



Liverpool College

**UPPER SCHOOL**

**BEHAVIOUR MANAGEMENT  
(Rewards and Sanctions)  
POLICY**

## **Mission Statement**

Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

- **We recognise** that all pupils have different talents and we strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess.
- **We believe** that the development of character, creativity, intellect and spirituality are the primary aims of education.
- **We work** together to create a happy and caring school community which is engaged in our local community and the wider world.
- **We pursue** high standards in every area of school life.

This is an Upper School policy and also applies to the Boarding Halls.

## **Aims of the Behaviour Management Policy**

- To explain clearly what the school's expectations are and the shared values on which these expectations rest.
- To promote positive patterns of behaviour in which values of respect, responsibility, kindness and honesty are considered as the norm.
- To help pupils to understand and value individuals whose background or views may differ from their own.
- To provide a framework in which those whose behaviour does not meet the standards expected are dealt with consistently, fairly and firmly in a way that supports the individual but demonstrates clearly that certain patterns of behaviour are unacceptable in this community.
- To set out rewards for good behaviour and sanctions to correct behaviour which falls short of the expected standards.

## **Roles and Responsibilities**

All members of staff are expected to:

- Embody these aims in their relationships with pupils, each other, parents and all members of the school community.
- Ensure that they respond to the needs of individual pupils in line with the curriculum and mission of the school. Well planned, interesting and demanding lessons make a major contribution to good discipline.
- Act as role models for pupils and set examples of hard work, and respect for self and others.
- Promote positive patterns of behaviour and self-discipline amongst pupils, and deal appropriately with any unacceptable behaviour.
- Be consistent in dealing with pupils; apply all rewards and sanctions fairly both in relation to work and behaviour, so that pupils know what is expected of them.

## Principal

- Determines the detail of the standard of behaviour acceptable to the school consistent with the Mission Statement.
- Promotes self discipline and proper regard for authority among pupils.
- Encourages good behaviour and respect for others, and acts to prevent all forms of bullying among pupils.
- Regulates the conduct of pupils

## Head of Upper School

- Ensures that the behaviour policy is implemented consistently across the Upper School, to ensure the health, safety and welfare of all pupils.
- Reviews the policy on an annual basis.
- Supports all staff in the implementation of the policy.

## Head of Guidance

- Responsible for ensuring that behaviour policy is implemented consistently across all Houses in the Upper School
- Chairs the weekly meeting of the Pastoral Care Committee
- Chairs the discipline committee consisting of all the Heads of Houses
- In the event of an alleged serious breach of discipline, advises the Head of Upper School and Principal

## Head of Boarding

- Encourages high standards of behaviour in the Boarding Halls
- Responsible for ensuring that behaviour policy is implemented consistently within the Boarding Halls to ensure the health, safety and welfare of all boarding pupils.
- Supports all Boarding Tutors in the implementation of the policy.
- In the event of an alleged serious breach of discipline, advises the Head of Upper School and Principal

## Heads of House

- Encourage high standards of behaviour and appearance through implementing the sanctions and rewards system within House.
- Oversees attendance and punctuality, monitors reasons for absence, and takes appropriate action on persistent and unauthorised absentees.

## Teachers

- To be responsible for discipline and the smooth running of the school at all times, not only when teaching or undertaking a specific duty.

- To enforce actively the school rules and guidelines for promoting good behaviour: where possible, dealing with breaches of school rules immediately and consistently.
- To refer issues which cannot be resolved immediately to the House Tutor, Head of House and /or Head of Faculty
- To be aware of those pupils who experience difficulty in managing their own behaviour, and exercise professional judgement in handling potentially confrontational situations with firmness and sensitivity.

## Parents

The school actively collaborates with parents, so that pupils receive consistent messages about how to behave at school and at home. School rules are set out in the Parent Handbook and Student Planner, and parents are consulted in formulating policy and encouraged to participate. Parents of boarding pupils should also refer to the *Handbook for Boarding*.

Parents are also encouraged to:

- Cooperate with staff in addressing any issues raised concerning the behaviour or welfare of their son or daughter.
- Support the school when reasonable sanctions have been applied. If parents have any concerns about the way in which their son or daughter has been treated, they should contact the Head of House. For boarding pupils, the Head of Boarding may also be contacted.

## The Code of Conduct

The school has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school.

All members of the school are expected to take full responsibility for their own behaviour. The Code of Conduct, on display in every classroom and published in the Student Planner, sets out the high standards of behaviour we expect in the Upper School.

All teachers are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

Punctual attendance at school and lessons is required.

All absences from lessons must be explained and unexplained absence will be followed up by the House Tutor.

It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the

lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all teachers have a duty to ensure that such behaviour is not tolerated.

Through regular discussions at House and Pastoral Care Committee meetings the school endeavours to ensure that teachers apply all standards consistently and fairly.

## **Rewards and Sanctions**

All rewards and sanctions must be applied fairly and consistently. None of the school's punishments will be degrading or humiliating.

### Rewards and Recognitions

At Liverpool College we recognise and encourage positive pupil involvement, co-operation and achievement in all aspects of school life. Teachers promote positive patterns of behaviour through example and through their recognition and praise of good behaviour and achievement in pupils.

Teachers are encouraged to:

- Actively build self esteem
- Praise the good choices that pupils make and let them know exactly what they have done to gain the praise.
- Actively build trust and rapport
- Be role models of good behaviour
- Work to repair and restore relationships

A range of awards recognise and celebrate pupils' achievements and efforts including:

- Verbal praise
- Positive written comments on work and in the Planner.
- Displaying pupils' work around the school.
- Half-termly Record Cards with conduct, achievement and effort grades.
- Full written reports to parents on two occasions each year
- Postcards are sent to parents by teachers to praise achievements.
- Credits are awarded by teachers in planners for good work
- Feedback at parents' meetings.
- Chapel meetings provide opportunities to reinforce the core values of respect, responsibility, kindness and honesty in dealings with others.
- Choices and Citizenship programmes promote respect for self and for others
- Recognition of achievements at House meetings.
- Recognition of achievements on the College website.
- Awards distributed at weekly whole-school assembly.
- Regular letters from the Principal highlight achievements of which pupils can be proud.
- On Speech Night, a prize giving ceremony celebrates achievements over the school year.

The school has a systematic system of awards and recognitions made on a termly basis and presented and published at the last assembly of term.

### Academic Merits and Distinctions

Each Head of Faculty (excepting Games and PE) awards 3 merits and 3 distinctions, one each for achievement, progress, and effort, per term.

- Achievement - pure academic achievement in the subject
- Progress - given to the pupils who is “most improved”
- Effort - given to the pupil who puts in exceptional effort

### House Merits and Distinctions

These are awarded termly at the discretion the Head of House for service and leadership. Each Head of House awards 2 merits and 1 distinction per term.

### Sporting Merits, Distinctions, Colours

These are awarded termly as pupils qualify by the Head of PE and Games in consultation with relevant coaches in hockey, rugby, football, cricket, athletics, cross country, and netball.

- Year 7-8: Merit - faithful, useful, committed and represented the school consistently awarded. Distinction - as above but outstanding, i.e. top 2
- Year 9-10: Junior Colours - great service to sport.
- Year 11-13: Senior Half Colours - two years of representative service, with one at 1<sup>st</sup> team level, or two years consistent at 2<sup>nd</sup> Senior Full Colours - two years of representative service at 1<sup>st</sup> team level
- College Cap: Full Senior Colours in two sports or more
- Dux: Colours in three activities/sports or more or in two sports with representative honours at North of England level or higher in one sport.

### Sanctions

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

Pupils who appear to have difficulty in accessing the curriculum are referred to the Curriculum Support Manager.

Pupils who appear to show signs of abuse **must** be reported to the Child Protection Officer.

The system of support and sanctions is designed to deal with a range of situations ranging from the trivial to the serious. Any sanction applied must be proportionate to the misdemeanour. As far as possible, the sanction applied should be as constructive as possible.

The following sanctions may be used by class teachers in cases where inappropriate behaviour in lessons affects the learning of others:

- Explain why it is unacceptable
- Give words of correction
- Remind the pupil about the school's expectations

If inappropriate behaviour continues teachers will implement the following sanctions in sequence:

1. A clear verbal warning is issued
2. The name of the pupil is entered in the Behaviour Book in the Common Room, and the pupil informed of this.
3. The pupil is accompanied to a nearby classroom to be supervised by a senior teacher. A brief signed note is sent with the pupil giving the reason.
4. The pupil is accompanied to the Referral Room to work in silence until interviewed by the Head of House. Parents will be notified.

The same principles are applied to supervising behaviour outside of the classroom. Teachers must ensure that the Code of Conduct is followed and record incidents in the Behaviour Book as appropriate.

For serious behavioural issues such as bullying, physical violence, theft, drug and alcohol concerns, verbal abuse:

- Accompany the pupil to the Referral Room
- Immediately inform the pupil to the relevant Head of House
- The Head of House /Guidance will contact parents

The following actions may be taken by Heads of House:

- The Behaviour Books are reviewed regularly by Heads of House and further sanctions will be applied to pupils who appear frequently.
- Pupils may be given a one-hour detention after school on Friday by the Head of House (parents will be informed).
- Other strategies may be applied as appropriate e.g. withdrawing privileges, restitution, imposing extra work, or ordering a task to be undertaken.
- Parents may be contacted by letter, telephone or invited into school to discuss the issues by the relevant Heads of House or Head of Guidance.
- Pupils may be placed on Short Report, with clearly defined targets for improvement, and their progress will be evaluated at the end of the week.
- For more serious or persistent misdemeanours, pupils may be given a Saturday Detention by the Head of Guidance or Head of Upper School.
- Pupils may be referred at this stage by the Head of Guidance or Head of Upper School to the Principal, who may decide that a formal period of exclusion is necessary in the interests of the pupil and others.
- The Principal has the authority to exclude a pupil permanently from the College if he considers such action appropriate.

## **Exclusion**

Only the Principal can exclude a pupil. Recommendations for exclusion can only be made by the Head of Upper School, Head of Guidance or the Head of Boarding. Pupils may be excluded for one or more fixed periods or permanently. Procedures are set out in the Exclusion Policy.

## **Corporal Punishment and Restraint**

In accordance with the law corporal punishment is not permitted in the Upper School. However, if authorised by the Principal, a teacher, or other member of staff, may use 'reasonable force' to prevent a pupil from:

- Committing an offence;
- Causing personal injury or damage (including to themselves)
- Engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

The Principal has authorised all teaching staff to use reasonable force in the above circumstances as set out in the Physical Restraint Policy.

## **Behaviour Support Systems**

The school has a number of programmes and techniques for supporting behaviour management. These are:

- Behaviour Plans developed by the Curriculum Support Manager
- Training in behaviour management is provided to staff from time to time.
- Staff will discuss behaviour issues with pupils in Choices time.

## **Involvement of Pupils**

The School Council provides the pupils with a forum to contribute to the school's policies and procedures to bring about positive work and behaviour.

## **Equal Opportunities**

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

## **Publication**

A summary of the policy will be given to all parents and prospective parents of pupils at the school.

## **Related Policies and Documents**

The Policy should be read alongside the following:

- Anti-Bullying
- Attendance
- Complaints
- Confidentiality
- Drug Abuse
- Equal Opportunities for Pupils
- Exclusion
- Physical Restraint
- Screening and Searching Pupils
- Special Educational Needs
- *Parent Handbook*
- *Handbook for Boarding*

SPD  
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