Dudley House School Behaviour Policy

Contents

1. Aims

This policy aims to:
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

It is a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour.

Misbehaviour is defined as:
- Disruption in lessons, assemblies, and at break and lunchtimes
- Not following agreed rules
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Fighting
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling and rewarding positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The headteacher will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

These are summarised in Our Golden Rules: Show Respect   Be Kind   Keep safe   Be your best
(see Appendix 4)

7. Rewards and sanctions

The school promotes and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation and provide an environment where everyone feels happy, safe and secure.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points
- Stickers
- Bronze, silver, gold, platinum, special certificates for every 20 stickers collected
- Entry in the weekly Golden Book along with a golden book sticker
- Star of the week trophy
- Certificates
- Letters or phone calls home to parents
- Special responsibilities/privileges

Medals and Trophies - for excellence and endeavour, progress, curriculum achievement, swimming and for friendship and kindness.

Certificates for good behaviour along with all their efforts and achievements are added to each child's Record of achievement.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Moving the pupil to a space on their own or nearer teacher
- Sending the pupil out of the class to work in another class
- Redoing a task
- Expecting work to be completed at home, or at break or lunchtime
- Removing privileges e.g. leisure time
- Doing community service
- Timeout against the playground fence
- Referring the pupil to the headteacher
- Informing parents, personally or by telephone or letter (see Appendix 3 sample letters to parents)
- Putting a pupil 'on report' (see Appendix 5)

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or at a sports event.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to the Child Protection and Safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Good Practice

- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Don't leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.

8.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of a session
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

8.4 Confiscation

Children should only bring their snack, lunch, drinks bottle, book bag and sports kit to school. Any additional items should be cleared with the class teacher before being brought to school.

Any other items like toys from home, trading cards, mobile phones and harmful substances or objects found in pupils' possession will be confiscated. These items will be returned to parents at the end of the day.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies where possible and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition session(s) with their new teacher. In addition, staff members will hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Fixed-term and permanent exclusions

10.1 Exclusion

We are an inclusive school and do not wish to exclude any child from school, but sometimes this may be necessary when an action, or a pattern of persistent behaviour by a pupil:

    i. Cannot be contained by the school;
    ii. Significantly affects the overall ethos of the school;
    iii. Significantly influences the actions, attitudes and behaviour of other pupils;
    iv. Undermines the principles and philosophy on which the school is based.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school.

If it is felt necessary to exclude a child for more than one week this will be discussed and ratified by the board of governors.

In extreme and exceptional circumstances, the school governors may ask the parents to permanently remove their child from the school.

10.2 Informing Parents

If the headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

10.3 Appeals

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and approved by the full governing board every 3 years or earlier if necessary.

12. Links with other policies

This behaviour policy is linked to the following policies:
- Anti-bullying policy
- Child protection and Safeguarding policy
- Playtime supervision policy

Signed: **Date:** June 2020

Appendix 1: Written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Behaviour log

INCIDENT FORM

Day and Date: ....   Time: ....

Place: ....   Type of Incident: Behaviour / Bullying / Other

Children involved ....

1. Description of the incident.

2. How did the incident end?

3. Action taken.

Reported by:...   Witnessed by:...

Follow up needed: Yes / No
What:

People informed of the incident (staff, governors, parents, police):

Appendix 3: Letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Incorrect uniform behaviour letter

Date:.................................

Dear Parents,

We noticed that _____ was not wearing the correct school uniform today, as they didn't have their _____. We do appreciate that this is probably an oversight on your part and would be grateful if you could ensure that the correct uniform is worn at times / they have their PE kit in school.

At Dudley House we encourage all children to take a pride in their appearance and ensure they are smartly dressed. We therefore ask parents to ensure that their child wears the correct uniform at all times and that it is clean and in good repair.

Thank you for your support regarding this matter. If there are any issues please contact the school.

Yours sincerely

Our Golden Rules

Show Respect

Be kind

Keep Safe

And be your best

Dudley House School Report Card

Name:_____ Date: _____

Day number: 1   2   3   4   5   6   7   8   9   10

Session	Comments about the session (behaviour, work, attitude)	Reported to Headteacher
1st Session		
Playtime		
2nd Session		
Lunch		
3rd Session		

Behaviour / work acceptable: Yes / No   To continue on report: Yes / No