Behaviour for Learning Policy

This policy is applicable to all pupils, including those in the EYFS.

Aims and Expectations

This policy aims to promote good behaviour, self-discipline and respect, enabling pupils to become positive, responsible and increasingly independent members of the school community. The policy will support pupils by helping to promote a strong and healthy mental wellbeing so they will be able to:

- Feel relatively confident in themselves and have positive self-esteem
- Feel and express a range of emotions
- Build and maintain good relationships with others
- Feel engaged with the world around them
- Cope with stresses of daily life
- Adapt and manage in times of change and uncertainty

It is designed to underpin the school's values and promote a system in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy has been developed in line with the non-statutory advice contained in *Behaviour and Discipline in Schools (2016).*

The primary aim of our school is that every member of the community (including each child in EYFS) feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. We aim to create an open environment in which children feel confident to communicate with one another and with adults to discuss worries and anxieties as well as celebrate successes. Children are fully involved in the decision-making processes and encouraged to make their own choices and to learn from these.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, but also to enable children to understand that there are consequences if they participate in unacceptable/antisocial behaviour.

We treat all children fairly and apply this behaviour policy in a consistent way. We recognise our duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and reasonable adjustments will be made for these pupils. Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff.

CORE VALUES

The school community has six core values which should underpin the way we approach all that we do.

Kindness	**Respect**
Independence	**Collaboration**
Courage	**Curiosity**

Each of these values feed desired learning behaviours which mature through the different stages of the school.

Nursery and Pre-Prep

Kindness	**Respect**
Be kind and helpful	Remember that everyone is unique
Independence	**Collaboration**
Make the right choices	Listen to others
Courage	**Curiosity**
Learn from mistakes	Ask interesting questions

Middle School

Kindness	**Respect**
Include everyone	Look after your belongings
Treat others as you wish to be treated	Consider others and be polite
Independence	**Collaboration**
Take on challenges and aim high	Embrace differences; share strengths
Be prepared and punctual	Communicate and cooperate
Courage	**Curiosity**
Learn from mistakes	Be an enthusiastic learner
Have self-belief and participate	Explore and question

Upper School

Kindness

Show care and patience

Build lasting friendships

Include everyone

Respect

Have good manners

Appreciate other's opinions

Look after property

Independence

Be prepared and punctual

Think first!

Persevere

Collaboration

Embrace differences; share strengths

Communicate and cooperate

Lead by example

Courage

Be brave and challenge yourself

Learn from mistakes

Stand up for what is right

Curiosity

Be an enthusiastic learner

Explore and question

Make links

Expectations of Staff who should:
- Uphold the six core values
- Endeavour to arrive on time to their lessons
- Create a swift and purposeful start to the lesson
- Reinforce clear expectations of behaviour
- Deliver a suitably planned and structured lesson which meets all individual needs
- Promote and reinforce positive behaviour in the classroom
- Deal with incidents of inappropriate behaviour by following the school's procedures

Expectations of Parents who are asked to:
- Work in partnership with staff to ensure good behaviour
- Inform the school of any concerns they may have
- Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared to work

Expectations of Pupils who should:
- Do your best to uphold the six core values and learning behaviours

Behaviour Management

The school aims to reward positive behaviour at all times to foster a friendly, safe, nurturing learning environment.

Below are some suggestions about how one can take a graduated approach to managing behaviour.

Strategies for Managing Behaviour

Tactical Ignoring	This is the least intrusive strategy and refers to the conscious ignoring of a low level behaviour. E.g. ignoring low level attention-seeking behaviour such as crawling around at the back of the carpet whilst you are telling a story. The idea is that it avoids giving the pupil the attention they are looking for in carrying out the behaviour. It also tells the other children that you are not impressed by this behaviour so you are not going to react to it.
Non-verbal Cueing	The use of a non-verbal gesture to remind a child what they should be doing, without having to draw attention to them by using your voice. This method is also very good for children whose understanding of spoken language is limited (e.g. use fingers to indicate walk don't run, place a finger to your lips for quiet voices). A setting could make up a range of your own signs to reflect your rules (like tidying-up, lining up, being kind, using a quiet voice and so on) and to use them with the children on a regular basis, rather than always having to use your voice.
Take-up Time	This refers to the adult first giving a direction or reminder to a child and then moving away to give them time and space to do it. So for example, "I'd like you to give that ball back to John and I'll come back in a minute to see if you're how you're getting on with the game". It allows the child to save some face in potentially confrontational situations. It also gives the child the message that you trust them that they will respond appropriately without you forcing them to. It is important to go back to the child after a few minutes to check they have responded to your request and to praise them if they have.
Giving choices	This is really effective way of making a request to a child whilst avoiding conflict with them in a range of situations. By giving a child a choice as to what they do, you are helping them feel that

	they can stay in control of what they are doing, and they are not being backed into a corner, so they are less likely to defy you. E.g. Would you like me to help you build a tower or do it by yourself? "Would you prefer to give you plate to me or put it in the sink? Would you like to come and help me or go to the quiet room?"
Positive Direction	This is when the adult gives the child a direct instruction about their behaviour (eg "John, keep your hands to yourself, thank you"). The key is to: •Focus on the expected behaviour •Use positive language (e.g. "keeping hands to yourself, now", rather than "stop hitting Ben") •Keep the instruction brief and finish with a firm, "thank you" or "now"
Rule Reminder	This is when the adult briefly reminds the child what the rule is eg "remember our rule for using the paints?" The adult does not need to spell out the rule each time, but may also give out the reminder in a question form (eg "What is our rule for using the paints?").
Distraction/ Diversion	Distracting children from their behaviour can be a good way of preventing a situation from getting out of hand by focusing on the positive rather than the negative. For example, you see a pupil snatching a piece of equipment away from another pupil, so you go up to them and say, "Lucy, instead of taking Jake's hoop, why don't you come and play with this one with me? Can you remember the game you learnt using the hoops, can you show me it? Well done!"
Conditional Direction ('When' and 'Then')	A choice is given by the adult within the already-known setting rules. For example, "Yes you can go outside, when you've cleared up those cars you were playing with". Or "When you've said sorry to Harry, then you can come back and join the group".
Choices and Consequences	This strategy would come after the adult has already tried a 'rule reminder' and a 'conditional direction' for the unacceptable behaviour. If the child does not respond appropriately to either of these or any other less intrusive strategies then here the adult makes the consequence of

	continued unwanted behaviour clear within a choice, so for example: "If you choose to keep the sand in the tray you can stay here, but if you choose to carry on throwing the sand I will ask you to go and play somewhere else".
Command	This should only be used when it is necessary to immediately stop the unwanted behaviour. If the situation has got this far that you have to use a command, then it is essential that you have the backup of the other staff and the setting behaviour policy to be able to act appropriately if the pupil refuses your command. Some settings may have a traffic light system where a child is given a warning and if they refuse to carry out an instruction on the second occasion, then they are given a period of time out in a place with limited distractions.

This table shows just how many un-intrusive strategies are possible to use before you get to the stage of having to use a direct command or a sanction. Of course, we cannot plan for every situation, but it is certainly worth remembering these key principles as the underlying framework of the way we can communicate and relate to children in our work with them.

Rewarding Good Behaviour

The emphasis in the school is on the positive reinforcement of good behaviour and many mechanisms exists for rewarding this:

Upper and Middle School: Rewards

Examples of good behaviour/work	Reward	Action
• Random act of kindness • Good piece of work relative to pupil's ability • Good effort shown in any area of the school • Name appears on 'thumbs up' with a tick next to it	House Point	• Staff to add to ISAMS • Prefects/middle school house captains to post house-coloured tokens into house boxes • A House flag will be raised each week for the house point winner (inc. golden)
• **An outstanding piece of work relative to pupil's ability** • **An incident where a pupil has demonstrated exceptional maturity, or one of the six core values**	**Golden House Point (5 points)**	• Staff to add to ISAMS and distribute a gold token to pupil. Pupil to post token into House box • A House flag will be raised each week for the house point (inc. golden) winner
Accumulation of House Points in a term for Year 3,4,5,6 • **Bronze = 20** • **Silver = 40** • **Gold = 60** • **Platinum = 80** • **Titanium = 100** • **Diamond = 150**	**Headmaster's Award**	Headmaster to present awards in assembly
Accumulation of House Points in a term for Year 7 & 8 • **Bronze = 20** • **Silver = 40** • **Gold = 60** • **Platinum = 80** • **Titanium = 100** • **Diamond = 150**	**Headmaster's Reward Voucher**	**Headmaster to issue a reward or privilege**

Pre-Prep and EYFS: Rewards

Examples of good behaviour	Reward	Action
• Random act of kindness • Being helpful towards others • Using good manners • Having a good attitude to learning	**Recognition & praise Stickers** **Written comment to be shared at home** **House points** **Keeper of the Pre-Prep Values plaques**	• Staff notice, recognise and praise individual behaviours. Stickers may be awarded. • Comments are written in the Home/School Diary to be seen by parents. **In PP**: House points are collated within each class. The winning House is announced each week in Gold Awards Assembly. The House Cup is presented to House Captains and Vice Captains and appropriately coloured ribbon affixed. **In Nursery**: children are awarded house-coloured balls which are collected in a large jar. When full, the children can vote on a treat to celebrate their achievement. Keeper of the Pre-Prep Values are awarded to individual children each term.

Dealing with Poor Behaviour

Where necessary, teachers have at their disposal various sanctions, which can be applied using discretion and common sense:

Pre-Prep, Middle and Upper School: Consequences

Examples of unacceptable behaviour	Consequence	Action
• Repeated calling out in class • Repeated lateness • Repeated poor organisation • Being unkind to a peer • Inappropriate language • Failure to complete a piece of work	**Official warning** The pupil will be told he/she has had an 'official warning'	Form teacher, Senior Tutors and parents notified via ISAMS ***Guidance is given to staff below on the issuing of Official Warnings in relation to the six core values**
• Accumulation of **three** Official warnings (in half a term) • A single act of threatening behaviour either verbal or physical • Disrespect for school or other pupils' property	**Removal of privilege or free time**	Senior Boys'/Senior Girls' Tutor//HoMS/HoPP to implement one of the following actions and inform parents and Deputy Head: Detention at a set time involving letter writing or extra work/Community Service involving tidying an area of the school. **In Pre-Prep: the loss of part or (in extreme circumstances) all of Golden Time**
• Very poor behaviour which would be the equivalent of three official warnings	**Headmaster's Detention**	Detention at a time to be agreed with Senior Tutors and Deputy HM. Detention at a set time involving letter writing or extra work/Community Service involving tidying an area of the school.
• Consistently poor behaviour • Consistently poor work ethic	**On Work or Behaviour Report**	HM and Parents to be informed Pupil must have report signed at the end of each lesson and/or break time (duration to be decided by SGT/Deputy Head/HoMS/HoPP)
• Behaviour of pupil having not improved after a period of on report	**Personal Behavioural Plan**	Headmaster to meet pupil SGT/Deputy Head/HoMS/HoPP to meet with Parents PBP will be drawn up together with pupil
• Failure to improve following a period of time on the Personal Behaviour Plan	**Suspension or Permanent Exclusion**	To be decided only by the HM in consultation with the Chairman of Governors (See 'Exclusion' section)

Guidelines as to when it might be appropriate to issue an Official Warning:

LACK OF:	
KINDNESS	• Deliberate unkind words to another pupil • Physical/threatening act to another pupil
RESPECT	• Disobedience/rudeness to a member of staff • Blatant disrespect for the school code of conduct • Damage to school or other's property
INDEPENDENCE	• **Repeated** lack of prep completed • **Repeated** lack of the correct attire • **Repeatedly** leaving items left out in classrooms/changing rooms
COLLABORATION	• **Repeated** disruptions in lessons • **Repeated** poor effort in a team activity
COURAGE	• Covering up a serious offence such as bullying
CURIOSITY	• **Repeated** lack of effort • **Consistently** not stretching oneself through lack of engagement

Boarding

The House Parents reinforce the ethos and underlying principles of the Behaviour Policy. Refer to the Boarding handbooks for specific information about behaviour management in boarding.

External Agencies

The school may seek the advice of external specialists to help inform any behavioural plans. This might include seeking an assessment or ongoing support from an educational psychologist to discover if there are any underlying issues which might be impacting on behaviour, such as specific learning difficulties. An undiscovered specific difficulty can frequently lead to low self-esteem and thus to behavioural problems. We also may ask educational psychologists to help us identify if there are social or emotional problems such as attachment issues or difficulties with relationships, especially for pupils whose parents may have separated or divorced. For example, these specialists can be asked to help a child to build up a toolbox of strategies to call on in tricky circumstances, to help pre-empt problems occurring. In addition to educational psychologists, we have a clinical psychologist who visits regularly and acts as the School Counsellor. In rare cases, we also might need to support the work in school being done by social services. In all situations of consulting specialists, we would seek to work in partnership with the parents and only with their prior permission to do so.

Use of Reasonable Force

Restraint (reasonable force) is to be used as a preventative measure to control or restrain pupils and the school follows the guidance set out in '*Use of Reasonable Force' (DfE July 2013).* All members of staff have the legal power to use reasonable force in the following circumstances:

- remove a disruptive pupil from a classroom where they have refused an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- restrain a pupil at risk of harming themselves through physical outbursts.
- prevent the pupil attacking a member of staff or another pupil, or to stop a fight;
- prevent a pupil leaving a classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent serious damage to property.

The use of restraint by the teacher must be:

- reasonable
- non-injurious to the pupil
- for the minimum amount of time necessary

Any physical restraint is only permissible when a child is in imminent danger of inflicting harm on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. The use of force as a punishment is unlawful and should never be used. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded (on ISAMS) and reported immediately to the DSL and Headmaster. Parents should be informed the same day or as soon as reasonably practicable afterwards. Where this relates to the school's EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Confiscation of inappropriate items

Pupils personal property may be confiscated, retained or disposed of if they are prohibited items, disruptive to the learning environment or potentially harmful to themselves or others within the community. Refer to the Searches Policy.

Exclusion

The Headmaster may temporarily exclude a pupil for failure to adhere to the school's code of conduct. On the first occasion where exclusion is required, a one day suspension will apply. If such a sanction is required again then another day's exclusion may be warranted, or a week's exclusion from school will apply. If after this, unacceptably poor behaviour continues then, in consultation with the Chairman of Governors, the Headmaster will have to resort to permanent exclusion from school.

When help in a lesson is required

If a situation arises in a lesson when a teacher is not confident about managing the behaviour of a child then help should be sought. Children should never be ejected from a classroom and be asked to stand outside; if behaviour is unacceptable then the sanction system should be used as above. Where a pupil places himself or the class in any danger, or where the disruption caused is so significant the lesson has to stop, then the teacher should send a pupil to the staffroom/SLT office who will contact one of the following: Assistant Heads, Deputy Head, Headmaster. This person will then come to the immediate assistance of the teacher requiring help.

Searches

It may from time to time be necessary to search a pupil or their possessions for prohibited items or where property has been stolen. *Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence; or to cause personal injury to, or damage to the property of, any person (including the pupil). [DFE Advice f0076897]*

In such a situation, the following guidance must be followed:

- It is inappropriate for staff to conduct a personal search. A pupil suspected of carrying an unauthorised item should be asked to turn out their pockets or bag.
- A member of staff should not touch the pupil, search the pupil's person, remove the pupil's clothing for the purpose of searching it.
- School property should only be searched if the search is legitimate and has a reasonable prospect of success.
- The extent and nature of the search should be proportionate to the value of or "risk factor" of the item sought.
- Personal property should not be searched without consent.
- Where consent is refused, the school may still proceed with the search where there is a strong likelihood that an offence has been committed.
- Usually it is appropriate to ask the pupil to search their own property.
- The school reserves the right to monitor the use of mobile phones and may confiscate these if they have been used inappropriately.
- The school may confiscate any prohibited item found as a result of a search. The School may also confiscate items, however found, which are considered harmful or detrimental to school discipline.
- Property should only be searched if the search is legitimate and has a reasonable prospect of success.
- A search that is carried out in the pupil's absence must be witnessed by a second adult.
- If possible, the pupil should be present during any search of property used to store their belongings.
- A member of the SLT should contact the affected pupil's parents after any search, regardless of the outcome.

- Where boarders are concerned, the school should balance the right of boarders to privacy with the need to search a boarder with consent, where there is a strong reason to do so.

Corporal punishment

There is no form of corporal punishment nor is it ever used as a threat.

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