

Forres Sandle Manor (Non-Academic) Policy

Policy Title	Pupil Behaviour Management
Policy Lead (Appointment (& Initials))	Deputy Head Pastoral (LM)
Date of Last Review	September 2024
Date of Next Review	September 2025

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.

School Vision

Our vision is to prepare our pupils to thrive in the 21st Century by using their talents to improve the lives of others and through doing so, make their own unique mark on the world.

We aim to achieve this by ensuring all our pupils are:

Inspired – to discover and become their best version.

Happy – with who they are now and feeling equipped for the world they are entering into.

Successful – have achieved outcomes at FSM which are beyond what they previously thought were possible.

Our Community Values

We have 5 community values at FSM which together represent the culture, ethos and 'feel' of our school. These are displayed prominently in every classroom and are referred to regularly when celebrating pupils' achievements, including the awarding of house points.

Our 5 community values are;

- Commitment
- Love of Learning
- Kindness
- Respect
- Responsibility

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 demonstrating our community values.

Praise Postcard

- Awarded by the teacher or tutor for something worth 2 Housepoints (Still add the two Housepoints to the journal).

Subject/Tutor Certificates

- Awarded by the teacher or tutor for something worth 3 Housepoints (Still add the two Housepoints to the journal).

Senior Leader Award

- Awarded by Deputy Head (Academic), Deputy Head (Pastoral) Assistant Head (Co-Curricular & Boarding)) or Head of Pre-Prep to recognise a particular achievement or recognition of consistent demonstration of Community Values, going above and beyond.

Head's Commendations

- Public recognition of exceptional contribution to the FSM Community.

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 Community Values***.

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, cigarettes, vapes 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 has the right to conduct a search of that pupil or their belongings (see searching pupils policy).

DEALING WITH UNACCEPTABLE BEHAVIOUR

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, modelling what they could have done or said.
- Try to find out why the child is behaving this way.
- Work with the Tutor to provide the necessary support
- If the poor behaviour is repeated, or if it is judged to be serious, the Graduated Disciplinary Response must be followed.
- For boarding behaviour management, please see the boarding handbook.

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, CPOMS (if relevant), Staff / Resident meetings and the Deputy Head's running record listing 'Pupils of Concern'. 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.
- 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.

Pupils with Special Educational Needs and Disabilities (SEND)

All pupils identified as having a SEND and/or learning support are helped by the Head of Learning Support and staff. Information is disseminated efficiently via school base, meetings and staff briefings and best practice for each pupil is agreed upon. Early intervention is agreed for pupils who are experiencing problems. Strategies are agreed with parents, and are put in place for the management of the pupil's behaviour, and regularly evaluated. All staff are made aware that The Equality Act (2010) requires schools to make 'reasonable adjustments' for pupils with SEND when implementing the behaviour policy.

A GRADUATED DISCIPLINARY RESPONSE (GDR)

All disciplinary incidents should be recorded on SchoolBase. This is read on a regular basis by the Key Stage coordinators and SLT. If staff wish to highlight an issue they should notify the relevant staff of an incident via the SchoolBase email option, for example, Tutor, Key Stage Coordinator or SLT. The Key stage coordinators or SLT will reply, informing other staff, as required. The Key Stage coordinators will regularly review SchoolBase to look for any patterns of behaviour and inform staff if there are points of note or concerns.

The following table is to be displayed in classrooms so that a teacher and pupil can refer to it at any time;

Behaviour Management at FSM

Stage	Examples of Behaviour	Possible Sanctions
Stage 1	<ul style="list-style-type: none"> • Interrupting/calling out. • Ignoring instructions. • Not completing sufficient work. • Silly noises. • Not completing home learning to the expected standard. • Knowingly being in the wrong place at the wrong time (e.g. in the dormitories at break times). • Messing about in lines. • Talking in assembly. • Incorrect uniform E.g Blazer missing • 	<p>Class teachers implement a warning, giving you a chance to improve behaviour. Verbal warning recorded.</p> <p>You may be asked to stay at the end of a lesson/break/lunch for a chat.</p> <p>Not a detention.</p>
Stage 2	<p>Persistent Stage 1 behaviour or;</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 comment to other pupils. • Continued incorrect uniform. • 	<p>The teacher will speak to you and record your behaviour on our school system and inform your tutor.</p> <p>Your tutor will speak to you at a break or lunch time. Your tutor may contact home.</p>
Stage 3	<p>Persistent Stage 2 behaviour or;</p> <ul style="list-style-type: none"> • Minor challenge to authority (Including persistent issues with uniform after stage 1 and 2). • Damaging school's/pupil's property. • Harmful/offensive name calling. • Physically harming someone deliberately. • Going 'Out of Bounds.' • Misuse of ICT, E.g having a phone in school, smart watch misuse. 	<p>The teacher will speak to you and record your behaviour on our school system and inform your tutor and Key Stage Coordinator.</p> <p>Attend a detention with Key Stage Coordinators (Mrs Dixon-Clarke KS2) or Mrs Milward (KS3) and they may call home.</p> <p>A support card may be issued.</p>
Stage 4	<p>Persistent Stage 3 behaviour or;</p> <ul style="list-style-type: none"> • Persistent swearing. • Deliberately hurting someone so they need minor medical help. • Continued or more serious challenge to authority. • Stealing. • Repeated refusal to do a set task. • Highly offensive remarks to children. • Serious misuse of ICT. 	<p>Sent to Mr Peak or Mrs Marks.</p> <p>Meeting with Mr Peak or Mrs Marks and Form Teacher or House parents.</p> <p>Phone call home/meet with parents.</p> <p>Behaviour recorded on the school system.</p> <p>A support card may be issued.</p>

Yellow Card	Persistent stage 4 behaviour or; <ul style="list-style-type: none"> • Persistent verbal abuse to a member of staff. • Malicious physical assault on another pupil. • Deliberately hurting someone so they need medical help. • Bullying. • Racism. • Violence. • Very serious challenge to authority. • Leaving school without permission. 	<p>In School suspension for morning or afternoon to include a lunchtime.</p> <p>A behaviour contract may be introduced at this point.</p>
Orange Card	Repeated Yellow card behaviour <ul style="list-style-type: none"> • Yellow card behaviour of a more serious nature, for example; • Physical abuse to any member of staff/adult. • Serious misuse of ICT that impacts on others. 	Suspension at home
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. 	<p>Permanent Exclusion from the School.</p> <p>Permanent Exclusion is retained as the ultimate sanction and is only taken after consultation with the Chair of the Board of Directors.</p>

In line with Section 131 of the Schools Standards and Framework Act 1998, corporal punishment of pupils is prohibited by the law and is therefore forbidden.

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

- Persistent disobedience.
- Knowingly or carelessly jeopardising 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 an available member of SLT).

If a member of staff needs a pupil to be removed from a lesson they should email oncall@fsmsschool.com

All these issues above will certainly be referred to either the Deputy Head (Academic), Deputy Head (Pastoral) or Assistant Head (Co-Curricular) who will usually discuss incidents with the Head.

Academic Detention & Pastoral Reflections

- Using the graduated response chart above, teachers, tutors and Key Stage Coordinators can organise the appropriate time for a detention or reflection.
- It is important to highlight that it is useful to deal with behaviour at the time, rather than wait days for a follow up.

The following policies will be helpful to read in conjunction with the Behaviour Management Policy;

- Safeguarding and welfare Policy
- Child Protection Policy
- Responses to Alcohol, Smoking & Substance Abuse Policy
- Anti-Bullying Strategy
- E-Safety Policy
- Pupil Admissions Policy
- KCSIE 2024
- The Equality Act 2010