



<b>Policy Title</b>	Pupil Behaviour Management Policy
<b>Policy Lead (Appointment)</b>	Deputy Head (Academic) (WP)
<b>Date of Last Review</b>	November 2022
<b>Date of Next Review</b>	November 2023

**The 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.**

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.

### **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.

## **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**:

Do be gentle	Do <b>not</b> hurt anybody
Do be kind & helpful	Do <b>not</b> hurt people's feelings
Do work hard	Do <b>not</b> waste your time
Do look after your property	Do <b>not</b> damage things
Do listen to people	Do <b>not</b> interrupt
Do be honest	Do <b>not</b> 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.

## **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.

## **REWARDS**

- Our Rewards Policy encourages and rewards students who apply themselves and behave in a positive way to support the ethos of the school as role models and to develop their own potential
- 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.

### **Subject Certificates**

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

### **Head's Commendations**

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

**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.

### **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 / Resident meetings and the Assistant Head's running record listing 'Pupils of Concern'. 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.

### **A GRADUATED DISCIPLINARY RESPONSE (GDR)**

All disciplinary incidents should be recorded on SchoolBase. This is read on a regular basis by the Deputy Head. If staff wish to highlight an issue they should notify the Deputy or Assistant Head of an incident via the SchoolBase email option. The Deputy or Assistant Head will reply, informing other staff, as required. All staff are thus fully informed whether they are day or boarding staff, full time or part time. The Deputy and the Assistant Head will regularly review SchoolBase to look for any patterns of behaviour and inform staff if there are points of note or concerns.



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Stage	Examples of Behaviour	Possible Sanctions
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>• Interrupting/calling out.</li> <li>• Losing concentration.</li> <li>• Ignoring instructions.</li> <li>• Not completing sufficient work in lessons.</li> <li>• Silly noises.</li> <li>• Not completing Prep to the expected standard, including reading regularly at home as outlined by the class teacher.</li> <li>• Running inside buildings.</li> <li>• Being in the wrong place at the wrong time (e.g. in the dormitories at break times).</li> <li>• Messing about in lines.</li> <li>• Talking in assembly.</li> </ul>	<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>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>
<b>Stage 2</b>	<p><b>Persistent Stage 1 behaviour</b></p> <ul style="list-style-type: none"> <li>• Affecting the learning of other pupils.</li> <li>• Late arrival to lessons without just cause.</li> <li>• Unsatisfactory or late work.</li> <li>• Rudeness.</li> <li>• Inappropriate remark to other pupils.</li> <li>• Minor challenge to authority.</li> <li>• Damaging school's/pupil's property</li> <li>• Harmful/offensive name calling.</li> <li>• Harming someone but medical treatment is not necessary.</li> <li>• Going 'Out of Bounds.'</li> </ul>	<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><b>Stage 3</b></p>	<p><b>Persistent Stage 2 behaviour</b></p> <ul style="list-style-type: none"> <li>• Persistent swearing.</li> <li>• Deliberately hurting someone so they need minor medical help.</li> <li>• Continued or more serious cheek/ challenge to authority.</li> <li>• Stealing.</li> <li>• Repeated refusal to do a set task.</li> <li>• Highly offensive remarks to children.</li> <li>•</li> </ul> <p><i>Any incidents of bullying inappropriate language, or deliberate damage should be reported to the Deputy Head as soon as possible.</i></p>	<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 a school event/trip.</p> <p>Regular reporting or scheduled uniform and other behaviour checks.</p> <p>Sent to the Deputy Head</p> <p>Meeting with Deputy Head and Form Teacher or House parents.</p>
<p><b>Stage 4</b></p>	<p><b>Persistent stage 3 behaviour</b></p> <ul style="list-style-type: none"> <li>• Deliberately hurting someone so they need moderate medical help.</li> <li>• Bullying.</li> <li>• Fighting.</li> <li>• Racism.</li> <li>• Violence.</li> <li>• Very serious challenge to authority.</li> <li>• Leaving school without permission.</li> </ul>	<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 and free time.</p>
<p>If the child continues to show behaviours that do not comply with being an FSM Citizen then a <b>Warning Light System</b> will take place. At each stage, the staff and parents will be informed.</p>		



<b>Yellow Card</b>	<b>Persistent stage 4 behaviour</b> <ul style="list-style-type: none"><li>• Deliberately hurting someone so they need major medical help.</li><li>• Persistent verbal abuse to a member of staff.</li><li>• Physical abuse to any member of staff/adult.</li><li>• Malicious physical assault on another pupil.</li></ul>	Internal suspension for morning or afternoon to include a lunchtime.  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 Head's Office. The door will not be closed and they will be checked regularly by staff.  A behaviour contract may be introduced at this point.  Depending on the context of individual situations the sanction could be increased immediately.
<b>Orange Card</b>	<b>Repeated Yellow card behaviour</b> <ul style="list-style-type: none"><li>• <b>Yellow card behaviour</b> of a more serious nature.</li></ul>	Suspension at home is normally used for more serious offences or where the child is unable to co-operate with internal suspension.
<b>Red Card</b>	<b>Repeated Orange card behaviour</b> <ul style="list-style-type: none"><li>• Use of or possession of weapons.</li><li>• Drug dealing.</li><li>• Serious threats of and actual violence.</li><li>• Repeated Bullying.</li><li>• Where FSM believes that a child's presence in the school represents a serious threat to others.</li></ul>	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 1<sup>st</sup> 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.

### **EQUALITY ACT 2010**



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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)