or 3 minor delays e.g.: forgot to bring to lesson but has in school).
- Poor quality of work handed in (3 below standard pieces of work for the individual concerned).
- Disruptive behaviour in lessons (1 verbal warning and 2<sup>nd</sup> occurrence incurs a pink slip).
- Misuse of technology.
- Uniform infringement.

- Disruptive behaviour in the dining room.
- 3 pink slips will normally lead to a detention but the Head of Section has the ability to cancel pink slips in the context of serious pastoral concerns.

## 8.2 Early Morning Report

EMR is used to encourage pupils to be punctual. Registers are reviewed centrally and tutors and Heads of School are kept advised re: parent letters and pupils put on EMR. Pupils are placed on EMR if they are late 4 times in a term. If they are late 8 times in a term, they are asked to complete EMR again, and they will attend an SMT detention. Failure to comply with EMR or persistent EMR results in pupils being sent to the Headmistress.

## 8.3 Uniform infringement

Pupils who persistently ignore uniform rules will be required to change and borrow from the second-hand uniform store. They may also be sent home to change and return that morning.

## 8.4 Detention

Detentions are given for:

- Cumulative minor offences e.g. 3 pink slips following approval of the Head of Section.
- Single major offence e.g.: purposefully missing a lesson

A letter will be sent to parents to advise. Pupils may be given community jobs, to support school or maybe required to complete their work, depending on circumstances.

## 8.5 Canteen Duty

Pupils are put on Canteen duty to help clean the dining room clean and tidy during lunch time for the following misdemeanours:

- ☐ Eating in an unauthorised place – pupil's name recorded on the clipboard in staff corridor and they report to the lunchtime supervisor on the following day.
- Disruptive behaviour in Dining Room.

## 8.6 Persistent Misbehaviour

Teachers will report causes for concern/persistent offenders/underachievers to the relevant Head of Year. This might result in weekly meetings with the Form Tutor/Head of Year, or the pupil being put on a monitoring report until things improve. A report can monitor attendance/punctuality, quality of homework and/or quality of class work. If a pupil is on report, her form tutor checks and signs it each day and she meets the relevant Head of Year on a weekly basis. Parents are then informed of the pupil's response to being on report.

## 9. Malicious Allegations

Malicious allegations against staff are considered a very serious offence and will be dealt with in an appropriate manner and receive an appropriate sanction, could comprise of temporary or permanent exclusion.

## 10. Procedures

Our policy for Rewards and Sanctions works on a staged approach.

Initial Stage	followed up by Subject Teacher/Tutor
Secondary Stage	followed up by Head of Department/Head of Section
Final Stage	followed up by SMT

## 11. Prep Department Rewards and Sanctions

We believe that everyone responds better to praise than criticism. So, we have a policy for how we reward effort and positive behaviour. We prefer to reward than to sanction, so we set high expectations for pupils to follow the Code of Conduct.

Written and agreed by the pupils in collaboration with School Council, the Prep Code of Conduct is a simple guide to behaviours and attitudes we wish to encourage in our school.

### 11.1 Prep Code of Conduct

Respect, Resourcefulness and Responsibility.

Always try your best in everything you do and be resourceful.

Act respectfully and with integrity, showing kindness to others and yourself.

Always bring what you need and treat property and resources with care.

Follow the Internet Code of Conduct and use your iPad responsibly.

Move around the school sensibly and safely.



## 11.2 Rewards

We give rewards for positive behaviour, effort and kindness. These can be group or individual rewards. All staff can give merits (on the CLSG portal). This results in an email to the student's parents and is recorded on the portal, with reasons for the merit. Merits are awarded for outstanding sustained effort or behaviour and attitude above and beyond expectations.

Teachers may also use their own motivational schemes in class e.g. marbles in a jar or table points. Teachers ensure these are applied fairly and consistently.

## 11.3 Sanctions

If pupils fail to follow the Prep Code of Conduct, they receive a verbal warning. After two warnings, staff will issue a pink slip (using the CLSG portal). This results in an email to the student's parents and is recorded on the portal, with reasons for the pink slip. There may be occasions when a pink slip is issued without warning for severe infractions.

If two pink slips are given within a half term, the student will miss a break-time and an email will be sent to parents by her form tutor, outlining her unacceptable behaviour.

If three pink slips are given within a half term, she will miss a break-time, have a formal meeting with the Head of Prep, and a letter will be sent home and be recorded on the girl's personal file.

If there is any serious cause for concern, the Head and Deputy Head of Prep will be informed and involved in discussions with girls and parents where appropriate.