



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 No 5.2
- 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;
- 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 on the School Website, 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.

This policy will next be reviewed by September 2021.



Signed:

Dr Peter Gardner, Managing Director



Dated: September 2020

Mr David King, Headmaster

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

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 one or more of the following; a member of the Pastoral team, the School Psychotherapist, the appropriate Tutor or outside agencies. Both the alleged victim and perpetrator pupil receive appropriate support (Please see Safeguarding Policy).
- All pupils of the School must not have 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.

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 as the first point of contact. 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, written remarks about good work, stickers/stars, sending children with their work to other teachers/Headmaster and a rewards point system.

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

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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. (Please see SMSC Policy). 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 or any school trip.
- Put any litter in bins provided.
- 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 school secretary. This excludes asthma inhalers and epipens. Relevant paperwork must be completed by parent/carer.
- 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, unless given permission in exam time by a teacher. Bring any drugs (other than prescribed or agreed 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 or alcohol on school premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

Promoting Positive Behaviour

Our approach to promoting and sustaining positive behaviour is based on a policy of rewards, reflection and sanctions.

- we recognise the importance of celebrating positive behaviour and achievement and appreciate that positive reinforcement can sustain good behaviour.
- Pupils will reflect with a teacher on behaviour / incidents during the school day.
- Pupils will reflect with a houseparent regarding behaviour / incidents in the boarding house.
- we will enforce sanctions if pupils are involved in inappropriate behaviour. We have in place a range of sanctions, which will vary in their level of severity depending on the behaviour.

This Positive Behaviour Policy is designed to bring greater coherency and continuity to our approach to pupil behaviour. The emphasis of our approach is placed firmly on developing relationships and facilitating positive

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behaviour among our pupils. **While our policy aims to achieve this by a combination of rewards and sanctions, it also incorporates flexibility and judgement, enabling individual cases to be treated on their own merit. It is important that both these aspects exist in tandem.**

This Policy should be read in conjunction with other school policies including: Mobile Phone Policy, E-Safety Policy, Drugs and Substance Abuse Policy and Anti-Bullying Policy.

Rewards and Recognition

It is important that good behaviour is rewarded and acknowledged just as instances of bad behaviour are challenged and sometimes punished. The school has developed a rewards system that aims to **encourage, promote and improve behaviour.**

The Rewards and Recognition System includes;

- ✓ Positive affirmation, including positive reinforcement and encouragement, by all teachers in the classroom and during extra-curricular activities
- ✓ Departmental Rewards and Recognition e.g. 'Scientist of the Month', 'Player of the Match'
- ✓ Positive and encouraging comments when at all possible
- ✓ Awards and prizes distributed at celebration assembly
- ✓ Letters home from subject teachers outlining good quality work or behaviour
- ✓ Letters home from tutors outlining good quality work or behaviour
- ✓ Dojo time on Friday for Lower School
- ✓ All students will be given the opportunity to earn points throughout the week during lesson time. Students will be graded on their behaviour by their subject teacher. These will be awarded by **all** staff at their discretion. An accumulation of these points will result in a commendation either from the Head of Year or the Headmaster
- ✓ Items posted on the school website, Facebook and Twitter (not including individual pupils' names)
- ✓ Congratulations in school in both celebration and weekly internal assemblies
- ✓ Elections of Prefects and members of the School Council – via reward system – *sanctions would mean that prefect status would be lost*

Rules and Learning Behaviours

Every community creates a set of rules which hopefully preserves good order, ensures safety, and balances the needs of that community with those of the individual. They are founded upon common sense and are intended to both encourage positive behaviour and foster positive relationships.

A pupil's presence in the school is taken as implying his/her consent and that of his/her parents to the rules.

Positive classroom behaviour includes:

- Pupils setting high expectations in terms of behaviour, effort and personal academic outcomes;
- Pupils being self-motivated, curious and willing to engage positively with their teachers, classroom support staff and their peers;
- Pupils adopting a 'can do' attitude, where difficulty is regarded as a learning opportunity and perseverance is celebrated;
- Pupils seeking to improve and never settling for anything below their potential;
- Pupils planning and organising their time so that submission deadlines are met;
- Pupils self-evaluating their performance and establishing strategies for improvement

The Role of Parents in Promoting Positive Behaviour

Parents play a vital role in the promotion of positive behaviour by:

- Ensuring your child attends school every day and arrives on time for registration;
- Ensuring your child is wearing the correct uniform and has the correct resources (PE kit, pencil case etc.) for the day;
- Acknowledging the school's positive behaviour and supporting your child's self-discipline by encouraging good behaviour;

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- Encouraging your child to develop and sustain positive relations with their peers;
- Setting realistic academic expectations for your child;
- Talking to your child about what they are learning; how they are revising and how they can improve;
- Communicating with the school when there are concerns about performance.

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 play a vital role in promoting positive behaviour and it is important that the school and parents work in tandem to address inappropriate behaviour or academic under-performance. We recognise that this partnership is crucial in supporting the child and preventing a deterioration of behaviour, which could ultimately impede the progress of the pupil(s). Early detection of potential problems enables speedy and more effective remedies. The importance of the school/parent partnership cannot be overstressed. It is through an effective partnership that we can ensure that young people are given the necessary support to facilitate their academic, personal and social development.

Challenging Unacceptable Behaviour

A high-trust culture and the existence of very positive relationships in school means serious incidents of unacceptable behaviour are infrequent. However, a key component of a this policy is to have clear and effective guidance for dealing with unsatisfactory behaviour. The school places a great deal of emphasis on building positive relationships, where pupils see their teachers and tutors as playing a key role in helping them develop as young people, allowing them to achieve their full potential. We take a common-sense approach to sanctions and use judgement when deciding the best way to challenge unacceptable behaviour and repair relationships. However, deliberate and serious acts of indiscipline will be sanctioned appropriately. In instances of unacceptable behaviour, the responsibility for the sanction lies with the teacher or member of staff that is in the classroom or is on duty during the school day, or with the Houseparent if the matter relates to the boarding house. Repeated or serious unacceptable behaviour should always be reported to the Head of Year and in extreme circumstances, the Headmaster.

Levels of Unacceptable Behaviour

1. Minor Incidents

Minor incidents of unacceptable behaviour can be dealt with effectively by;

- Verbal explanation of why a behaviour is unacceptable, the quiet word, the apology
- Verbal reminder of school values
- Reflection process
- The setting of subject orientated extra work which can be completed outside of class
- Community service
- Break time detention
- Persistent minor incidents during the academic day should be reported to the Tutor. Continued unacceptable behaviour should be referred to the Head of Year who may impose a more serious sanction and contact parents. Persistent minor incidents in the boarding house should be reported to the Head of Boarding.
- Documented on CPOMS and iSAMS

2. Serious Incidents

Serious incidents of unacceptable behaviour or repeated minor incidents should be referred to the Head of Year if during the academic day, or the Head of Boarding if relating to an incident(s) in the boarding house. These must be documented on CPOMS and iSAMS.

Serious Incidents Include;

- Behaviour that is inconsistent with the school values
- Persistent or serious misbehaviour in the classroom / corridors / playground / pitches / boarding houses / school trips / travelling to and from school

- Serious breaches of the E-Safety Policy
- Breaches of department rules on health and safety, especially practical subjects
- Persistent breaches of uniform rules
- Persistent failure to complete work in more than one subject, following Departmental sanctions and support
- Inappropriate language
- Smoking (including vaping and e-cigarettes) or consuming alcohol on the school sites. This also applies to any school trips (UK and Abroad) irrespective of local law, pupils in uniform outside of school and boarders at any time during the school term.

No pupil will be allowed to consume alcohol/take illegal substances under any circumstance. This will also apply to any school trips (UK and Abroad) irrespective of local law. Any pupil found breaking this rule will be suspended with immediate effect.

- Attitudes and behaviours that contribute to relationship issues
- Leaving school without permission
- Deliberate misuse of mobile phone at any time in accordance with the school mobile phone policy
- Vandalism/graffiti
- Bullying
- Persistent lateness
- Some incidences of direct verbal abuse of staff e.g. rudeness or swearing in response to a member of staff.
- Minor theft
- Some cases of fighting

Sanctions may include:

- Reflection process
- Pupil/parent interview with Head of Year or Houseparent
- Consultation with relevant members of staff about the use of internal support or outside agencies
- (Multiple) lunchtime detention(s)
- School Detention held weekly with a Head of Year as required on Wednesday afternoons from 1.45pm to 4.50pm (School detention takes priority over all school activities)
- Community service
- Parental interview with Headmaster / Head of Year.
- Confiscation of mobile phone in line with mobile phone policy
- Withdrawal of relevant privileges
- Internal exclusion

The decision to put a pupil into detention should always be made after the reflection process has happened, in consultation with the relevant Head of Year and if possible, a parent should be contacted to discuss the seriousness of the issue. The relevant teacher will record the detention on the behaviour management system and will be responsible for setting or collating work for the pupil. The Head of Year will be responsible for actioning the detention and sending a letter as such to the parent. A pupil who fails to attend a detention without good reason may be required to meet with the Headmaster. This would be deemed to be a very serious breach of school rules as would a pupil, who has served (lunch time) detention three times in one year.

3. Very Serious Incidents

Very serious breaches of behaviour will be considered by the Head of Year, other members of SLT and the Headmaster.

Very Serious Incidents include:

- Persistent behaviour that is inconsistent with the school values
- Some incidences of direct verbal abuse of staff for example swearing at a member of staff

- Refusal to obey instructions from a member of staff
- Threatened or committed violence against other pupil/s or staff
- Malicious vandalism
- Repeated breaches of school rules
- Malicious accusations against school staff
- Reckless or dangerous behaviour
- Repeated defiance of school mobile phone policy
- Behaviour which causes significant damage to school property or another pupils' property
- Fighting, encouraging others to fight, use of mobile phone to record a fight
- Serious bullying
- Theft
- Use, possession or supply of illegal substances in school, on school trips or in uniform
- Very serious breaches of the E-Safety Policy and in doing so bringing the name of the school into disrepute
- The use of a mobile phone to record a member of staff
- Possession, use or threat of an offensive weapon
- Harassment of a pupil or staff member
- Other incidents deemed very serious by the Head of Pastoral Care, Head of Boarding, Heads of Year or other members of the Senior Leadership Team

Sanctions available include:

Suspension

A very serious breach of school rules may result in a pupil being suspended from school. Parents will be required to attend a suspension meeting with the Headmaster, or another member of the Senior Leadership Team, such as the Head of Year, where the reason for the suspension is explained. The pupil will also join the meeting and will have an opportunity to explain their behaviour. (Please see Exclusions Policy). To avoid disruption to the suspended pupils' learning, adequate work will be set during the period of suspension. The pupil will be supported by relevant pastoral staff and their Head of Year on their return to school following suspension.

Head of Year Detention

Head of Year would supervise a detention if the behaviour deems necessary, and will also inform the parents/guardians if necessary.

Exclusion

We may consider it inappropriate to re-instate a pupil who:

- Threatened or committed violence against other pupil/s or staff
- In possession of/ distribution of/ selling of 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 this 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 this 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/Guardians/Visitors on/off the School Premises

It is expected that parents will comply with our school regulations regarding dropping off and collecting their children 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 end of the day school time. They may not wander around the school premises unaccompanied. 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 in attendance. 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.

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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
- 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.

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 the recording of an incident on CPOMS. 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 will be reported on CPOMS. 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.

CPOMS

When a member of staff witnesses an incident, or feels concerned about a pupil or pupils, they can talk to any member of the Pastoral team and are required to log the incident on CPOMS.

Once the incident has been logged and forwarded to the correct person, the member of staff involved in the incident will find time to speak with the pupil/pupils and reflect with them. This discussion will enable the pupil, or pupils, to reflect of their actions.

The pastoral team will meet and audit the incidents logged on CPOMS and then decide if any further action is then required.

Appendix Two

APPLEFORD CODE OF CONDUCT

At Appleford School, we believe that Positive Behaviour is achieved through our CODE OF CONDUCT with our core value of **RESPECT**. Our core value of **RESPECT** means:

<i>Responsibility</i>	<i>We value doing the right thing</i>
<i>Effort</i>	<i>We value trying our best</i>
<i>Success</i>	<i>We value personal achievement</i>
<i>Perseverance</i>	<i>We value determination & grit</i>
<i>Equality</i>	<i>We value our diversity</i>
<i>Community</i>	<i>We value our positive relationships</i>
<i>Trust</i>	<i>We value each other</i>

Responsibility - We value doing the right thing

We expect that pupils in all situations will do the right thing and be kind at all times. As such, behaviour, both in and out of school, must always be such as to bring credit to the pupil and to the school.

Good manners and good taste whether in language, dress or demeanour will be expected.

Pupils should speak to a member of staff if they are aware of unacceptable behaviour, especially bullying type behaviour or if the safety or welfare of a pupil is at risk.

Effort-We value trying our best

To succeed and fulfil their potential pupils must try their best - Nothing Achieved Without Effort.

Pupils should participate fully in lessons. Effort should be put into all homework tasks.

We also encourage pupils to try their best through involvement in extra-curricular activities and value participation and excellence in equal measure.

Success- We value personal achievement

With effort, every pupil can enjoy success.

In every aspect of school life pupils are encouraged to set high personal goals and with effort and commitment pupils should try to achieve the success and rewards they deserve.

Perseverance-We value determination and grit

We encourage our young people to display grit, determination and perseverance, rising to the different challenges throughout their school career.

Equality-We value our diversity

We value our diversity and are determined to ensure that every member of the school community is treated with respect.

Community-We value our positive relationships

We are all responsible for making a positive contribution to the school community, helping to foster and strengthen the very positive and friendly relationships that exist. We value the role played by parents, Friends of Appleford School and the Shrewton Village in strengthening our sense of community.

Trust-We value each other

We encourage every member of the school community to act with integrity, reliability and fairness
We value and trust each other.

Appendix Three

Boarding Sanctions and Rewards

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 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.

Sanctions:

- One to one talk with Houseparent or lead member of staff, leading to:
 - Pupil to consider solution
 - Staff member imposing sanction
 - Head of Boarding or Headmaster imposing sanction (suspension, exclusion)

- Sanctions include: (for a set period of time)
 - Mobile phone / electronics removed (apart from pupil telephoning home).
 - Computer / tv time removed
 - Opportunity of walking to the local shop removed
 - Opportunity of off-site activities removed
 - Removal from clubs or other in-house /on site activities
 - Total or partial loss of tuck at weekend
 - Early bed time imposed
 - Shoe cleaning chore for all pupils in dorm

- Parent to be contacted and informed about sanction
- Let pupil know the outcome – always include the pupil
- Offer new structures and daily updates

Rewards:

- Pupil of the week
 - Named certificate in Celebration Assembly
 - Chocolate bar or snack
- Allowed a later bed time
- Verbal praise
- Awarding of Boarding Points
- Trip out
- End of Term trip
- Prize

Appendix Four

Classroom Behaviour Management Flow chart

Pupil not engaged in lesson/
disrupting learning of others



1st level



Pupil continues to disrupt
lesson



2nd level



Pupil continues to disrupt
lesson



Removal from
lesson

This is actioned on iSams as a negative behaviour point called **first level**. If appropriate this should also be documented on CPOMS, resulting in a reflection with the staff member.

This is actioned on iSams as a negative behaviour point called **second level**. If appropriate, should also be documented on CPOMS resulting in a reflection and a break time detention with that staff member.

The pupil will be sent to Head of Year (even if they are teaching). It is actioned on iSams and CPOMS by the staff member that sent the student out- this will also result in a detention with HOY which will be arranged when the student has been sent to their HOY. The student will still require a reflection with the teacher/ staff member that removed them.

Appendix Five

Promoting positive behaviour

Expected behaviour points

These are awarded by every teacher at the end of the lesson. This is awarded when a pupil meets all expected behaviour targets for your lesson and is the standard e.g. Jimmy arrives on time, lines up quietly outside classroom and works without distracting others in the lesson.

Be on time
Enter the room appropriately
Wear uniform correctly
Have a good work ethic
Be RESPECTFUL

All staff taking a lesson must ensure that they fill this information out on iSams at the end of every lesson. Tutors will chase up any members of staff that do not complete the information. PE staff (when giving practical lessons) are exempt from applying these points.

Positive behaviour points

This is split into two areas, academic behaviour points and social behaviour points. Academic behaviour points are reserved for exceptional behaviour and will normally be applied by the tutor. Tutors can apply these in a Thursday tutor session to students that have received expected behaviour points in all lessons. All teachers can also award these to a student that has repeatedly gone above and beyond in their lessons. All members of staff in school can award social behaviour points if they deem it appropriate. For example kitchen staff can award a social behaviour point for a student that they notice is always polite, who remembers their manners and is helpful. To award this please see the school secretary who will input it onto iSams.

Boarding points

Points are also available to boarders and can be awarded by Houseparent's for repeated good behaviour and being an asset to the house.

Rewards afternoon

At the end of each half term, Heads of Year and tutors will look at each pupils' points, if they have achieved 6 or more positive behaviour points, they will be rewarded during a collapsed curriculum afternoon. The prizes will be determined by the pupils at the beginning of each term so they are aware of what they are working towards e.g. movie afternoon, trampoline park

Commendation

At the end of every month, the Head of Year will pick a student to receive the Head of Year award. This student will receive a commendation from the Head of Year, a certificate and will be announced in assembly.

Boarding parents also have the ability to give a commendation to a pupil who they deem appropriate and award in a similar way.

School and boarding prizes cannot overlap

Headmaster's commendation

All tutors have the opportunity throughout the year to recommend a student to Mr King who they believe has upheld all Appleford values, has practised impeccable behaviour and shown that they are an asset to the school community.

Appendix Six

Lower School Behaviour Policy

The Lower School behaviour management policy mirrors that of the Upper School, using a system that is age appropriate. More points will be awarded to the LS pupils as they need regular and immediate feedback. However, rewards will be similar for pupils achieving the end of half term target, which will be a challenge for any to achieve i.e. consistently achieving expected behaviour as well as being awarded positive Dojo points. Expected behaviour Dojo points will be awarded 4 x per day after each teaching block. Expected behaviour is exactly the same as for Upper School pupils, with children expected to achieve a point for each lesson where they have modelled the expected behaviour.

Expected Behaviour:

be on time;
enter the room appropriately;
wear uniform correctly;
have a good work ethic;
be respectful.

In addition, positive Dojo points can be awarded for showing: kindness, helpfulness, politeness, resilience and best effort. The number of points earned will be known by parents who use the Dojo app. Negative behaviour (which will not be shared with parents through the app) reflects the Upper School categories, but the initial sanction will be a loss of Dojo time. Other sanctions will include children missing their playtimes to be with the reporting adult, apology letters, detentions, cleaning up, etc.

Level 1 (minor and resolved)	Level 2 (dealt with by tutor)	Level 3 (Head of LS, parents informed)
Lose 5 mins Dojo time	Lose 10 mins Dojo time	Lose 15 mins Dojo time

- **Negative Level one** – Classroom: distracting others from their learning, disorganisation of possessions or clothing. Playground: Small annoyances and low-level behaviour
- **Negative Level two** – Classroom: disrupting lessons so that learning is interrupted, low-level rudeness. Playground: Name calling, taking toys, disruption to games through roughness, etc.
- **Negative Level three** – Classroom: If you feel the child cannot remain in your class due to extreme rudeness, disruption or presenting a danger to themselves or others. Playground: They have physically or mentally hurt another child beyond a small misunderstanding.

All behaviour incidents will be dealt with the adult dealing with the behaviour for Level 1 and 2. If a HLTA is dealing with a Level 2 behaviour and cannot unpick it, this will then be taken to the child's Tutor.

All Level 3 behaviours will be reported to the Head of Lower School (JH.) She will then contact the parents to discuss their child's behaviour, the sanction and outline expectations for the future.

(see whole school Behaviour Policy).

Rewarding Positive Behaviour

Dojo Time is rewarded where children can pick a variety of exciting and fun activities off a Menu Board. Dojo time of 30 mins is given each week, but can be lost due to negative behaviour (See the minutes listed above.)

Dojo treats have to be earned by gaining a minimum of 25 points in each week (e.g. treat-size chocolate bar/pencil/small toy). This privilege of a treat will be lost if a child gets a Negative 2 or 3 Dojo.

When a student has received 150 or more positive behaviour points in a half term, they will receive a commendation from the Head of Lower School. Top student prizes and Headmaster's commendation will be given to mirror those of the Upper School.

Every week, a child from each class will receive a special Dojo certificate in our special Celebration Assembly for achieving the most Dojos and/or impressing their teacher with exemplary behaviour.

A best piece of work award will also be rewarded to a child from each class with specific reasons for the choice.

Ongoing rewards will include children's efforts being praised and highlighted during the Plenary of lessons. Children will also be encouraged to share their good work with JH on a casual basis and will receive a special sticker as a reward.

Support

To support children in managing their behaviour and friendships, Breaktime Leaders are appointed and will lead games and act as a 'Go to' if children are feeling lonely. A Buddy bench will also be used as a physical representation of this support and Play Leaders will support the children sitting on the bench.

Support groups/activities will be led by a member of staff. This will facilitate some 'Time Out' for our children that need support and intervention with their social interaction and developing friendships.

A weekly summary for teachers, detailing what each point was awarded for will be kept and monitored by Tutors and Head of Lower School. The Dojo point totals will be reset to 0 each Friday evening.