



# Promoting good behaviour and sanctions Policy

(this policy includes the Early Years Foundation Stage)

## **This policy applies to:**

Prep School

## **Person responsible for the policy:**

Deputy Headmaster

## **Review Dates:**

Last review date: September 2018

Next review date: September 2019

## Purpose

Ardingly College Prep School has high expectations of all pupils. The purpose of the behaviour policy is to enable everyone – pupils, staff and parents to share responsibility for creating an atmosphere which is conducive to successful school and childcare.

At Ardingly College Prep School we believe that there are five core values that are important for a child's education and these are described as the **Ardingly Way**. We aim to provide a friendly, caring, calm and orderly environment in which children can enjoy learning. We encourage pupils to respect property and take a pride in their school and the community in which they live. Good behaviour and learning achievement are valued and celebrated by the whole school community.

## Policy Aims

- 1 To create a school community which is safe, purposeful and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected.
- 2 To foster mutual respect and caring attitudes where all achievements are acknowledged and celebrated.
- 3 To help pupils develop responsibility for their own behaviour and grow into self-disciplined young people who show respect for others.
- 4 To manage pupils' behaviour effectively by a whole school approach to behaviour management that is clearly understood by pupils, parents and staff.
- 5 To make boundaries of acceptable behaviour clear and ensure children feel secure.
- 6 To promote a partnership of shared responsibility for behaviour.

## School Rules

In order to achieve a safe, pleasant working environment certain simple rules must be followed.

Our rules encourage children to:

- Take responsibility for their actions
- Realise they will be accountable for their actions

Emphasis is placed on self-control. Any behaviour is a chosen response.

Children are expected to:

- Care for the environment
- Care for the property and fabric of the school
- Help others

Praise is offered when a child is seen to be behaving well. We acknowledge care and consideration for others.

Form tutors discuss school rules with the children at the beginning of every term.

## Promotion of Good standards of behaviour

- 1 Undertaking at least annual review of the behaviour policy and provide training for staff in effective behaviour management where appropriate.

- 2 Developing our focus on promoting positive behaviour by evaluating and developing our use of incentives and rewards.
- 3 Using Assemblies, Chapels, rewards and responsibilities and PSHE to provide shared values and respect for each other and to celebrate children's positive attitudes to learning and behaviour.

### **Whole staff approach**

Every teacher has a responsibility for ensuring good behaviour of the children in the classes they teach and the maintenance of standards throughout the school.

All members of staff are expected to follow the behaviour policy and to follow agreed procedures for management of poor behaviour when necessary.

All members of staff are encouraged to apply rules, rewards and sanctions as consistently as possible and to treat all children fairly and with respect.

All members of staff are encouraged to be good role models for pupils, setting high standards for behaviour, work and respect.

Teachers will endeavour to form good working relationships with parents to ensure everyone works to the child's best interests.

Details of our sanctions both behavioural and academic are in an appendix to this policy: the discipline structure called the Punishment Levels.

### **Being Positive – Rewards and Recognition**

#### Statement

We consider it important that praise and rewards should have a considerable emphasis within the school and pupils will thus achieve recognition for positive contributions to school life. Contributions include sound academic work, effort, good behaviour and adherence to the code of conduct. Attention should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor.

It is expected that good standards of behaviour will be encouraged through the consistent application of the school's code of conduct supported by a balanced combination of rewards and punishments, consistent with the school's ethos. It is important to develop and maintain consistency in the application of the reward system.

#### Aims

To develop a consistent pattern of rewards, which are known, understood and agreed to by all.

This is achieved in the following ways:

To distinguish between informal rewards (such as giving praise for appropriate behaviour in and outside the classroom) and formal rewards.

Examples of situations and circumstances in which formal rewards (such as HMIs, pluses, ALP stickers, certificates for effort or achievement) may be awarded, will be reviewed and agreed upon in consultation with staff. Departments may wish to consider whether or not rewards need to be differentiated for different age groups. (You may also wish to consult and gain the agreement of pupils)

Those students especially displaying 'the Ardingly Way' may be rewarded with a Special Lunch or one of the trophies handed out weekly in celebration assembly to a member of each section of the school.

In the Prep school only a list of rewards, both formal and informal, may be drawn up for pupils, in order to support the development of consistency.

Examples of informal rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- General praise and encouragement in lessons, which should be used as much as possible
- The Headmaster or other appropriate members of senior staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate
- Recognition to be given to success of differing kinds in Celebration Assembly, Final Assembly, Prize Giving or in form time.
- Pupils' work to be displayed as much as possible in order to give recognition to it.
- Weekly newsletter to parents is used frequently covering a wide variety of academic and non-academic achievements

### **Sanctions**

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour, which make a clear distinction between serious and minor infringements of the code of conduct.

An appropriate sanction is one which is designed to put matters right and to encourage better behaviour in future. Thus it is inappropriate to punish whole groups for the misdemeanours of a few or to impose a sanction which is designed to humiliate a pupil or pupils.

The discipline structure is laid out in the Punishment Levels document.

There is a relationship between the principles of our Equal Opportunities Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the Equal Opportunities Policy will also be incorporated here. In addition, consistency in the application of sanctions also has a gender-based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, should be avoided.

### **Searching a student's possession**

In the unusual event of a student, or a student's room, locker or bag, being searched; the school ensures the rights of the student are respected and the law of the land upheld.

Professional judgement is used in all cases. The following general guidelines should be observed.

If a student is suspected of carrying an unauthorised item (for example, alcohol) a member of staff should ask the student, in the presence of a second adult witness, to turn out their pockets or bag. If the student refuses to cooperate, the member of staff should contact the Deputy Headmaster who contacts the student's parents.

The parent should be encouraged to persuade the student to agree to the search taking place. If the matter is of major concern and the student still refuses to approve of the search, then the police may be called in to conduct the personal search.

If a student's boarding area needs to be searched, it should be with their consent and the search carried out in their presence and in the presence of a second adult witness. If the student refuses permission for the area to be searched then the Housemistress should contact the parent and inform them of the situation that has led to the need for a search to be made. The parent should be encouraged to persuade the student to agree to the search taking place. If the matter is of major concern and the student still refuses to approve of the search then the Deputy Headmaster should be informed and the police may be called in to conduct the search of the room.

Whatever the student's response, staff should not:

- Touch the student forcibly. Any restraint should be in line with the College's policy on the use of restraint
- Search the student's person, which for these purposes extends to his or her outer clothing and pockets; or remove the student's clothing - even their coat - for the purpose of searching it.
- Search a student's pockets: these should be turned out by the student.
- Search a student's room or bag without them being present and without another adult witness being present.

If a search reveals any offensive weapons or knives, or evidence in relation to an offence, the item or items should be removed to a place of safe-keeping. The member of staff must inform the Deputy Headmaster. The Deputy Headmaster reports the finding of any weapons to the police. If evidence of drugs is found, the Deputy Headmaster determines what action to take in accordance with the College policy on drugs.

If tobacco or alcohol items are found in students' possession, they must be confiscated by the member of staff and taken to the Deputy Headmaster's office where the confiscation and treatment of the items is recorded. The Deputy Headmaster determines what action to take in accordance with the College policies on smoking and alcohol.

### **Early Years Foundation Stage**

The principles of this policy are followed in the early years with recognition for the age and abilities of the children.

Staff must not give corporal punishment to a child. All staff must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.

To fail to meet these requirements is an offence. Staff will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

Staff must report any incident physical intervention is used to their manager and must keep records of the event and outcome. If physical intervention is used the parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

Staff must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

### **Physical intervention in the Early Years Foundation Stage.**

Children in the Early Years Foundation stage may be unable to reason and can become distressed. This may lead to the need to restrain a child. In all cases:-

- Emphasis should be on managing an incident through nonphysical/non-threatening strategies
- Any use of physical restraint/reasonable force is to be avoided. It should be used only as a last resort when it is clear a child presents a danger to themselves or others (see 'The Law', below).

### **The Law**

Reasonable force can be used to prevent children committing a crime, causing injury or damage or causing disruption. (Section 550A, Education Act 1996)

### **Definition of physical restraint**

There is no legal definition of 'reasonable and absolutely necessary' restraint as it depends on the circumstances of each case.

Any force used should always be the **minimum** needed to achieve the desired result.

There are three broad categories in which reasonable force may be necessary:

- In self defence
- Where a weapon is involved
- If there is a developing risk of injury or significant damage to property.
- Where a child is behaving in a way that is compromising good order and discipline and the safety of self and/or others

### **Types of restraint that MAY be appropriate**

- Any holding tactic in which a child is restrained without injury until they calm down
- Physical contact with a child designed to control any of their movements which pose a danger. Standing by their side will minimise the risk

- The holding of a child's arms by the wrist to prevent/restrict striking/kicking
- Physically preventing a child from exposing themselves to possible danger by leaving the premises.

**Unreasonable/unsafe actions that should not be used.**

- Any hold that restricts a child's breathing
- Any use of excessive pressure on any part of a child's body
- Forcing or twisting of joints or limbs e.g. a child's arm up their back
- Sitting on a child
- Lifting a child off the floor in order to intimidate them

**Prohibited forms of control**

- Corporal punishment
- Restriction of liberty i.e. *Forced* to spend time *alone* against the *child's will*

**Who may restrain?**

Staff employed by the College may restrain a child only if the above guidelines have been followed and they have first given a clear instruction to the child warning them of the consequences of failure to comply

Staff should ensure that a second adult is present to act as a witness and to reduce the risk of the child or member of staff suffering bodily harm

Staff must ensure they employ minimum force and release a child from restraint as soon as safely possible.

There must be a written record of the incident and this should be fed in the agreed way to parents/carers

**Consideration must be given as to what is developmentally appropriate for the child**

**Recording:**

Always report any incident to the Head of Nursery or Head of Pre-Prep and write a full report.

The report should include:

- The name(s) of the pupil(s) involved and when and where the incident took place
- The names of other staff and pupils who witnessed the incident
- The reason force was necessary
- How the incident began and progressed, including details of the pupils' behaviour, what was said by those involved, the steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long
- The pupils' response and the outcome of the incident
- Details of any injuries suffered by the pupil, another pupil or any member of staff and of any damage to property.