

## **DUMPTON SCHOOL**

### **5 – BEHAVIOUR MANAGEMENT POLICY**

<b>Person(s) responsible:</b>	<b>Deputy Head</b>
<b>Last updated:</b>	<b>February 2023</b>
<b>Review period:</b>	<b>12 months</b>
<b>Next review:</b>	<b>February 2024</b>

Related policies:

- Anti-bullying
- Anti-racism
- Exclusion, removal and review

The purpose of this policy is to ensure that Dumpton is:

- A safe, friendly and secure environment
- A community where a sense of responsibility is developed in all
- A community which fosters mutual respect
- A community whose members have a clear understanding of rules and expected behaviour
- A place where positive behaviour is encouraged, recognised and applauded

Behaviour Management issues are always referred, where necessary, to:

- Senior Deputy Head
- Senior Tutor
- Head of Juniors
- Head of KS1
- Head of EYFS

This policy, and the Code of Conduct, intends to regulate pupils' conduct where appropriate:

- In school or on school premises
- On trips or other excursions
- Online or in the real world
- During term time or at evenings, weekends or in holiday time

This will be when conduct in questions could:

- Affect the wellbeing or welfare of any member of the school community or the public
- Damage property or possession
- Bring the school into disrepute
- Affect the orderly running of the school

### **RECORDING OF BEHAVIOUR**

All irregularities in behaviour which give us a concern about a child are recorded in myConcern, and ISAMS to identify patterns and keep accurate log and are tracked for patterns.

In EYFS and KS1, we work in close partnership with children's parents who are regularly informed about their behaviour, addressing recurring inconsiderate behaviour, using observation records to help to understand the cause and to decide jointly how to respond appropriately.

The teacher is responsible in the first instance for dealing with minor infringements, such as e.g. unkindness, lateness, casual rudeness in class. Repetition of this behaviour will be reported to the pupil's Form or Class Teacher. Form and Class Teachers have a key role in monitoring and dealing

with the behaviour of the children in their form and their influence is very important. Time outs can and should be given by any teacher and are recorded on ISAMS.

## **PROMOTION OF GOOD BEHAVIOUR**

- The school values are Aim High and Be Kind, and therefore the message of kindness is at the centre of everything we do.
- The main school rule is ‘treat others as you would like to be treated’ and this is constantly reinforced
- The whole school use the RULER model to teach emotional intelligence. If a child can recognise, understand, label, explain and regulate their emotions, then they can understand their own behaviours and the impact of other’s behaviour too.
- We have a ‘theme of the week’ which is often a pastoral message. Assemblies happen regularly where these themes are shared. Class assemblies also focus on these messages, and are prepared by pupils with their form teachers.
- The RSE curriculum ensures that conversations about relationships and friendships are taught.
- The Dumpton Values of collaboration, courage, enthusiasm, enthusiasm and global citizenship all contribute to our expectation of good behaviour.
- All staff aim to model these behaviours, We share a belief that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for behaviour
- We teach children to behave in socially acceptable ways and to understand the needs and rights of other.
- Children in the EYFS and Pre-Prep follow the Golden Rules which are laid out for them in their classrooms and are reinforced on a daily basis by their teachers.
- Each Pre-prep class has ‘Golden Circle Time/Golden Time’ – an opportunity for all pupils to celebrate the fact that they have followed the Golden Rules all week.
- Prep School pupils are expected to adhere to the Code of Conduct, which is printed in their Pupil Planners. They and their parent(s) are asked to sign the list to confirm that they have read it.

Our system of rewards for **EYFS and the Pre-Prep** includes:

- Verbal and written praise for good work
- Stickers for both effort and achievement, which are celebrated both in the classroom and in assembly
- Celebrating and awarding examples of excellence weekly in Assembly, so that the community can celebrate success.
- Recording commendable behaviour on Tapestry and in the Pre-Prep Reading Diaries
- Reports to parents, verbal and non-verbal which are always worded to be as constructive as possible.
- Termly individual class cups for good work, progress, endeavour, sport and kindness
- Staff use positive strategies appropriate for the children’s age and stage of development.
- Acknowledging considerate behaviour such as kindness and willingness to share.
- Supporting each child in developing self-esteem, confidence and feelings of competence.
- Encouraging a sense of belonging, so children feel valued and welcome.

Our system of rewards for the **Prep School** includes:

- Merits

- Postcards, which may focus on the Dumpton Virtues
- Verbal and written praise for good work
- Emails home to parents
- School Assembly celebrations
- Awarding Headmaster's Commendations for outstanding work in School Assembly
- Reports to parents, which are always worded to be as constructive as possible.
- Annual subject and year group prizes

## **BREACHES OF SCHOOL DISCIPLINE**

Our aim is that our behaviour management is:

- Based on positive reinforcement wherever possible
- Within a culture where behaving well is the norm
- Firm and fair
- Based on mutual respect
- Matters once dealt with are in the past
- Adjustable where the behaviour is related to a pupil's special educational need, diagnosis or disability
- In line with our safeguarding policy
- Corporal punishment is never threatened or used.

Strategies with children who engage in inappropriate behaviour for **EYFS and the Pre-Prep** includes:

- Ensuring that children do not just receive adult attention only in concern for inconsiderate behaviour.
- Never send children out of a room on their own or use (or threaten) physical punishment or use techniques intended to single out or humiliate children.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour by means of explanation rather than personal blame.
- We do not raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- A firm word from a teacher is usually enough to correct a wrong-doing. However, sanctions that may be used include:
- For misbehaviour or not working hard, teachers may take some minutes off Golden Time (KS1 only). In Reception time out may be taken with Head of Nursery.
- Misbehaviour at playtime/lesson time may result in a child having 'time out'.
- Loss of some of break time in the morning or after lunch.
- Having an incident or inappropriate behaviour reported in the Reading Diary
- Being sent to the Head of EYFS/Key Stage or for very serious offences to the Senior Deputy Head or to the Headmaster.

Our system of sanctions for the **Prep School** includes:

- Time outs – a recording of the behaviour on ISAMS which is sent via email to key pastoral leaders and the form teacher
- After three time outs, a reflection with the Head of Juniors or Senior Tutor where parents are contacted.
- A reflection may be conducted for a single, higher-level offence

- Communication with parents via email, telephone or face to face
- Where appropriate, being set a Behaviour Tracker which is signed by attending teachers at various points during the school day
- An internal exclusion, where pupils will be taken out of a lesson for contemplation time
- Being sent to the Senior Deputy Head or to the Headmaster.

Serious misconduct – Please see Exclusion, removal and review policy for more detail

- In addition, the Head may suspend a pupil, for a period of between 24 hours and one week for very serious indiscipline, or less serious offences, where repeated sanctions have proved ineffective. Suspension may also be used where appropriate while a complaint is investigated. This may be either internal or external.

### Review

A pupil or his / her parents may request a Governors' Review of the Head's decision to expel or require a pupil to leave, or where a decision has been made to suspend a pupil for eleven School days or more. The form of application for a review and the review procedures will be supplied to parents on request at the time of the original decision. Please see the School's Expulsion Removal and Review Policy.

There will be no right to a Governors' Review of other sanctions but a pupil who feels aggrieved may ask the Head to take up his / her concerns with the member of staff who imposed the sanction.

### **MALICIOUS ALLEGATIONS AGAINST STAFF**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

### **USE OF REASONABLE FORCE/ PHYSICAL RESTRAINT**

This policy complies with the Department of Education (DfE) guidance “Use of Reasonable Force” published in July 2013.

All Staff (including those temporarily in charge of pupils) are authorised by the Head to use reasonable force to prevent a pupil from:

- committing a criminal offence; injuring themselves or others;
- causing damage to property; or
- engaging in any behaviour prejudicial to good order at the School.

The right to use such reasonable force applies on School premises or on educational visits or other activities organised by the School that take place outside the School.

## Definition

The DfE guidance states that “The term reasonable force covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.”

The use of force can be regarded as “reasonable” provided that:

- The circumstances of the incident warrant it; and
- The degree of force used is no more than needed and is proportionate to the incident.

Force is used either to control or restrain and can range from leading a pupil by the arm through to circumstances such as breaking up a fight. Reasonable force should never be used as a form of discipline.

Reasonable force might involve staff:-

- Physically interposing between pupils;
- Leading a pupil by the arm;
- Shepherding a pupil away by placing a hand in the centre of their back;
- Retaining a pupil in a confined area;
- Using distraction techniques (for example, pushing or pulling a pupil).

In determining what is reasonable, if the pupil has any disability or special educational need that must be considered by staff and any reasonable adjustments made.

The School does not require parental consent to use reasonable force on a pupil.

## When to use reasonable force

Alternative responses will be considered where appropriate before force is applied in any situation. It may be inappropriate for a member of staff to intervene in an incident without help if they would be at risk of injury (particularly when dealing with an older pupil or more than one pupil). In this event, the member of staff should remove other pupils who may be at risk and summon help from a colleague.

Reasonable force may be appropriate to restrain a pupil where action is necessary for self-defence; where there is an imminent risk of injury or damage to property or where a pupil is committing a criminal offence or is compromising good discipline.

The decision on whether or not to physically intervene is down to the judgement of the member of staff concerned and should always depend on individual circumstances. DfE guidance states that

“School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not be possible to avoid...”

Staff should, however, never:

- Hold a pupil around the neck in a way that is likely to restrict breathing;
- Hit a pupil; or
- Hold a pupil face down on the ground.

In keeping with the ethos of the School, reasonable force will only be applied as a last resort and in a way that preserves the dignity of all concerned.

### Record

A written record (using the MyConcern system) must be made of any occasion on which reasonable force is used by a member of staff to restrain a pupil and it must be passed to the Head where possible by the end of the day. The Head will report the incident to parents. In the EYFS setting, the pupil's parents will be informed about any use of reasonable force on the day of the incident or as soon as reasonably practicable.

### Dealing with an Incident

Staff and pupils will be given any necessary emotional support or medical aid required. Members of staff trained in first aid will check for any injuries as appropriate.

Parents will be contacted as soon as possible after any incident. If a complaint is made it will be dealt with in accordance with the School's Complaints policies. Suspension will not be an automatic response when a member of staff has been accused of using excessive force.

A member of staff who is subjected to physical violence will be supported in taking any necessary action against a pupil.

All staff will have regular training sessions on the use of reasonable force.

## **SEARCHING PUPILS**

Pupils must not be in possession of items which detract from good behaviour or have a negative effect on their own learning or that of others. Pupils must also not be in possession of items which endanger the health, safety and well-being of themselves or other members of the School.

The Head and staff can search a pupil and their possessions for any item banned under the School rules with the pupil's consent. Schools are not required to have written consent from the pupil. It is enough if, for example, the teacher asks the pupil to look in their bag and the pupil agrees.

The Head and staff authorised by them have a statutory power to search pupils or their possessions without their consent where they have reasonable grounds for suspecting that the pupil has prohibited items. The items that can be searched for under this power are:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that a 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 the property of any person.

The Head and staff authorised by them can also search for any item banned by the School rules which have been identified as an item which may be search for. Items which are banned under the School rules include, amongst other items:

- Any item posing a threat to learning, for example, a mobile phone being used in the classroom.
- Any item which poses a health and safety threat, for example, a pupil wearing jewellery in PE.
- Any item which it is illegal for a pupil to have.
- Any item which is contrary to the ethos of the School, for example, discriminatory material.

How to carry out the search?

The Head or an authorised member of staff of the same sex as the pupil will carry out the search and there must be another member of staff present, preferably the same sex as the pupil, as a witness.

If staff are searching without consent, there is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex and without a witness present but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent can only be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

The power to search without consent allows a personal search involving the removal of outer clothing (not worn next to the skin or immediately over a garment worn as underwear) but not an intimate search. Staff may also search the bags and lockers of pupils and require pupils to turn out their pockets.

Staff can use such force as is reasonable when conducting a search without consent for prohibited items. Such force cannot, however, be used to search for items banned under the School rules.

## **CONFISCATION**

School staff have a general power to confiscate, retain or dispose of a pupil's property where reasonable to do so which is found as a result of a search with consent.

For items found as a result of a search without consent, staff can seize any item they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a person conducting a search:

- Finds alcohol, they may retain or dispose of it but not return it to the pupil.

- Finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if there is a good reason to do so.
- Finds an item which is banned under the School rules, they may return it to the owner, retain it or dispose of it.
- Finds an electronic device they may examine any data and erase any data if they think there is a good reason to do so (for example, it could be used to disrupt teaching or cause harm). They may return the device to the owner, retain it or dispose of it.

### Record

Staff will keep a record of any search (including details of the pupil, date, whether there was consent, any item found, whether it was retained, returned to the owner, disposed of or handed to the police, the person who conducted the search and any witness). The School is not required to inform parents before a search takes place or seek their consent. Staff will inform parents subsequently about the search and any item found.

### Sanctions

Any pupil who refuses to co-operate with a search will be considered to have refused a reasonable staff instruction and will be sanctioned accordingly. Administration of major sanctions are recorded with the name of the pupil concerned, the reason for the sanction, and the name of the person administering the sanction.