

# TORMEAD

## BEHAVIOUR POLICY

*This whole school policy also applies to the Early Years Foundation Stage*

### Introduction

1. At Tormead, we have high expectations regarding the behaviour of our girls. Our ethos and values mean that there is little need for traditional 'discipline'. Positive behaviour is modelled by the staff in their relationships with one another as well as with the girls and we encourage a culture of openness. However, on the rare occasions where sanctions are necessary, these are delivered fairly and proportionately, with girls and parents informed promptly.

At Tormead, corporal punishment is prohibited. Its use would ordinarily result in a crime being committed. Any threat to use it may constitute assault. This applies to all members of staff, including all those acting *in loco parentis* such as unpaid volunteers.

### Scope

2. This policy applies to all staff with responsibility for pupils. It covers all behaviour within school as well as conduct outside school when girls are under school discipline, for example on a school-run visit. Under certain circumstances, sanctions may be applied for misbehaviour outside school.

### References

3. This policy has been drawn up with regard to the non-statutory advice *Behaviour & Discipline in Schools* (DfE 2016) and statutory guidance *Keeping Children Safe in Education* (DfE 2020).

### Other Policies

4. This policy should be read in conjunction with Tormead's:

- Accessibility Policy
- Admissions Policy
- Anti-Bullying Policy
- Anti-Plagiarism Policy
- Confiscation & Search Policy
- Equal Opportunities Policy
- Girls' Code of Conduct
- Girls' E-Safety and Acceptable Use of IT Policy (Junior School)
- Girls' E-Safety and Acceptable Use of IT Policy (Senior School)
- Safeguarding Policy
- SEND Policy

### Promoting Good Behaviour

5. Positive behaviour is encouraged in a number of ways, including:

- The values of the school are made clear to all girls
- Staff have good relationships with pupils which encourage open, honest discussion
- Staff model good behaviour to girls
- Older girls act as role models for younger girls through their holding of positions of responsibility
- Girls are expected to behave with mutual respect towards one another
- Girls are informed of expectations set out within the school's Girls' Codes of Conduct and the Girls' E-Safety & Acceptable Use of IT in pastoral time and IT lessons respectively.
- Merits, commendations and Head's commendations are awarded for positive work and behaviour
- Girls are publicly praised for good work or effort via assemblies or school communications
- Tutors meet girls on a one-to-one basis at half-termly intervals to discuss their progress and general wellbeing
- Effective academic tracking processes allow concerns to be identified and addressed swiftly and proactively
- Academic mentors among the staff give focused, individual support to selected pupils, as identified by Head of Year

- The Peer Mentoring and Supportive Friends schemes allow the girls to provide support to one another
- Strong house systems develop positive relationships across year groups via house 'families'
- Forms and teaching groups are mixed regularly to encourage girls to get to know the whole year group; build positive relationships across a wider network; and develop resilience
- PSHE lessons encourage appreciation of and respect for differences in others' lifestyles and choices
- Fundamental British Values are embedded in the curriculum, extra-curriculum and ethos of the school as part of the Spiritual, Moral, Social and Cultural education we provide

## **Values**

6. Tormead's Values are as follows:

- We treat everyone with respect and dignity
- We deliver academic excellence
- We enrich through a broad and varied curriculum
- We celebrate effort and achievement
- We bring out the best in our girls
- We prepare our girls for life beyond school

Our first value is the one we consider most important: we treat everyone with respect and dignity. Our values underpin all that we do and are made clear to the girls by being listed in the Girls' Code of Conduct as well as on App4 and on electronic boards around the school.

## **Fundamental British Values**

7. The ethos at Tormead is underpinned by the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and those without faith

These can be evidenced in lessons and schemes of work, extra-curricular activities and in our everyday conduct around the school.

## **Girls' Code of Conduct**

8. In the Senior School, instead of a list of rules, we have the Girls' Code of Conduct which outlines our values and expectations and explains the reasoning behind them. We believe that this approach encourages girls to take responsibility for their conduct and interactions with others. The areas of focus are: behaviour; lessons and activities; around school. All girls in the Senior School are asked to read and sign this at the start of each academic year. In the Junior School the Girls' Code of Conduct (Junior School) is discussed as a class within KS2. Girls in Years 3 and 4 are asked to sign a class copy. Girls in Years 5 and 6 sign electronically.

## **Girls' E-Safety and Acceptable Use of IT Policy**

9. These policies (one for the Junior School and one for the Senior School) make clear our expectations surrounding the use of IT within and without the school. All girls from Year 5 upwards are asked to read and sign this at the start of each academic year.

## **Other Codes of Conduct for School Visits**

10. Occasionally, girls may be asked to sign specific codes of conduct relating to, for example, residential visits abroad or for Duke of Edinburgh expeditions. These clarify expectations and we ask that girls sign to agree that they will abide by these.

## **SENDA [Special Educational Needs and Disability Act]**

11. Tormead is committed to a comprehensive policy of equal opportunities and recognises its responsibility under the Equality Act 2010 to ensure that it does not discriminate against current or potential pupils with special educational needs and disabilities. In particular, it recognises its responsibility to make reasonable adjustments to ensure that, in relation to the arrangements for

determining admissions and providing a broad and balanced education, a girl with SEND is not placed at a substantial disadvantage in comparison with someone who does not have SEND. To determine this, it will take into account the time, inconvenience, effort or discomfort entailed in comparison with others. It understands that a 'substantial' disadvantage is one that is more than minor or trivial. Tormead welcomes girls with SEND and is committed to the continuing development of an 'enabling' environment and a non-discriminatory culture within the school community.

Please see the Accessibility, Equal Opportunities and SEND policies for further details.

### **Tracking**

12. There are a number of ways in which we track the girls' progress, thus enabling us to identify and respond swiftly to any changes in their circumstances that may impact on their wellbeing.

#### Academic

13. In the Senior School, we use Pupil Performance Monitoring data every half term/ term for girls in Years 7-U6. Year 10-U6 three-weekly monitoring allows teachers to measure progress against MIDYIS and ALIS data and requires action points to be logged; these might include contacting Form Tutor or parents or requiring compulsory attendance at a subject surgery. Departments are also asked to identify in their meeting minutes any girls who are causes either for concern or rejoice. These are logged on the girls' overview sheet, along with detention marks. Form Tutors and Heads of Year, along with the Assistant Head: Academic Performance & Enrichment, analyse the data to identify trends in performance and put any necessary supportive measures in place. In half-termly progress review meetings this data is considered and the performance of individual pupils discussed, with action points agreed.

In the Junior School, girls sit internal assessments twice each year in January and June. Standardised reasoning tests are taken once per year. From Years 1-6, girls sit GL Standardised Assessments annually in English and Maths and, from Year 3, also in Science. Girls sit reading tests in KS2 every term. At any point in the year, any girls who require extra support or stretching are identified and appropriate action will be taken.

#### Pastoral

14. The most effective method of monitoring pastoral wellbeing is via observation. Teachers at Tormead know the girls well and share any concerns they have with the Form Tutor and Head of Year. Form Tutors are in place for girls in Years 7 – 11; they see their tutees on four days a week, thus affording them an excellent means of monitoring their daily wellbeing as well as giving the girls a frequent opportunity to raise any concerns with their tutor. Tutors have a structured half-termly one to one discussion with each tutee as well as numerous daily/ weekly interactions with the girls in their tutor group. In the Sixth Form, members of the three-strong Sixth Form Team are the first point of contact for girls experiencing any difficulties. Staff in both the Junior and Senior School share any concerns about girls or significant conversations with either girls or parents via the Daily Record, which is shared at the end of each day. This enables all staff to be informed of any issues affecting the girls they teach, and allows pastoral staff to spot patterns and log any trends.

In the Junior School, girls are encouraged to speak to their class teacher or any other member of staff if they require support, or if they think another girl requires support.

All staff are expected to be proactive in their approach to pastoral care and involve other staff or parents promptly to address any issues which arise. Parents are also strongly encouraged to keep the school informed of any pertinent information which may affect their daughters' progress and wellbeing.

### **Support**

15. We have a number of support systems in place, both academic and pastoral, for the pupils. These not only provide help for those who are struggling, but also allow us to stretch and stimulate

girls beyond the confines of the curriculum. We also encourage a culture of mutual support amongst the staff.

### Academic Support

16. Girls are encouraged to take the initiative and adopt an independent approach to tackling challenges. From Year 5, they are given at least two hours a week of Independent Study which encourages them to develop positive study habits by working silently on any area they choose. Subject surgeries are scheduled to provide a drop-in service for girls to seek teachers' help with any aspect of their work. Staff are on hand to talk girls through their difficulties and provide targeted support. In the Senior School, the academic mentoring scheme also provides targeted help for individual girls. Girls are put forward for mentoring by their Heads of Year and, once they indicate their willingness to participate, meet regularly with a carefully selected staff mentor who guides them through the challenges they are experiencing over a period of around a half term. If girls are really struggling, a report card can help to support them to focus upon a particular issue in the classroom: teachers give feedback upon each lesson depending upon the area of need. This could be organisation, punctuality or focus.

17. We expect all lessons to provide intellectual challenge for every member of the class so that every girl is stretched academically. However, in the Senior School, departments are also asked to identify girls who display characteristics of high performance learners. These girls will be even further challenged both in the class teaching and with departmental extra-curricular activities. The Beacon programme provides a differentiated list of department-related activities which all girls are encouraged to explore in their own time by collecting points for their Beacon passport, in a competition which runs over each term. In addition, they are encouraged to attend regular Beacon mini-talks scheduled in Independent Study sessions, as well as targeted Beacon challenges after school. 'What If?' sessions are open to all girls. The half-termly 'Big Picture Week' offers Senior School pupils a week's respite from homework in which they are encouraged instead to explore their own intellectual passions and interests. Academic scholars, as members of the Clayton Society, debate topical matters in regular sessions, lead 'What If?' sessions and attend the annual lecture and dinner. They are also expected to attend Beacon sessions.

### Pastoral Support

18. Girls are encouraged to seek support early, both for themselves, and by flagging concerns about their friends. Posters in every form room encourage them to speak to an adult if they have any worries. The first port of call would normally be the Class Teacher (Junior School), Form Tutor or Head of Year, but other suggestions include our Pupil Support Officer, Health Care Lead or Counsellor, the Assistant Head: Wellbeing or indeed, any member of staff with whom they feel comfortable. Depending on the actions arising from this conversation, further meetings will very likely be scheduled for follow-up meetings to ensure that all is well and that the issue has been addressed.

19. The School Counsellor is on hand to speak to individuals or groups about any issues that may arise. The DotB Mindfulness in Schools course is taught to Years 7 & 8 through the Floreo programme, which also covers Wellbeing, Resilience and further aspects of PSHE.

20. Tormead also has two peer support schemes in place. Peer mentors are trained in Year 10 and introduced to the rest of the school via posters/ App4 and introductions in year group assemblies. The Assistant Head: Wellbeing maintains a list of girls who have volunteered to be 'Supportive Friends' by sharing their specific experiences of life events with others in the same position.

### Staff

21. Staff are similarly encouraged to be open with any concerns, by speaking either to their line manager or to a member of the Executive Group (EG). If they feel that they are unable to do so, they are encouraged to speak to the Senior Teacher (Mentoring).

## **Transition**

22. We recognise that the transition between schools can be a period of challenge for a number of our girls and have systems in place to ease this process and minimise any sense of upheaval.

23. For entry to Year 7, girls are invited to attend an activity morning in the Autumn Term to enable them to get to know the school and its staff in an informal setting before sitting the entrance examination in January. Successful candidates who accept their places are then invited back in the later stages of the Summer Term to spend an afternoon at the school; here, in the Senior School, they meet their 'Aunt' who will be in Year 9 when they start at Tormead, and swap contact details in case of any queries over the summer. Their parents attend a drinks reception that week where they are able to meet their daughter's tutor and key members of pastoral and senior staff. In the Junior School for entry into Years 1, 2 and KS2, girls are invited in to spend the day with the class and take tests alongside internal pupils in January. They join in with all class activities to experience a Tormead Junior School day in an informal setting. Girls entering Reception are invited to spend an hour in the class alongside internal pupils and they are assessed informally during November.

24. In their first week at school, Year 7 are invited to share their experiences of the first week in a session on the Friday afternoon attended by their Form Tutors, Head of Year, the Head and the Assistant Head : Wellbeing. They attend a residential trip early in the first half term to allow them to bond both in teaching and form groups and have an "Aunts and Nieces" lunch early in the term to foster further contact with their mentor. Parents are invited to a Parents' Evening in the first half term to meet their daughter's teachers and check that the girls have settled in well.

25. Girls joining in Years 8 and above are allocated buddies to advise and guide them through their first days at Tormead. Their Form Tutor and Head of Year will also ensure frequent contact over the first half term, meeting the girl regularly in the first half term to ensure a smooth transition and updating parents on how their daughter is settling in.

## **Records**

26. All conversations of any significance pertaining to either a girl's academic or pastoral progress are logged and shared with teaching staff via the Daily Record. This is produced separately for the Junior and Senior Schools and records the summary of the conversation as well as action steps and follow up, while the more detailed content is saved on the girl's Individual Record. A code system allows trends to be identified and tracked by the Assistant Head: Wellbeing and the Assistant Head: Academic Performance & Enrichment in the Senior School and the Deputy Head: Logistics in the Junior School; they each review the log termly and consider how best to take appropriate action.

Copies of letters pertaining to rewards or sanctions are also placed on girls' files.

## **Communication with Parents**

27. We encourage open discussion with parents. Along with scheduled parents' evenings and regular half-termly reporting, parents should expect to be contacted in the event that we have a concern about their daughter. Form Tutors are the main points of contact for parents and will all establish contact at the start of the academic year by email as well as either a 'meet the tutors' meeting or a telephone call.

In the Junior School, two meetings with their daughter's Class Teacher are scheduled in the first term. A further meeting occurs in the Spring Term with their daughter's Class Teacher (R-Y2) or Maths and English teachers (Years 5). Years R, 3, 4 and 6 receive a full report in the Spring Term. In the Summer Term a meeting with their daughter's class teacher ( Years 3 and 4) or with Maths and English teachers (Year 6) is scheduled whilst Years R, 1, 2, and 5 receive a full report. . Parents are encouraged to make an appointment to see their daughter's teacher at any other point of the school year if they have any concerns; likewise, a teacher will ask a parent for a meeting if they deem it necessary.

Tormead is also committed to working with other agencies (eg Local Children’s Safeguarding Partnership, CAMHS) where necessary to support pupils in need.

### **Rewards**

28. In the Senior School, the following rewards are available for achievement. All can be awarded to all girls in Year 7 and above. Awards for academic success should take into account a girl’s performance relative to her usual standard of achievement (i.e. an individual’s academic ability should be taken into account when awarding commendations for academic achievement). Girls should always be informed of having been given any rewards.

#### Head’s Commendation

- achievement or effort which is outstanding for that particular individual
- awarded for any aspect of school life
- entered on iSAMS (our school management information system)
- girl is invited to see the Head and awarded certificate in Final Assembly

#### Commendation

- significant piece of work or several consecutive pieces of work deemed excellent for that particular individual
- awarded for any aspect of school life
- entered on iSAMS
- girl is awarded certificate in year group assembly

#### Merit

##### *Teaching & Learning Merits*

- awarded for work or behaviour demonstrating either Intellectual Curiosity or Perseverance & Effort
- entered on App4

##### *Good Egg Merit*

- awarded if a girl has demonstrated good citizenship in any aspect of school life
- entered on App4

When a girl has accumulated nine merits, she is awarded a commendation. Merits are accumulated over the course of the year, with totals being zeroed at the beginning of each academic year.

### **House Competitions**

29. House Merit and House Effort cups are awarded each term. These take into account all the points accrued (or removed) from rewards, sanctions and effort grades awarded to the members of each house.

#### *Merit Cup*

Rewards and sanctions equate to house points as follows:

<b>Reward/ Sanction</b>	<b>House Points</b>
Head’s Commendation	5
Commendation	3
Independent Learning/ Good Egg Merit	1
Lunchtime Detention	-3
After School Detention	-5

### *Effort Cup*

Effort grades equate to house points as follows:

<b>Effort Grade</b>	<b>House Points</b>
E	3
V	2
G	1
S	0
N	-1

### **Celebration of Success**

30. As a community, we celebrate girls' achievement both within and outside Tormead. Awards and certificates for successes are presented to the girls during assemblies in both the Senior and Junior School. Heads of Year will also recognise girls in their regular year group assemblies. Girls' successes are also included in school publications, including the weekly Junior School Newsletter and the termly Senior School Highlights publication.

### **Sanctions**

31. Occasionally, there may be a need to issue a sanction for misbehaviour. At Tormead our aim is to support, although we recognise that there may also be a need to punish. The presence of detention marks is seen as flagging that there may be an underlying issue with which a girl may need support. Form Tutors and Heads of Year will monitor girls receiving sanctions or being flagged as causes for concern and discuss how best to take things forward. The action taken may involve subject teachers, use of support systems and discussion with parents; it will almost certainly also always involve discussion with the girl herself.

Sanctions issued should be reasonable and proportionate to the misdemeanour and the girl. A girl should always be informed of the sanction being awarded. She may also be asked to write a letter of apology.

### Detention Marks

- awarded for minor infringements including: lateness to a lesson; forgetting homework; lack of correct equipment; insufficient effort; uniform infringement; failure to sign in etc
- emailed via Daily Record and girl informed
- monitored via Girls' Overview Sheet
- four detention marks equates to a lunchtime detention
- totals are zeroed each half term

### Lunchtime Detention

- awarded for accrual of four detention marks over a half term
- girl notified by Form Tutor; parents notified by PDF letter from Head of Year
- served between 1.00 and 1.30pm and supervised by member of the teaching staff

In the Junior School, formal lunchtime detentions are held only in the most serious cases. Often, a girl may be required to see one of the Deputy Heads of Junior School and carry out an appropriate task during a lunchtime play period.

### Gating

- issued for a lapse in behaviour including: deliberately missing activities or lessons, not signing in/ out etc.
- may only be issued by Head of Year or member of SLG (other staff should notify Head of Year of such incidents within 24 hours)
- girl notified by member of staff issuing gating  
girl signs in with member of staff at set times during course of the day (NB any Sixth Form girl issued a gating sanction will not be permitted to leave the School site during the day)

### After School Detention

- awarded for accrual of three lunchtime detentions
- issued for a serious lapse in behaviour including: rudeness, lying, plagiarism, infringement of the Girls' E-Safety and Acceptable Use of IT Policy etc
- may only be issued by Head of Year or member of SLG (other staff should notify Head of Year of such incidents within 24 hours)
- girl notified by member of staff issuing detention; parents notified by PDF letter from same
- at least 24 hours' notice will always be given
- served between 4.10 and 5.10pm and supervised by a senior member of staff.

### Suspension & Exclusion

For serious or cumulative breaches of the Girls' Code of Conduct the Head may suspend, either internally (working in isolation) or externally (temporarily excluded from school), or permanently exclude a girl from school. These include possession or drinking of alcohol in school; theft; repeated misbehaviour which has already merited an after school detention, major breaches of the Girls' E-Safety and Acceptable Use of IT Policy, cases of bullying/ cyber-bullying, or any behaviour which seriously breaches Tormead's values. Parent(s) will be informed in writing and a copy of this letter will be placed in the girl's file. The Sanctions Record will also be updated by the Deputy Headmistress.

At the discretion of the Head, a sanction (including suspension and exclusion) may be given for any behaviour, either inside or outside school, which, following fair and thorough investigation, is:

- deemed inappropriate or unacceptable;
- or brings any member of the school and/ or the school itself into disrepute.

### **Malicious Accusations Against Staff**

32. If an allegation against a member of staff is found to have been deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the girl who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible. The DSL should also refer the matter to the local Children's Safeguarding Partnership to determine whether the child concerned is in need of services, or may have been abused by someone else.

### **Restraint**

33. The use of physical intervention should be avoided if possible. However, by law, teaching staff, and other staff who are authorised by the Head to have control or charge of girls, may use such force or physical contact as is reasonable and proportionate in the circumstances to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person, including the child.

Please refer to the Staff Code of Conduct for further guidance.

### **Bullying**

34. Tormead is committed to providing a safe and secure environment which enables each girl to learn and thrive in a relaxed and supportive atmosphere. Thus, bullying of any kind is unacceptable at our school. We are committed to promoting a positive culture where the girls feel free of the fear of bullying, but also, in the rare instances where it should occur, confident about sharing any concerns which they may have about their own well-being or that of others, safe in the knowledge that they will be listened to and the matter investigated and dealt with appropriately.

Please refer to the Anti-Bullying Policy for further guidance.

**Date of Last Review:** September 2020

**By Resolution of the Governing Body:**

MRS R HARRIS  
Chair of Governors

MR D BOYD  
Head

November 2020

