



APPLEFORD SCHOOL
BEHAVIOUR MANAGEMENT
(INCLUDING DISCIPLINE AND SANCTIONS)
This policy applies to the whole school, including boarding
(See also Anti-Bullying Policy and Child-Protection Policies)

This policy, which applies to the whole school, is publicly available on the school website and on request; a copy (**which can be made available in large print or other accessible format if required**) may be obtained from the School Office.

Applies to:

- The whole School, all staff (teaching, boarding and support staff), proprietors and volunteers working in the School

Legal Status:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24) (3) of the Education (Independent School Standards) (England) (Amendment) Regulations 2014 in force from the 5th January 2015.
- Equality Act (2010), Education Act (2011)
- *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff*, (DfE Guidance: February 2014)
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- *Getting the simple things right: Charlie Taylor's behaviour checklists (DfE: 2011)*
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies (DfE 2013)* which incorporates previous directives.

Related Documents:

- Anti-bullying Policy No 4.1
- Safeguarding Children – Child Protection Policy No 17.1
- Exclusions Policy
- Restraint and Intervention Policy No 5.3
- Special Educational Needs and Disabilities (SEND) Policy No 22.1
- Personal, Social, Health and Economic Education (PSHEE) Policy No 21.6
- Spiritual, Moral, Social and Cultural (SMSC) Policy No 21.4

Staffing Method

The Headmaster has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. This process requires:

- an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- being able to access relevant sources of expertise for supporting personal, social and emotional development;
- recognizing that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the school;
- all staff to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy;
- familiarising new staff members with the school's behaviour policy and guidelines for behaviour.

Available from:

This Policy can be viewed in the School office or a copy can be requested.

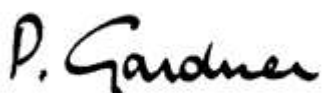
Monitoring and Review:

This Policy will be subject to continuous monitoring, refinement, review and audit by the Headmaster. The Proprietor will undertake a full review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged no later than one year from the date shown below, or earlier if changes in Legislation, regulatory requirements or best practice guidelines so require. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

The policy may be reviewed as an outcome of representation from a School Council meeting or by parents.

The current policy was reviewed and approved by the proprietor in September 2018.

This policy will next be reviewed by September 2019.



Signed:



Dated: September 2018

Dr Peter Gardner, Managing Director

Mr David King, Headmaster

This policy is intended only to provide a statement of the school's broad aims in this area. In depth procedures are set out in separate Procedure documents.

Statement of intent

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, using bad language, committing vandalism or theft, which undermines these aims.

The Rights and Responsibilities of Pupils

Appleford School believes that as a pupil you have the right to:

- develop to your full potential in every area of school life;
- be treated fairly and with respect;
- be safe;
- be heard and understood.

The following responsibilities need to be accepted:-

- to respect the needs, feelings and property of others;
- to act in a way which helps you and others to gain the most you can from the school;
- to work hard yourself and ensure you do nothing to disrupt the learning of others;
- to ensure that you do not threaten other pupils or make them feel uncomfortable;
- to be punctual;
- to respect the instructions of the school staff;
- to complete work when you are asked to;
- to adhere to the school dress code;
- to help other members of the school community, particularly those who are new or younger than yourself;
- to take care of the school environment;
- to uphold the good reputation of the school.

Aims

Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility within the school. In having rules we aim to ensure the health and safety of the children whilst providing a happy and stable environment for pupils and staff. We aim to teach and support the children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

The purpose of this policy is to:

- Create an environment that is conducive to achieving the aims of the School;
- Provide clearly defined limits that are easily understood by children, staff and parents;
- Aid all staff in the management of behaviour;
- Ensure high standards of behaviour are promoted and maintained.

Code of Conduct

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way 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.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good behaviour and good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Care for Others:

- All pupils of the School should show consideration, courtesy, respect and sensitivity to one another, to the staff, to visitors to the school and to those of the public they come into contact with. The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and an appropriate course of action decided upon, support should also be extended to him or her in the form of assistance from the School Psychotherapist, Head of Pastoral Care, and Tutor or outside agencies.
- We expect all pupils of the School to refrain from inappropriate physical contact with one another. (Please see Physical Contact Policy).

Expectations

- Encourage the development of personal independence and responsibility
- Our school is opposed to discrimination on the grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, gender reassignment, or academic or sporting ability. These factors are taken into account in the care of all children at Appleford School so that care is sensitive to different needs. We believe that such discrimination, including the use of discriminatory language is contrary to justice and equality and undermines respect and co-operation amongst individuals.
- This school is opposed to any form of open, or concealed, racism or racist behaviour
- All pupils in the school have the right to the best possible education regardless of ethnic origin, colour or religion and belief
- All staff and parents of children in the school have a right to be treated equally regardless of ethnic origin, colour or religion.

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The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible.

Children are responsible for their property and should avoid bringing valuables or cash to school. Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage. Our school makes the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping support the implementation outlined above. The Behaviour Management Policy is dovetailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying.

The Role of the Headmaster

The Headmaster's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Headmaster has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Headmaster who:

- promotes self-discipline and proper regard for authority among pupils; has a consistent approach to behaviour management; has clear, well organised working practices along with maintaining its facilities to a high standard;
- encourages good behaviour and respect for others and prevents all forms of bullying pupils; ensures that the standard of behaviour is acceptable; regulates the conduct of pupils;
- provides support to children to self-manage their behaviours, taking into account all aspects of the child and why they are displaying certain behaviours; provides staff development and support; liaises with parents and other agencies;
- includes issues related to pupils with special educational needs or disabilities and provides reasonable adjustments for these pupils;
- makes provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- ensures a strong school leadership; supports teachers with classroom management; implements behaviour strategy and the teaching of good behaviour;
- has an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling pupils' behaviour where it may require additional support;
- is able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- familiarises new staff members with the school's behaviour policy and guidelines for behaviour;
- takes appropriate disciplinary action against Pupils who are found to have made malicious accusations against staff and fulfils its duties under both the *Equality Act 2010* (HM Government: 2010)
http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Class Teacher and Classroom Management

The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. Depending on the age of the pupils, these include verbal praise,

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written remarks about good work, stickers/stars, merits, sending children with their work to other teachers/Headmaster and a house point system. School reports are also seen as a means of constructive praise.

The Role of All Staff

All staff are expected to encourage good behaviour and respect for others in pupils and to apply behaviour management strategy fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Well planned, interesting and demanding lessons make a major contribution to good discipline. The School has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Staff need to recognise that codes for interacting with other people vary between cultures and staff need to be aware of and respect those used by members of the school. All staff need to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

The Right to Learn in a Calm and Undisrupted Atmosphere

Pupils should be encouraged to move from lesson to lesson quickly, but calmly so that they are punctual. They should line up outside the classroom quietly and wait for the teacher to arrive. To benefit fully from lessons pupils should have all necessary equipment and books.

All work submitted should reflect a pupil's best efforts. Work that is badly presented or well below a pupil's capabilities is unacceptable and will be returned to the pupil in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour is not permitted. Pupils are encouraged to raise their hand if they wish to be listened to in class.

Care for Ourselves and the Environment

In these areas the school's goals are achieved when pupils: -

- Listen to and obey all safety instructions given by adults on the school site.
- Put all litter in bins.
- Leave dormitories and classrooms clean and tidy.
- Adhere to the school uniform/dress code.
- Hand any medication brought into school to either the pupil's houseparent or secretary. This excludes asthma inhalers and epipens. Relevant paperwork must be completed.
- Take care of their personal hygiene

Pupils of the School must not:

- Bring knives or potentially dangerous objects, such as fireworks or cigarette lighters, into the school or on School journeys.
- Bring any over age electronic games or DVDs into school without permission from school.
- Damage property or write graffiti on school property. If damage is caused, because a pupil has disobeyed instructions, a charge may be levied.
- Smoke or consume alcohol at school or on School trips/journeys.
- Bring or consume chewing gum at school.
- Bring any drugs (other than medication) onto the school site or on school site journeys.

The School is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

Rewards

Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. This encouragement may include:

- Verbal praise
- Praise / Certificates in Celebration Assembly
- Tutor, classroom and house certificates
- Prizes for academic or social achievement

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- Being given specific responsibilities within the school
- Showing work to Head of Department, Head of Boarding, Head of Upper or Lower School or the Headmaster
- Display of work in classroom and around the school
- Comments on work
- Letters home from subject teachers outlining good quality work or behaviour
- Letters home from tutors outlining good quality work or behaviour
- Golden time on Friday for Lower School
- Housepoints for good work
- Invitations to Headmaster's Tea Party

Sanctions (in ascending order of severity)

The choice of sanction to be used depends on the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition.

- verbal warnings
- movement within a class
- movement to another class for a short length of time
- removal from a class for the remainder of a lesson
- 'Reflections' at break times and/or activity times
- phone-calls to parents/letters to parents
- asking parents into school to discuss their child's behaviour
- removal from lessons – internal exclusion
- temporary exclusion from school
- permanent exclusion from school

Exclusion

- We may consider it inappropriate to re-instate a pupil who:
- Threatened or committed violence against other pupil/s or staff
- Sold illegal drugs
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other pupils

Please see our separate Policy on Exclusions for more details

Pupils with special educational needs and disabled pupils

Particular consideration will be given to those pupils with special educational needs or disability when considering appropriate behaviour management responses. The school must take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)

Pupil's behaviour outside school on school or educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils attend residential visits which acknowledges; in cases of serious bad behaviour they will collect their child from the venue.

Behaviour of Parents on/off the School Premises

It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises. Parents must on arrival at the school, report immediately to the School Office, unless they are collecting their child from school at the normal school time end of the day. They may not wander around the school premises unaccompanied, unless permission has been sought e.g. to collect an item of uniform. Parents are not allowed unescorted in the boarding houses. Parents should not become angry publically, and if they have a problem this should be dealt with in privacy with the person concerned and if

necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching and appointments must be made. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. A note must be written if a pupil has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The pupil is then signed out and back in again on return. Parents should not approach other parents on the school premises concerning external matters. Matters concerning pupils in the school should be handled objectively through the school and not solely between parents.

Organisation and Facilities

Within the organisation of the school, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to be come as personally adequate, socially competent and as independent as their potential will allow.

Staff Development and Support

We support our staff in managing and modifying children's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Support systems for pupils, parents and other agencies

In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. Appleford School also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Recording

A copy of all discipline letters are kept on file. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used.

The following sanctions / punishments will *never* be used:-

- Corporal punishment.

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- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone to parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or children should be communicated to the Headmaster of the School immediately.

Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Intervention

All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence.

Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headmaster and recorded in the child's personal file. The child's parents are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

The Role of Parents

Appleford School strongly encourages an ethos and culture where by the support of parents is always sought and there is clear communication with parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home-school agreement.

Other Agencies

Appleford School has access to Counselling facilities, educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Malicious accusations

If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headmaster will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. Our School takes disciplinary action against pupils who are found to have made malicious accusations against staff which if necessary, may include exclusions.

Appendix One

PASTORAL PROCESSES AND RECORDS

The Pastoral Team can be notified of an issue/concern by verbal discussion; email; meetings; notes or completing a Concern/Incident/Wellbeing Form. Whenever we are informed or approached about an issue, we ensure that we deal with it correctly and we use all the available resources/staff to do so. We often consult and receive valuable advice from our network of Therapists.

The Pastoral Team are available to discuss matters daily.

Any issue/concern reported to The Pastoral Team that cannot be resolved immediately or where there has been a cumulative reporting of minor incidents will be logged on the Weekly Monitoring Sheet. The Pastoral Team will discuss the concerns during a weekly Pastoral meeting. Planning and proposed interventions will be decided during this time. Reviews of previous interventions will also be discussed.

Concern/Incident/Wellbeing Form.

When a member of staff witnesses an incident, or feels concerned about a pupil or pupils, they can fill in a C/I/W Form. These forms are available in hard copy from the Staffroom or electronically in Staff Shared>PASTORAL CARE>Concern/Incident/Wellbeing.

Once the C/I/W Form has been logged and forwarded to the correct person, the tutor or the teacher involved in the incident will find time to speak with the pupil/pupils. This discussion will enable the pupil, or pupils, to reflect of their actions. Once the C/I/W Sheet is complete, the Pastoral Team will audit the completed sheet to ensure best practise and due process has been observed. The data from the C/I/W Sheet is collated Half Termly in The Pastoral Termly Report. This Report indicates if there are any recurrences, patterns or trends in behaviour etc and is highly valuable.

Appendix Two

HOW TO LOG THE CONCERN/INCIDENT/WELLBEING FORM

- SELECT THE NUMBERED FILE THAT CORRESPONDS TO THE WEEK NUMBER OF THE TERM. THE FOLDERS ARE LOCATED ON THE WINDOWSILL IN THE STAFFROOM
- ON THE **WEEKLY SHEET LIST (AT THE FRONT OF THE FILE) SELECT THE NEXT AVAILABLE NUMBER AND WRITE IT ON THE C/I/W FORM THAT IS BEING LOGGED.**
- COMPLETE ALL THE CORRECT DETAILS ON THE FRONT OF THE C/I/W FORM (do not complete the outcome or reflection on reverse)
- FIND THE TUTOR FOR THE PUPIL NAMED ON THE FORM. THE LIST IS BESIDE THE WINDOW IN THE STAFF ROOM.
- COMPLETE ALL INFORMATION REQUIRED ON THE **WEEKLY SHEET LIST** (except the date completed and signature from tutor)
- PLACE THE **C/I/W FORM** IN THE STAFF TRAY OF THE RELEVANT TUTOR OR TEACHER (if numerous members of staff are to be notified , please photocopy and place in each tray)

Appendix Three
APPLEFORD CODE OF CONDUCT

- 1. I will be gentle and kind.**
- 2. I will be polite to others.**
- 3. I will be honest at all times.**
- 4. I will work hard at everything I do.**
- 5. I will take pride in my school and help look after people's things.**
- 6. I will keep myself safe and help others keep safe.**