

Forres Sandle Manor (Non-Academic) Policy

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| Policy Title | Behaviour and Discipline (Staff Guide) |
| Policy Lead (Appointment) | Deputy Head (Academic) (WP) |
| Date of Last Review | January 2022 |
| Date of Next Review | July 2022 |

BEHAVIOUR & DISCIPLINARY POLICY

The Interim Head holds the responsibility of ensuring that policies designed to promote good behaviour and discipline on the part of the pupils are pursued at FSM. The policy is written with due regard to DfE Publication: **Behaviour and Discipline in Schools** (2016), and is to be read in conjunction with the School's Anti-Bullying Policy, Cyber-bullying Policy, Boarding at FSM Policy, Use of Reasonable Force Policy, Searching Pupils Policy and the 'prejudiced based abuse' section within the Safeguarding Policy. The Interim Head, staff and governing body take their responsibility to safeguard and protect the welfare of children very seriously and work closely with other agencies to ensure the best standards of care and support.

This Policy sets out measures which aim to:

- Promote good behaviour, self-discipline and respect.
- Prevent bullying.
- Ensure that pupils complete assigned work
- Regulate the conduct of pupils.

FSM's behaviour policy will be made available on the school website for all staff, parents and pupils and will be published annually on the School and Staff noticeboard.

The Designated Lead for behaviour management within EYFS is Tracy Spottiswood.

GUIDELINES FOR A HAPPY SCHOOL

FSM does not wish to operate according to an exhaustive list of school rules. The emphasis should always be to find and encourage the good in people and always to give individuals the opportunity to redeem themselves with the help and careful guidance of staff. To this end we aim to develop positive or *assertive* behaviour within FSM which encompasses respect for the individual and which teaches pupils about what should be acceptable in the FSM community.

As such, FSM observes a number of interrelated basic principles.

FUNDAMENTAL BELIEFS

FSM holds to 3 fundamental beliefs:

- Firstly, that we all work better when we are happy.

- Secondly, that consideration for others is highly important.
- Thirdly, that children need time and space, respect and encouragement...warmth and security.

From this comes the FSM WAY:

- Respect.
- Kindness.
- Honesty.

OUR VISION

From these guidelines and beliefs stems our vision of:

Happy Children Succeed

Everything we do is guided by the above and all members of the FSM community are expected to support and encourage these principles. Staff will actively promote these principles in all aspects of FSM life. Any action which is contrary to them is discouraged.

LEARNING TO BEHAVE:

The school aims to provide a safe, secure, supportive environment where students can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behavior.

To encourage this, staff will:

- Model exemplary behaviour.
- Treat all children and adults with respect.
- Speak politely to each other.
- Build pupil confidence and self-esteem through positive reinforcement.
- Avoid using critical or sarcastic language.
- Recognise student effort and achievements on a regular basis and celebrate success.
- Keep parents informed about success, efforts and achievements.
- Challenge unacceptable behaviour.
- Work in partnership with parents through regular contact to help improve behaviour.

ABSOLUTE RULES

We will not accept specific types of behaviour which breach what may be regarded as *absolute rules*:

- Bullying or intimidation (in any shape or form).
- Theft.
- Vandalism.
- Violence.

Should a child be involved in any of the above, he or she will place his or her future at FSM in jeopardy.

There are 4 other areas, which will also be regarded as very serious:

- Persistent disobedience.
- Knowingly or carelessly jeopardizing the safety and well-being of oneself or others.
- Lying or blatant dishonesty.
- Any child affecting the learning of another child (for persistent offenders the child will be removed from the room and sent to Head of Pre-Prep, Deputy Head (Academic) or the Interim Head).

All these issues above will certainly be referred to the Deputy Head (Academic), who will usually discuss incidents with the Interim Head.

EXPECTATIONS

Less critical, but nonetheless important, areas of conduct include the following expectations:

- Being punctual.
- Maintaining a neat and tidy appearance and adhering to the FSM dress code.
- Not disrupting the privacy, sleep or general well-being of others.
- Safeguarding the fabric, décor and furniture of FSM.
- Always acting as a good ambassador of FSM.
- An awareness and support of **FSM's Golden Rules**:

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| Do be gentle | Do not hurt anybody |
| Do be kind & helpful | Do not hurt people's feelings |
| Do work hard | Do not waste your time |
| Do look after your property | Do not damage things |
| Do listen to people | Do not interrupt |
| Do be honest | Do not cover up the truth |

BOUNDARIES

- Children should at all times remain within the boundaries of FSM's grounds.
- Children are only allowed in the woods and the Top Moor when given permission, and supervised, by a member of staff. Children are not allowed to play in the woods beyond the imaginary line created by the hedge separating the South Garden and Tennis Courts.
- Children are not allowed to play in the car parks and from Autumn half term to Spring half term (depending on prevailing conditions) not allowed to play, after lessons, beyond the path to the DT block.

BANNED ITEMS

Pupils are banned from bringing the following items onto the school grounds or to events that take place within the responsibility of the school:

- Knives or weapons, alcohol, illegal drugs and stolen items.
- Tobacco and cigarette papers, fireworks and pornographic images.

- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property.

Should a pupil be suspected of possessing any of these items then the school have the right to conduct a search of that pupil or their belongings.

Please refer to: *Searching Pupils Policy*.

DEALING WITH UNACCEPTABLE BEHAVIOR

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour.
- Tell the child what we find unacceptable and why.
- Explain how they could have behaved differently, modeling what they could have done or said.
- Try to find out why the child is behaving this way.
- If the poor behaviour is repeated, or if it is judged to be serious, the Graduated Disciplinary Response must be followed.

BEHAVIOUR AND DISCIPLINE WITHIN THE BOARDING HOUSE:

The above expectations and rules, and any subsequent follow up are also carried through into the Boarding House, alongside additional specific codes of behaviour and sanction.

Please refer to: *Boarding at FSM Policy*

REWARDS AND SANCTIONS

PRINCIPLES

Fairness and Consistency

- Clearly identifiable rewards and sanctions should be known by the pupils and staff.
- We must be consistent, individually and corporately. As with the children we, as individual members of staff, are all unique and will inevitably deal with matters of discipline in our own way. It is hoped, however, that the guidance contained within this document will help to ensure a consistency that will be identifiable to the children so that they are able to live their day to day lives without confusion, as happy and confident members of the community.

Equality based on needs (Equality Act, 2010)

Although we must seek to be consistent we must also remember the uniqueness of each individual. Our approach and response should show recognition of this fact.

REWARDS

- Our Rewards Policy encourages and rewards students who apply themselves and behave in a commendable way to support the ethos of the school as role models and to develop their own potential
- It is not an end in itself and not the main means of promoting positive behaviour and regular attendance, or addressing inappropriate behaviour and irregular attendance. It sets clear standards and expectations that have a purpose and role in the schools'

overall strategy. Its purpose relates to improving behaviour for learning, with students achieving changes in their behaviour and taking responsibility for their actions. It is based on robust principles consistent with the schools' behaviour policy

House Points

- House points should be used as our main positive system of rewards. We must recognise the good things which the children do as often as possible and ensure that they feel valued as members of the school community.
- House points are awarded for a wide range of positives, including:
 - Progress.
 - Good standards of achievement.
 - Effort.
 - Helpfulness.
 - Kindness.
 - Good manners.
- House points can also be awarded for demonstrating our FSM Learning Powers or other desirable qualities.
- In general, only award one house point for any individual situation. Only in exceptional circumstances should 2 house points be awarded.
- Try to ensure that the children know when they have been awarded.
- The Pre-Prep department encourage good/positive behaviour through the award of House Points, as well as stickers and 'special mentions' in their weekly assembly linked to SEAL themes.
- Record house points on SchoolBase which are collated weekly.
- Encourage children to recognise house points as important both on an individual level but also in contributing to the cumulative total of their *House* (Broomy, Hasley, Pittswood, and Sloden).
- House points are collated fortnightly and go towards a fortnightly and half-termly total. Results are announced fortnightly at Interim Head's assembly. Top individual house point scores in each form are also announced. The Top scorer each fortnight receives a 'star' badge. At the end of each term top scorers in each form receive prizes. The winning house earn the Stars Trophy

Subject Certificates

Subject Certificates are awarded for particularly good or an improving standard of work.

Interim Head's Commendations

Interim Head's Commendations are also awarded for excellent or improving school work.

SANCTIONS

Sanctions follow on from transgressions, which indicate a kind of failure in the breakdown of systems or communication. Our Behaviour Policy should be based on success not failure. This underlines the importance of our **House Points** system which rewards and praises. All sanctions, therefore, are seen within the context of this positive disciplinary code and are adjusted within reason for pupils with Special Educational Needs or Disability (Equality Act 2010).

- Poor behaviour must be addressed and all staff have a professional obligation to highlight and help students improve their behaviour.
- Sanctions should help the pupils to adjust their behaviour through making the correct choices.
- All sanctions must be fair, reasonable, proportionate and not in breach of any legislation such as disability, SEN and race
- Staff should be positive. Avoid “don’t” or phrases like “do it because I say so”. This teaches a child nothing. Be prepared to explain.
- Avoid confrontations, loss of temper, raised voices or any form of physical or verbal intimidation.
- Discipline is administered with calm, not anger and works best when it is applied thoughtfully, consistently and a distinction is drawn between the poor behaviour and the individual – it is the action not the individual that we are criticising. A student who perceives animosity or lack of respect from a teacher is more likely to react adversely
- Give children a chance. They (we!) all make mistakes, sometimes by accident, without being able to help it, and sometimes deliberately. Children must always know that there is a ‘way out’ and a way in which they can redeem themselves.
- When a child is in need of reprimand or sanction they should be fully involved in the process. Children should be asked to account for their actions (recognition of fault) and share in discussions about appropriate sanctions or ways forward so that they recognise the need for making amends. In this way they will learn from their mistakes and will not be resentful or feel unjustly treated.
- Sanctions should be short and ‘out of the way’.
- **Any form of corporal punishment is completely forbidden.**

FSM’s expectations apply and can be followed up by staff at all times when pupils are:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

PLACES AND TIMES

We need to be aware that breakdowns in discipline will more likely occur if children are not adequately supervised. Some places and times need particular attention.

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| Boot & Changing Rooms | <ul style="list-style-type: none"> • Before school, during break times, between lessons. • Children should not be left unsupervised when showering or changing. |
| DHH | <ul style="list-style-type: none"> • Lining up before assemblies, maintaining quiet, orderly entry and exit. |
| Dining/FOSM Room | <ul style="list-style-type: none"> • Lines, noise, manners. Staff should adhere to the supervision rota. |
| Outside Classrooms | <ul style="list-style-type: none"> • When lining up for class. It is important that staff are there to receive the children. • Children should not line up on stairs. |
| Swimming Pool | <ul style="list-style-type: none"> • There are separate rules which apply to the pool. |
| Prep | <ul style="list-style-type: none"> • Children are expected to be punctual and are required to complete prep in silence. |
| Common Rooms / Games Room | <ul style="list-style-type: none"> • In particular, during free time. |
| Corridors | <ul style="list-style-type: none"> • Throughout the day pupils are expected to move around FSM in a quiet and orderly manner |
| Open Spaces | <ul style="list-style-type: none"> • Children need to be respectful of each other during play times and aware of any potential dangers in their play time activities. |
| Dormitories | <ul style="list-style-type: none"> • Before and after school. • Boarders should not go to the dormitories during the school day unless they have gained permission from a member of staff. |

When on duty, staff should know what is happening. Communicate with the children. Be interested in what they say and do. 'Be there' for the children. Be prepared to ask prefects. Give them a greater sense of responsibility and worth.

INTERVIEWING PUPILS FOR DISCIPLINARY MATTERS

This should always take place with the knowledge of another member of staff and, where possible and appropriate, in the presence of a third party. Discussions should take place with a sensible space between the pupil and staff member and, if possible and appropriate, with an open door so that others are aware the discussion is taking place. Use utmost care regarding private interviewing of pupils.

SUPPORT FOR PUPILS

- The different natures of peer groups can often throw up 'powerful' individuals who, sometimes through no fault of their own, impose positive or negative influences on their peer group.
- Peer group influences can be strong so the right guidance needs to be given to create a contented environment that allows each child to develop their own unique characteristics and to feel happy. This will be partially achieved through our Lifeskills programme, but, more importantly, it will be achieved through our on-going communication with the children on all matters – academic, social, emotional and spiritual. Our tutor and circle times are important aspects of our timetable and form a strong part of our Pastoral care and Behaviour management.
- We need to be aware of troubled children and we communicate concerns through the School Base Day Book, Staff and Resident meetings and the Deputy Head's Pupils of Concern sheet. The emotional effects of key incidents at home or at school cannot be

over-emphasised. Individuals deal with and react to incidents in their own way. We need to be aware of this and of the need to be prepared to offer the right level of sensitive support.

- We should avoid the temptation to label children as a result of repeated incidents of ill-discipline. There will be a danger here that these children will label themselves in a negative way given their increasingly low self-esteem and making it all the more difficult to get 'back on track'.
- We should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow FSM's safeguarding policy.
- We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, FSM will consider whether a multi-agency assessment is necessary.

PUPIL MANAGEMENT AND DEVELOPING GOOD COMMUNICATION SKILLS

We must each primarily be responsible for the behaviour of the pupils we are responsible for. This must be based on a mutual recognition, between teacher and pupils, as to what the expectations are within a lesson. Ultimately good behaviour within a school is dependent on the development of good communication and relationships with pupils. Take the time to develop these relationships in the context of the teaching/learning and boarding environment.

A GRADUATED DISCIPLINARY RESPONSE (GDR)

All disciplinary incidents should be recorded on SchoolBase. This is read on a daily basis by the Deputy Head who informs the staff of the event and action the next morning. All staff are thus fully informed whether they are day or boarding staff, full time or part time. The Deputy Head's will regularly review SchoolBase to look for any patterns of behaviour and inform staff if there are points of note or concerns.

| Stage | Examples of Behaviour | Possible Sanctions | Comments |
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| Stage 1 | <ul style="list-style-type: none"> • Interrupting/calling out. • Losing concentration. • Ignoring instructions. • Not completing sufficient work in lessons. • Silly noises. • Not completing Prep to the expected standard, including reading regularly at home as outlined by the class teacher. • Running inside buildings. • Being in the wrong place at the wrong time | <p>Quiet reminder.</p> <p>Non-verbal signals (e.g. Eye contact, pointing).</p> <p>Name on board – after 3 warnings in a day move to stage 2.</p> <p>Moved to another position/change of seating.</p> <p>Extra work or repeating unsatisfactory work until it meets the required standard</p> | <p>Often praising those behaving in the manner you wish (e.g. 'Thank you to all of you who are walking along the corridor sensibly') has a positive effect on those not behaving.</p> <p>There are many occasions when these methods and a quiet word will be sufficient.</p> <p>This is an important part of our pastoral care and should be noted on School Base.</p> |

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| | <p>(e.g. in the dormitories at break times).</p> <ul style="list-style-type: none"> • Messing about in lines. • Talking in assembly. | <p>Some incidents in this stage may result in immediate loss of break time e.g. not running in corridors, as children are given constant reminders of this.</p> | |
| Stage 2 | <p>Persistent Stage 1 behaviour</p> <ul style="list-style-type: none"> • Affecting the learning of other pupils. • Late arrival to lessons without just cause. • Unsatisfactory or late work. • Rudeness. • Inappropriate remark to other pupils. • Minor challenge to authority. • Damaging school's/pupil's property • Harmful/offensive name calling. • Harming someone but medical treatment is not necessary. • Going 'Out of Bounds.' | <p>Extra work or repeating unsatisfactory work until it meets the required standard.</p> <p>The setting of written tasks, such as an essay or copying out of key school guidelines.</p> <p>Missing a break time or an after school activity.</p> <p>Waiting outside the Staff Room or Deputy Head's Office for a set period of time.</p> <p>School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; or helping clear up the dining room.</p> <p>Attending Academic or Deputy Head Detention.</p> | <p>These sanctions will need supervision or checking by the member of staff involved. Staff must make sure that the child is free to attend and not involved in another activity.</p> <p>Work set may be done in free time, day children's prep, written in the pupil's prep book for completion within 24 hours or at the Weekly Detention.</p> <p>Detentions should be recorded on Teachers/Detentions.</p> <p>The writing of lines should never be given as a punishment and children with any form of learning difficulty should not be given a written task as a sanction.</p> <p>Form Tutors or House parents are also likely to become involved at this point.</p> <p>Parents informed if children in Detention more than 3 times per half term and a programme for progress discussed.</p> |
| Stage 3 | <p>Persistent Stage 2 behaviour</p> <ul style="list-style-type: none"> • Persistent swearing. • Deliberately hurting someone so they need minor medical help. • Continued or more serious cheek/challenge to authority. • Stealing. • Repeated refusal to do a set task. | <p>Loss of privileges – for instance the loss of a responsibility / access to common or games room</p> <p>Missing regular break times after school activities or events/trips</p> <p>Regular reporting or scheduled uniform and other behaviour checks.</p> | <p>Referral to the Deputy Head: Although all staff will be expected to take responsibility for most behaviour and to deal with it accordingly, they may wish to refer a child to the Deputy Head. This can be used to defuse a difficult situation, to explore the sanction options available in a particular case or when the behaviour is such, that the Deputy or Head are</p> |

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| | <ul style="list-style-type: none"> Highly offensive remarks to children. <p>Any incidents of bullying inappropriate language, or deliberate damage should be reported to the Deputy Head as soon as possible.</p> | <p>Sent to the Deputy Head Meeting with Deputy Head and Form Teacher or House parents.</p> | <p>likely to consider contacting the parents.</p> <p>Interim Head teacher informed. Telephone call to inform parents.</p> |
| Stage 4 | <p>Persistent stage 3 behaviour</p> <ul style="list-style-type: none"> Deliberately hurting someone so they need moderate medical help. Bullying. Fighting. Racism. Violence. Very serious challenge to authority. Leaving school without permission. | <p>Sent to the Deputy Head.</p> <p>A period of 'Time Out' with the Deputy Head.</p> <p>A work or behaviour card may be designed by the Deputy Head and Form tutor. This may be to improve concentration, the effect he/she is having on others or organisation.</p> <p>Ban on representing the school and/or trips outside school – fixed period.</p> <p>Internal exclusion from lessons.</p> | <p>Matters of grave importance, including bullying or anything of a sexual nature, should also be reported the Interim Head.</p> <p>There may be an occasion when a child has been very unkind to another child and too such a degree that they may move to a Yellow card and be Internally Suspended straight away.</p> <p>Interim Head teacher informed Meeting with parents. The parents will also be informed that the next stage of the disciplinary process will be a 'Yellow Card' and an Internal Suspension.</p> |
| <p>If the child continues to show behaviours that do not comply with being an FSM Citizen then a Warning Light System will take place. At each stage, the staff and parents will be informed.</p> | | | |
| Yellow Card | <p>Persistent stage 4 behaviour</p> <ul style="list-style-type: none"> Deliberately hurting someone so they need major medical help. Persistent verbal abuse to a member of staff. Physical abuse to any member of staff/adult. Malicious physical assault on another pupil. | <p>Internal suspension for morning or afternoon to include a lunchtime.</p> <p>Children will normally be withdrawn from all school activities for a period of time and work will be set for them. They will be placed in the Deputy's Office or outside the Interim Head's Office. The door will not be closed and they will be checked regularly by staff.</p> <p>A behaviour contract may be introduced at this point.</p> | <p>This sanction can be used for boarders or day children.</p> <p>The Interim Head will be kept informed and depending on the situation/incident will be a part of the process.</p> <p>Parents will always be informed.</p> <p>The parents will also be informed that the next stage of the disciplinary process will be an 'Orange Card' and an external Suspension.</p> <p>Depending on the context of individual situations the sanction could be increased immediately.</p> |

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| Orange Card | Repeated Yellow card behaviour <ul style="list-style-type: none"> Yellow card behaviour of a more serious nature. | Suspension at home is normally used for more serious offences or where the child is unable to co-operate with internal suspension. | <p>There may be times when a pupil remains at home but is not suspended.</p> <p>The child's next school may be informed.</p> <p>The parents will also be informed that the next stage of the disciplinary process could be a 'Red Card' and Permanent Exclusion.</p> |
| Red Card | Repeated Orange card behaviour <ul style="list-style-type: none"> Use of or possession of weapons. Drug dealing. Serious threats of and actual violence. Repeated Bullying. Where FSM believes that a child's presence in the school represents a serious threat to others. | Permanent Exclusion from the School. | Permanent Exclusion is retained as the ultimate sanction and is only taken after consultation with the Chair of the Board of Directors. |

Corporal punishment is illegal in all circumstances.

Academic Detention & Pastoral Detentions

- Weekly detention slot is on Fridays during 1st break, this also acts as a catch-up session for any child in Upper School who has not satisfactorily completed/handed in work on time. This takes place in the Library / Front and is supervised by the Deputy Head.
- A list of names is compiled by the Deputy Head by Thursday.
- Tasks at this slot will be determined by the member of staff setting the sanction and will need to be differentiated depending on the age and ability of the child and the reason for the sanction. Work set is to be appropriate.
- If a child has a music or Learning Centre lesson during a Friday break-time and is required to have a detention a new time will be organised by the Deputy Head.

STAFF DEVELOPMENT AND SUPPORT

Staff have the right:

- To be supported by peers and managers.
- To be listened to and be able to share their opinions.
- To be made fully aware of the schools' systems, policies and expectations and any changes made to these.
- To receive appropriate training to increase skills in behaviour management.

ALLEGATIONS OF ABUSE AGAINST STAFF

Any allegations of abuse will be taken seriously and we will ensure that they are dealt with quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

In an event that an allegation is investigated and is found to have been a malicious accusation, any records will be removed and not referred to in any employer references.

If a pupil has made a malicious allegation an appropriate sanction will be issued. This could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

EQUALITY ACT 2010

The policy acknowledges the schools' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN)

FURTHER LINKS AND POLICIES

- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
 - <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
 - <https://www.gov.uk/government/publications/school-exclusion>
 - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
 - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
 - FSM Anti-Bullying policy (Main policies file).
 - FSM Cyberbullying and Safeguarding and IT Policy (Main policies file).
 - FSM Boarding Policy (Main policies file).
 - FSM Use of Reasonable Force Policy (Main policies file).
 - FSM Searching Pupils Policy (Main policies file).
 - FSM Esafety Policy and Pupil User Agreement
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- The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. <https://www.gov.uk/government/publications/good-behaviour-in->