



# PEPONI

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## SCHOOL

# Behaviour Policy

To be reviewed by:	Headmaster, Peponi School
Date of Policy:	September 2023
Review Frequency:	Annually
Review Date:	September 2024

## 1. Introduction

A strong partnership between Peponi School and parents, as well as educational guardians, thrives

- a. This Policy must also be followed in conjunction with Peponi School's Classroom Code of Conduct.
- b. Good behaviour empowers everyone to make the most of their time at Peponi School; it smooths the path to good relationships with others; it supports the development of self-confidence and maturity; it allows learning of all types to take place in a positive and friendly atmosphere.
- c. In line with our Honour Code, we give guidance regarding acceptable and non-acceptable behaviour, which is reinforced with kindness and firmness in equal measure; we recognise and reward good behaviour.
- d. When promoting good behaviour, it is important to treat each student as an individual within the framework of the School Rules. Students of different ages and at different levels of development will respond to different strategies. Different strategies may be used according to circumstances.
- e. All staff have a shared responsibility to promote, manage and encourage high standards of behaviour.
- f. The principles of restorative practice influence our approach to behaviour management, such that, if misbehaviour leading to harm is encountered:
  - i) Punishment is not uppermost in the mind of the teacher.
  - ii) Revenge is unacceptable – for either adults or students.
  - iii) The person/people who have caused harm and the person/people who have been harmed talk reflectively together about the incident of harm, guided by a teacher.
  - iv) Desired outcomes are:
    - (1) End of suffering for those who have been harmed
    - (2) No further harming (ie behaviour/attitude change) from the harmer.
  - v) Corrective and restorative practice holds that the best way to deal with a problem or incident is to bring those involved, and affected, together (if possible) to discuss what has happened and how people have been affected. The next task is to help people to take responsibility for their misdeeds and bad decisions and decide on a way in which the harm might be repaired.

## 2. The following are our basic **behaviour principles**.

- a. Listen carefully and politely, do your best and play fair
- b. Treat others as you would like to be treated, or better
- c. Be honest but not hurtful
- d. Be aware of others and be well-mannered towards them
- e. Be positive, constructive, motivated, kind and proactive.
- f. Respect your own and other people's property

## 3. **Good manners** are very important. All students and adults are expected to behave with respect and courtesy to others. At mealtimes, we ensure that good table manners are learned and used.

## 4. **School Rules**

- a. The following is a framework for the School's reasonable expectations of how every member of the School should behave. It is not exhaustive, but its spirit is clear and the School expects all members of its community to subscribe to it.
  - i) Pupils are expected to always behave with respect and courtesy. They should move about the school, Up-School and Down School, quietly and calmly. They should walk briskly, but not run, between lessons and always aim to arrive punctually.
  - ii) Manners are very important: pupils should always allow an adult to pass before them at a doorway, etc. Pupils should learn how to greet an adult and how to address each other in a friendly and polite way.
  - iii) Neither pupils nor adults should direct anger or similar destructive or negative emotions at any individual or group.

- iv) Abuse, bullying, teasing and discrimination are not tolerated. Adults model, expect and enforce appropriate behaviour among the pupils. Further detail on these areas is contained in our Anti-Bullying and Safeguarding Policies.
- v) Pupils and adults are expected to apologise for any wrong action. Often, a simple but sincere 'I'm sorry' is all that is needed. A letter of apology may sometimes be requested from a pupil.
- vi) Pupils are expected to listen without interrupting when being spoken to by an adult or another pupil.
- vii) All members of the school community should take pride in their work and appearance and respect their own and other people's property.
- viii) Lending/borrowing with interest is not allowed and no form of swapping, buying and selling is permitted.
- ix) Pupils must take care of the school buildings and all school resources.
- x) Pupils are expected to behave both in and out of school in such a way as to give the best possible example and impression of Peponi School. This applies to the School Bus, to outings, trips, fixtures and all other circumstances.
- xi) School uniform is compulsory and should be worn appropriately, as intended and as stipulated in. Peponi School Uniform Information booklet and the House Handbook. Pupils should appear smart, clean, neat and tidy at all times. Hair and jewellery guidance (Peponi School Uniform Information booklet) should be strictly adhered to. The pupil's HSM's decision will be final.

## 5. Rewards

- a. We encourage the establishment of good teacher/pupil relationships and support for the School's values and Honour Code. Through our system of rewards, pupils may receive verbal praise and written feedback for good effort and work; reports to parents; public praise via School and House Assemblies, prize giving (in Assemblies, and on Speech Days); and through the awarding of Merits and Commendations.
- b. Merits can be earned in class, in House, within the extra-curricular activities and occasionally work outside of the School (eg Charity / Community) for:
  - i) Excellent achievement in a specific piece of work, activity or assignment;
  - ii) Showing great character or community spirit, such as resilience in an area of difficulty
  - iii) Teamwork
  - iv) Kindness to others
  - v) Initiative
- c. Commendation Certificates are awarded at House and School or HM Assemblies for:
  - i) Excellence in recognition of a particular piece of work or for consistent exemplary work throughout the term or year.
  - ii) They can also be awarded for significant improvement of motivation in a certain area, personifying the Peponi School spirit.
- d. Merits and Commendations also contribute to the pupil's House and, in turn, accumulate towards the annual Ushindi Cup, awarded at the end of the school year at Final Assembly or Speech Day.

## 6. Sanctions

- a. Inappropriate behaviour is addressed directly and in a timely manner. The School rejects the use of corporal punishment and has a series of Sanctions in place to aid correction. The purpose of a sanction is the modification of behaviour, which should lead to a happier, safer school community. Sanctions are never imposed in the service of revenge, either for staff or on behalf of other pupils. In the context of the development and maintenance of excellent, reflective relationships between staff, pupils and parents, the implementation of serious sanctions should be a rarity. Our emphasis is on developing a gradual understanding of right and wrong, as well as responsibility. We also work with parents to ensure consistency and sensitivity.
- b. There are two streams of sanctions: Academic Consequence Levels (ACL) (appended to this policy and referenced in the Curriculum Policy), and Behaviour Consequence Levels (BCL)
- c. Behavioural incidents are rarely black-and-white. Any disciplinary steps are best taken as soon as possible after any necessary investigation has been completed following an offence.
- d. Behavioural Consequence Levels (BCL) sanctions are as follows:

- i) **BCL 1** – The most common sanction is a simple verbal reminder. This will typically be for an act of thoughtlessness or carelessness.
- ii) **BCL 2** – Demerit. This will typically be when a verbal reminder has been ignored or a pupil's behaviour breaks one of the rules. The pupil is made aware of which Rule they have broken. This is recorded centrally and the Form Tutor, the Senior Tutor and the HSM will be made aware. The awarding of 3 Demerits results in the pupil sitting a Wednesday Detention and remaining at BCL 2.
- iii) **BCL 3** – House Detention or House Gating. This is used when a pupil's behaviour significantly transgresses the rules (eg disobeying a teacher's direct request, inappropriate language, intentional and/or persistent unkindness). This will be recorded in House and the duration of the sanction will be confirmed following consultation between the relevant HSM(s) and the Deputy Head (P) and a Behavioural Monitoring Card (White) may be awarded. The HSM will inform parents.
- iv) **BCL 4** – Deputy Head's Detention or Deputy Head's Gating is used when a pupil's behaviour is likely to cause suffering to another pupil or pupils (eg threats of violence, physical intimidation, persistent or aggressive foul or abusive language), or if there is a refusal to accept authority and modify behaviour. This sanction is administered by the Deputy Head (P). Deputy Head (P)'s Gating include tidying duties, missing morning and lunchtime breaks for a sustained period, or working in isolation for a specified number of days. When offences have been escalated to BL 4, the Deputy Head (P) will contact parents and, if appropriate, invited to School to discuss the incident and surrounding issues. The pupil will be issued with a Behavioural Monitoring Card (Orange) upon their return to normal routine. The evidence and outcomes are recorded in the Deputy Head (P)'s office.
- v) **BCL 5** – Internal or External Suspension (in consultation between Deputy Head (P) and Headmaster). See Internal Suspension Policy (appended)
  
- vi) **BCL 6 or ACL 6** – A permanent Exclusion advised by the Headmaster

A quick guide to both the ACL System and the BCL System are issued to all staff and are displayed clearly in Academic departments and in Houses.

## 7. Physical Restraint

- a. Occasionally, for reasons of safety, a member (or members) of staff may need to restrain a pupil physically. This only occurs in an emergency to prevent personal injury (either to pupils or adults) or serious damage to property. Such incidents are documented, and parents advised of the circumstances that led to restraint being applied.



## ACADEMIC Consequence System (ACL)

All members of the School community understand what is meant by being a good pupil. You work hard, you arrive on time, you hand in your work when it's due, you try your best and you behave in a respectful and considerate manner. This extends to the Houses and within the extra-curricular. When Academic criteria are not met, you can expect consequences (ACL). These are laid out below so it is clear as to what will happen if you fail to meet the standards of a good pupil. While this is a ladder, there are times when steps may be jumped and more serious intervention may be needed in the first instance.

### **ACL1**

You will receive a verbal warning from the teacher in charge. You should immediately address the situation and respond to the feedback.



### **ACL2**

The teacher will issue you with a second warning and follow this up with a lunchtime detention. A Demerit may be issued by the member of staff to deter repeated offending.



### **ACL3**

Three academic Demerits will lead to an academic Detention on Wednesday. You may also be issued with an Academic White Card. The Form Tutor, Senior Tutor, HSM, and the Deputy Head (A) will be notified. Parents will also be informed via a comment made on the Collection Report.



### **ACL4**

The Senior Tutor, Deans and the DH(A) will address serious academic concerns. The DH(A) may recommend further Wednesday detention. The HSM will be informed and parents will be contacted.



### **ACL5**

Internal Suspension, in consultation between the Deans, the DH(A) and Headmaster. See Internal Suspension Policy.





## BEHAVIOUR Consequence System (BCL)

All members of the School community understand what is meant by being a good pupil. In addition to working hard and following academic expectations, you behave in a respectful and considerate manner, and adhere to the Peponi School Honour Code where possible. This extends to the Houses and within the extra-curricular. When Behavioural criteria are not met, you can expect consequences (BCL). These are laid out below so it is clear as to what will happen if you fail to meet the standards of a good pupil. While this is a ladder, there are times when steps maybe jumped and more serious intervention may be needed in a first instance.

### **BCL1**

The most common sanction is a simple verbal reminder. This will typically be for an act of thoughtlessness or carelessness. You should immediately address the situation and respond to the feedback.

You will receive a verbal warning from the teacher/staff in charge. You should immediately address the situation and respond to the feedback.



### **BCL2**

A Demerit is issued. You are made aware of which Rule you have broken. This is recorded centrally and the Form Tutor, the Senior Tutor and the HSM will be made aware. The awarding of 3 Demerits results in your sitting a Wednesday Detention.



### **BCL3**

A House Detention or House Gating. This is used when your behaviour significantly transgresses the rules. Consultation between the relevant HSM(s) and the Deputy Head (P) will decide duration, and/or whether a Behavioural Monitoring Card (White) is issued to you. The HSM will inform parents.



### **BCL4**

A DH(P) Detention or DH(P) Gating. This is used when your behaviour is likely to cause suffering to another pupil or pupils, or there is a blatant refusal to accept authority. DH (P) Gating means working in isolation and missing breaks. Communal work may be issued. A Behavioural Monitoring Card (Orange) will be issued. The DH(P) will contact parents.



### **BCL5**

Internal Suspension, in consultation between the HSM(s), the Deputy Head (P) and Headmaster. See Internal Suspension Policy.

