

## **BEHAVIOUR MANAGEMENT POLICY - including EYFS**

### **Related policies:**

- General School Rules – Appendix A
- Behaviour Management Flow Chart – Appendix B
- S2 Anti-bullying policy
- S4 Safeguarding policy and appendices
- S6 E-safety policy

### **THE PRINCIPLES**

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- i. promoting good behaviour and discipline;
- ii. promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect; and
- iii. ensuring fairness of treatment for all.

It is an underlying principle of our school that if children are happy and able to enjoy school then they are much more likely to be productive, successful in their work and less troublesome in their approach to school life.

### **RESPONSIBILITIES**

**The Governing Body** will establish in consultation with the Head, staff and parents the policy for the promotion of good behaviour and keep it under review annually. The Governors will support the school in maintaining high standards of behaviour.

**The Headmaster** will be responsible for the implementation and overall management of the policy and procedures.

**The Head of Senior School** is responsible for day-to-day behaviour management issues in the Senior school. **The Head of the Junior School and Kindergarten** is responsible for day-to-day behaviour management in the Junior School, Kindergarten and EYFS.

**All Staff** including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. They also have responsibility, with the support of the Headmaster for creating a high quality-learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

**The Governing Body, Head Teacher and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality (Equality Act 2010). They will ensure that a pupil's learning difficulty/disability is taken into account when implementing behaviour management procedures.

They will also ensure that the concerns of pupils are listened to and appropriately addressed. The school promotes respect for people of all abilities, cultures and religions in classroom teaching, SMSC lessons, assemblies and through its proactive ethos of kindness towards all in our community.

**Pupils** will be expected to take responsibility for their own behavior. They are made aware that the school policy, procedure and expectations is available on the SiS. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## **THE SCHOOL BEHAVIOUR POLICY**

### **Key points**

- Teachers have power to discipline pupils for misbehavior which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants (see paragraph 11).
- The Headmaster and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

### **What the law says:**

1. The law provides the Headmaster the authority to set out measures in the behaviour policy which aim to:
  - promote good behaviour, self-discipline and respect;
  - prevent bullying;
  - ensure that pupils complete assigned work; and which
  - regulate the conduct of pupils.
2. When deciding what measures should be implemented within the policy, the Headmaster will take account of the governing body's statement of behaviour principles as well as have regard to any guidance or notification provided by the governing body in respect of the following:
  - screening and searching pupils;
  - the power to use reasonable force and other physical contact;
  - the power to discipline beyond the school gate;
  - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
  - pastoral care for staff accused of misconduct.
3. The Headmaster will decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. The Headmaster will publish the school behaviour policy, to staff, parents and pupils – within the Staff Handbook and School Policies for Students and Parents on the School Information System (SIS).
6. The school's behaviour policy is also published on the website at [www.gadshill.org](http://www.gadshill.org).

## **DEVELOPING THE BEHAVIOUR POLICY**

It is our intention that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. In developing the behaviour policy, the Headmaster should follow ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

- i. The school will implement a consistent approach to behaviour management** which must be applied fairly and consistently. Rewards and sanctions must be issued in a way which is clear, fair and appropriate in response to the behavior (positive or negative) of the pupil. Records should show that similar rewards and sanctions are issued for similar behaviour to all pupils and are proportionate. There should be no indication that pupils are discriminated against or treated unfairly as a result of their sex, race, religion, sexual orientation or other disadvantage.
- ii. The school will show strong leadership**  
The Governors, school management team and staff must lead by example and ensure that their own behavior and their approach to pupils and parents sets a good example of the high standards of behavior we expect. School managers will reinforce the school's behavior policy and challenge staff who do not challenge poor behaviour or behaviour that upholds high standards.
- iii. Classroom management**  
It is in the classroom where teachers can have the greatest influence over pupil behavior by setting standards, being consistent, fair and utilizing their authority within the scope of this policy. Teachers should use the rewards and sanctions to its fullest extent. School managers will monitor the use of rewards and sanctions and their impact on improving pupil behavior & learning.
- iv. Rewards and sanctions;** (see pages 5-12).
- v. Behaviour strategies and the teaching of good behaviour;**  
Teachers and staff are a vital role-model in helping to shape pupil's behavior. Children are more likely to be calm, purposeful, respectful, enthusiastic, well-mannered and engage in a positive way when these attributes are displayed by the adults around them. Consequently staff must ensure that their own behaviour sets a good example to pupils. Staff must take an active role in promoting good behaviour through praise and rewards. Staff must also ensure that they quickly deal with poor behavior. Parents have a role to play by setting a good example to their children through their own activities. Parents

should also support the school's behavior policy, particularly the school's stance on sanctions when they are applied to their own children.

**vi. Staff development and support;**

Staff receive training on how to effectively manage behaviour inside and outside of the classroom as a part of the schools training and development programme.

**vii. Pupil support systems;**

Pupils who are identified as having an established track-record of poor behavior will be identified and listed on the school's "watch-list" so that staff are aware of the issues and strategies that have been identified to help. Staff must make themselves familiar at regular (fortnightly) intervals of which children are to be monitored via the "watch-list". Staff may recommend (to the Head of Seniors/ Juniors/ Kindergarten) children for inclusion on the "watch-list" at Monday staff conference or termly assessment meetings. Pupils who need additional support may be allocated onto a PiP or UPS to monitor their behaviour and provide support over a determined period.

**viii. Liaison with parents and other agencies;**

Parents must be informed by text/e-mail whenever pupils are placed in a detention that is set for out-of-school hours. Parents will be informed whenever a pupil is placed on Pip or UPS. Or, whenever a pupil is being considered for potential temporary or permanent exclusion. Parents will not usually be informed when pupils receive verbal warnings for minor offences or receive break or lunchtime detentions. Parents of pupils who show good behaviour and who are rewarded with commendations, colours or scholarships will be notified by the school. Tutors will also notify parents by text message with news of the award of merits or distinctions.

**ix. Managing pupil transition**

When a pupil leaves Gad's Hill the record of a pupil's behaviour (school file) will be forwarded to their new school.

Whenever a new pupil join Gad's Hill School their "school file" will be requested and the Head of the Junior or Senior School will review this on arrival for any information relating to the pupil's behaviour.

Within the school; transfer from the Foundation stage into KS1 is made easier as children are familiar with the KS1 staff from joint assemblies and performances throughout the school year. During the second half of the Summer Term the children are given the opportunity to visit their new classroom and familiarize themselves with the new learning environment.

In the Summer Term, K2 children will visit the J3 classroom on a weekly basis. KG & Junior children also experience a whole day in their new classroom on Induction Day. At the start of the Summer Term, the children in K2 are given an additional piece of homework each week to prepare them for the transition into J3.

The transition from Remove (Year 6) to Shell (Year 7) is carefully managed by the Year 7 coordinator and Head of Seniors. Pupils have an Induction day and parents and induction evening. At these the ethos of the school and our expectations and day-to-day operations are explained.

When a pupil joins the school at a different time, appropriate strategies are used to make sure this is a positive experience. Normally the pupil will have spent at least one whole day in the school and will be familiar with key members of staff and know some pupils already. He/she will be supported by a specific pupil on arrival and the Form Tutor ensures that all his or her needs are met such as preparing for the lesson and finding their way round the school. Parents are kept informed of any settling in issues.

**x. Organisation and Facilities**

The school operates as 3 distinct units, the Kindergarten which includes EYFS, the Junior School and Senior School; each section is the responsibility of a member of the Senior Management Team. Pupil behavior is monitored and managed in the first instance by the subject teacher and/or form tutor, then referred onto the relevant member of SMT when necessary.

Teachers are expected to utilise the full range of resources and facilities available to them, to manage pupil behavior.

The Headmaster and Governors are responsible for the overall effectiveness of the Behaviour Management Policy.

**MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF.**

Should it be determined that a pupil made an allegation against a member of staff that was; after investigation, found to be malicious then following the investigation consideration will be given to a disciplinary penalty to be applied against that pupil. The sanction applied would be determined by the nature of the allegation and the effect the allegation had on the member of staff and the school.

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

**DISCIPLINE IN SCHOOLS – TEACHERS' POWERS**

**Key Points**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- At Gad's Hill that power also applies to all paid staff with responsibility for pupils, such as teaching assistants (see paragraph 11 below for a full definition).
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehavior occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

**Parents:**

- Must ensure that they and their child to accept responsibility for their actions & their own learning.
- Must ensure that their child attends school each day and on time.

- Must ensure that their child attends school events (sports fixtures, plays, concerts, etc) as required
- Must ensure that their child has time allocated to do their homework.
- Must ensure that their child become responsible and an independent learner.
- Parents must not undermine the school, or make excuses for their child if they miss homework deadlines, are late, forget kit or behaviour poorly.
- Parents must support the ethos of the school and encourage their child to maintain high standards.

## **TEACHING GOOD BEHAVIOUR IN LESSONS**

### **A- SENIOR SCHOOL:**

The Head of Senior School (Mr Paul Savage) has day-to-day responsibility for behaviour management issues.

#### **Students will:**

- Attend school and lessons promptly and with the correct equipment.
- Wait and enter in an orderly manner (as published by the subject tutor).
- Must not shout out, they must raise hands to ask questions.
- Must respect others and their property.
- Have their homework diary / planner with them for each lesson.
- Enter full homework details in their diary / planner by the end of each lesson.
- Will not leave the lesson unnecessarily, toilet visits are discouraged.

#### **Teachers will:**

- Publish in their classroom a notice setting out standard procedures for their lessons (entry, exit, homework, questions, seating, etc.).
- Highlight in their register those students with learning support (blue), medical (red) or who are gifted/talented (green).
- Set high expectations and provide positive feedback.
- Register every class at the start of each lesson.
- Start each lesson with the learning outcome for that lesson.
- Complete the Form Book with comments on pupil behavior at the end of each lesson.
- Monitor the welfare and performance of their tutees via the Isams, Form book, tutorials and Friday review.

### **B - EYFS, KINDERGARTEN & JUNIORS:**

The Head of Kindergarten and Juniors (Mrs Fiona Fisher) has responsibility for day-to-day behaviour management issues.

All Kindergarten and Junior School pupils are taught and expected to follow the Golden Rules:

- We are gentle
- We are kind
- We are honest
- We work hard and try our best
- We look after property
- We listen to people

These rules are displayed in each classroom and around the school. Each child from KR upwards is provided with an individual 'Good to be Green Golden Rule Card' to be stored in his/her blazer pocket. Each Junior School pupil is also provided with a 'Gad's Hill Junior School Golden Rule Card' and these are stored in blazer pockets.

The following Kindergarten and Junior School Playground Golden Rules are taught and adhered to:

- We are gentle when we play
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen and keep to the playground safety rules
- We are honest with everyone

These rules are displayed around the play areas of the school.

The following Kindergarten and Junior School Dining Hall Rules are taught and adhered to:

- We line up calmly
- We walk carefully through the hall
- We speak quietly to those around us
- We keep our tables clean
- We are polite to everyone
- We use good table manners.

Within the Junior School, the following additional code of conduct is also instilled when adhering to a variety of situations in and around school in line with Fundamental British Values as taught in SMSC:

- Be helpful, stand aside and hold the door open for whoever comes next.
- Stand when the Headmaster or visitor enters the room.
- Through our appearance we show pride in our school.
- Celebrate and respect the diversity of our school community.

Within the Kindergarten and Junior School staff should use good quality circle times to assist the children in managing their feelings, understanding appropriate behaviour and solving problems.

If a child presents a problem to a member of staff the following steps should be taken:

- Approach calmly
- Acknowledge feelings
- Gather information
- Restate the problem
- Ask for solutions and choose one together
- Be prepared to give and follow support

#### **REWARDS:**

**Merits** will be awarded to students who make a very positive effort towards the school or their learning. They may be awarded at any time by tutors to pupils for good work / homework or conduct. These will be recorded by the Form Tutor and reported to parents at the end of each term.

Bronze, silver and gold merit badges are issued during assembly as a reward for good behaviour to pupils who achieve a set number of merits during the course of the academic year.

**Distinctions** certificates (on the recommendation of a tutor) are presented to a pupil by the Headmaster during weekly assembly for excellent work or conduct.

**Tutor Postcards/text message:** Subject or form tutors may send subject or tutor texts/postcards to parents to highlight a positive contribution by a pupil.

**Form Tutors' Congratulations:** Following termly assessment meeting pupils who have made good progress will be seen and congratulated by their form tutor.

**Headmaster's Commendation:** Following termly assessment meeting pupils who have made outstanding academic progress will be presented a certificate of commendation during final assembly by the Headmaster. Pupils' parents will also receive a letter confirming the award.

### **Rewards for good behavior / contribution in sport, drama, music, CCF**

**Colours:** House or School Colours (or half colours) may be awarded to students for their all-round contribution to their House or the School in sports or other events.

**Scholarships:** May be awarded for sport, drama, music or academic excellence.

## **MANAGING POOR BEHAVIOUR**

### **What the law allows:**

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- a. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorized by the Headmaster.  
At Gad's Hill this includes all staff who have a responsibility for supervising or teaching children and includes Teaching Assistants, CCF Officers & Instructors, peripatetic music teachers, examination invigilators, Learning support tutors and visiting student teachers. It does not include non-teaching staff such as catering, cleaning, maintenance, IT, Gap-students, interns, parent helpers or support staff.
- b. The decision to punish the pupil and the punishment itself must be made on the school premises or off-site while the pupil is under the charge of the member of staff; and
- c. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Any punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is unlawful in all circumstances and must not be used or threatened.

The school will 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, school staff will follow the schools' safeguarding policy and refer their concerns to the DSL. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

## **BEHAVIOUR AND SANCTIONS**

The school behaviour policy is designed to be consistently and fairly applied and to underpin effective education. School staff, pupils and parents should make themselves clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy will be supported and backed-up by senior staff and the Headmaster.

The school aims to encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

The school has in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

The school operates a Behaviour Management Flow-Chart. Staff should refer to this and use it to ensure that sanctions are fairly and consistently applied throughout the school .

When poor behaviour is identified, sanctions must be implemented consistently and fairly in line with the behaviour policy and flow-chart. The school has a range of disciplinary measures. These include:

- A verbal reprimand / advice
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a school trip or event. I
- Informal detentions during break or lunch-time
- Formal detentions after school or after school.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” (PIP or UPS) for behaviour monitoring
- A formal reprimand (written warning placed on file)
- Temporary Exclusion
- Permanent Exclusion.

## SANCTIONS

Approved sanctions must be used to respond to inappropriate behaviour and should be applied when rewards have failed. A range of sanctions are clearly defined and their use is described within the Flow Chart (annex A). The sanctions applied will take account of any aggravating factors (attempt to divert blame, dishonesty, no remorse, hate crime etc) and also mitigating factors (early admission, genuine remorse, etc). It is for the teacher to determine which may be applied depending on the circumstances at the time and with reference to the flow chart. Other than for a minor verbal reprimand or demerits; any use of sanctions must be reported on Isams.

**A verbal reprimand:** A teacher would give this reprimand at the time of any minor infringement.

**Demerits** may be issued for behaviour which is poor or counterproductive to learning (no/poor homework/equipment, disruptive, lateness, rules etc.).

Demerits are entered in the Form book and on Reportease. Three demerits in one week = detention.

**Loss of privilege:** may be awarded where appropriate and may include: missing break/lunch time. It may also involve the pupil completing a small task on behalf of the school community e.g. clearing litter (marigold duty) or assisting the teacher with other smaller tasks.

### Community Service

Pupils may be required to complete some task that benefits the school community. Examples may include litter picking duty, assisting with logistical arrangements for a school event etc

### Detention

#### What the law allows:

Teachers have a power to issue detention to pupils (aged under 18).

At Gad's Hill we use detention (including detention outside of school hours) as a sanction.

The times for detention outside normal school hours include:

- a. any school day where the pupil does not have permission to be absent;
- b. non-teaching days – usually referred to as 'training days', 'INSET days'.

At Gad's Hill all teaching staff are authorized to put pupils in detention.

### When imposing detentions

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

### Detentions outside school hours

Teacher should not issue a detention where they know that doing so would compromise a child's safety. When determining whether a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Parents must be informed of the detention by text / e-mail.

The use of break time and lunch time detentions for pupils must be carefully utilized and monitored. As a tool such sanctions can be very useful in controlling pupil behaviour. However, it must not be the case that pupils are in break or lunch time detention day after day. If a child has done something so serious that s/he should be in break or lunch time detention for more than two successive days then perhaps it would be more appropriate for them to suffer a formal detention after school.

Detentions may be awarded by a tutor at any time for persistent minor infringements (lack of, or poor homework / coursework, lateness for lessons, disruptiveness, etc.) or for a more serious offence (failure to meet coursework deadlines, serious disruptive behaviour etc.).

Detentions may take place the same day, or at a later date, whichever is most convenient for the member of staff. There is no requirement to give parents 24 hours notice of a detention. The teacher setting the detention must set work. Parents should be informed by a text message. Detentions will be recorded on Isams. Failure to attend detention without a valid reason will be reported to the Head of Junior or Senior school and a further detention issued in addition to the original. A pupil who absents him/herself from this second detention will be referred to the Headmaster for more serious sanctions.

### **Formal Reprimand**

Pupil may receive a formal written reprimand which will remain on their file for a fixed period (6 months – 2 years). Any live reprimand would be referred to within a reference request from another school or employer.

### **Pupil Improvement Plan (PIP)**

This can be issued at any time by a Form Tutor following review of a pupil's performance either at the end of a half term or during a weekly (Friday) review. The PIP is designed to monitor a pupil's performance and provide support in an effort to improve progress.

### **Underperforming Pupil Status (UPS)**

Pupils whose progress scores are low or have persistently fallen despite other support measures may be designated as Underperforming Pupils. They and their parents will meet with the Headmaster following a half-termly assessment. Their progress will be discussed and strategies for improvement will be agreed. The pupil will be monitored and supported via the UPS scheme for a fixed period.

### **Payment for Damages to Property**

If a pupil causes damage to school property or to property belonging to other pupils, staff, parents or visitors through conduct or behavior which is negligent, reckless as to the consequences or a deliberate act – then they / their parents will be liable for the cost of making good such damages.

**Payment for costs incurred**

If a pupil's engages in behavior or conduct which is negligent, reckless as to the consequences or a deliberate act while at school or on a school trip/ activity and as a result additional costs are incurred by the school (for example; to provide staff supervision, or to repatriate the pupil back to school, or transport costs, or equipment, or food and refreshments, or administrative costs, or alternative accommodation) Then the pupil / parent will be liable for these costs.

**Group Punishments:** Tutors MUST NOT use "*group punishments*". They must not punish (say) a whole class because of the misdemeanors of one child or several children. There is no natural justice in punishing pupils who are innocent and have not committed any offence. If tutors are unable to identify which particular child has committed an offence then a more appropriate means of dealing with the matter needs to be implemented.

**Corporal punishment is unlawful, strictly forbidden and must not be threatened.**

**Removal from School**

Pupils who, despite being offered the support measures described above, continue to make poor or limited academic progress or whose approach to their education is negative, or their actions are detrimental to their own education or the education of other children will be removed from the school.

**a. Temporary exclusions:** These are issued to pupils who commit serious offences or who persist in committing minor offences and for whom other sanctions have had little effect. Where a member of staff feel a suspension is warranted it must be brought to the attention of the Head so that an investigation may take place. Pupils who are suspended will have a written record of the reasons for their suspension placed in their personal file.

**b. Exclusion:** Exclusion will take place as a last resort and for the most serious offences. Parents will have the right of appeal against exclusion to the Governing Body. A record of sanctions for serious disciplinary offences is made on the SiS and is be reviewed regularly by the Chair of Governors.

Serious offences would include (but not exclusively)

1. Wounding with a knife or implement
2. Assault resulting in concussion, fracture, significant blood loss or emergency hospital treatment
3. Use or supply of drugs
4. Intoxication
5. Smoking on school premises
6. Significant theft or fraud
7. Sexual activities on school premises
8. Significant dishonest conduct
9. Significant damage to school or others property
10. Repeated commission of a less serious nature.

School premises includes premises used during residential visits and other venues used for school events.

**Appeals process**

Pupils have the general right to make use of the grievance/complaints procedures should they feel their treatment has been unfair. Pupils who are permanently or temporarily excluded

have the right of appeal to the Governing Body. This will follow the same framework as section 3 of the parental complaints procedures (appeal to the Governing Body).

### **KINDERGARTEN & JUNIOR SCHOOL: ADDITIONAL BEHAVIOUR MANAGEMENT STRATEGIES**

As well as the general rewards and sanction described above, the EYFS, Kindergarten & Junior staff have a range of additional rewards & sanctions available to them that are age appropriate:

#### **Rewards**

**Stars, Stickers, Wall Charts:** May be used in the Kindergarten and Junior School to recognise and promote achievement, contribution or good behaviour. Staff may introduce their own ad-hoc system of minor awards, as they deem appropriate for their style of teaching. The Kindergarten and Junior pupils may be sent to visit Mrs Fisher to receive a sticker on their 'Good to be Green Golden Rule Card' or on their 'Gad's Hill Junior School Golden Rule Card'.

#### **Good to be Green:**

A three stage rewards system for behaviour management is in place in our Kindergarten (from Reception class upwards) and to recognize good behaviour and effort. A 'Good to be Green' chart can be found in each of the Kindergarten classrooms, all the children have a name tag and a green card.

Good behaviour ensures the child stays 'green'. If a child misbehaves they will be given a verbal warning, should the negative behaviour continue, the child will be issued with a yellow warning card. Should the negative behaviour continue, the child will receive a red consequence card, this will result in a variety of different sanctions dependent on the child. Parents will also be informed at this stage.

**In Reception**, we are very aware that the children are continually learning to keep 'green' and we value these learning experiences, therefore if a child receives a yellow card they can earn back their green card by doing three good things.

**In Nursery** the 'Happy Sunshine' is used to encourage good behaviour, moving in steps to the 'Sad Cloud' for inappropriate behaviour. As in Reception the nursery children are encouraged to work their way back onto the 'Happy Sunshine' by making the right choices. Pupils are rewarded with stickers each Friday for an incident free week. The child is sent a 'Good to be Green' postcard to their home address if they stay 'green' for half a term.

#### **Sanctions:**

##### **Poor behaviour in the Playground**

- The child may be asked to stand with the duty Staff, instead of playing. This is to allow 'time out' for them to consider their behaviour.
- The child will be taken back to their Form Tutor.
- Demerits may be awarded

##### **Poor behaviour in the Classroom**

- The child may be kept behind at the end of the lesson to finish work/miss playtime.
- The child may be sent to the Head of the Kindergarten and Juniors

- A child may be withdrawn from all or some lessons when a student is disrupting the learning of others. Teachers must request authority for this from the Head of Kindergarten and Juniors. Work must be set for the pupil and marked by the teacher.

#### **Poor behaviour in Dining Room or Assembly**

- The child may have to miss playtime and/or apologize to the person taking assembly.
- The child may be sent to the Head of Kindergarten and Juniors/ Key Stage Manager if appropriate

Should the seriousness of the misdemeanour warrant it, the Head of Kindergarten and Junior School will be advised and the Parents informed.

### **PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS' POWERS**

#### **What the law allows:**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

These behaviour management policy apply to all pupils whilst on the school premises, in after-school clubs or in after-school care. They also apply to pupils on school visits and sports fixtures when under the supervision of staff. Staff and pupils need to be aware of expectations for each part of any trip or visit, including the journey whether on school transport or otherwise.

Teachers may discipline pupils for:

- a. mis-behaviour when the pupil is:
  - taking part in any school organized or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- b. or mis-behaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

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

### **SEARCHES AND CONFISCATION OF INAPPROPRIATE ITEMS**

#### **What the law allows:**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** (as described above under the heading Teachers' Powers) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects teachers from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- 2.

If the teacher considers that it is appropriate, that item may be returned to the pupil or parents at a time and date as determined by the teacher. Or if the teacher considers it inappropriate to return it; the items may be seized and disposed of. Prohibited items (as described below) must never be returned to pupils or parents. Whenever an item is confiscated or seized a record must be made on Isams.

### 3. Power to search Pupils

With reference to *“Searching, Screening & Confiscation – advice for headteachers, school staff and governing bodies” – January 2018*

Schools are not required to inform parents before a search takes place or to seek their consent.

Schools should inform a pupils parents where alcohol, drugs or harmful substances are found (though there is no legal requirement to do so)

Complaints about searching and screening should be dealt with via the school’s standard complaints procedures.

#### **With Consent**

School staff can search a pupil for any item if the pupil agrees.

#### **Without consent**

The Headmaster and staff authorized by them have a statutory power to search pupils without consent when they have reasonable grounds for suspecting the pupil may have a prohibited item or an item specifically banned and listed in school rules (annex A)

Prohibited items in law include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Staff can seize any prohibited items found. They can also seize any item they consider harmful or detrimental to school discipline.

### 4. Screening

The school can require pupils to undergo screening by a walk-through or via a hand-held device even if they do not suspect them of having a prohibited item and without the consent of pupils. If a Pupil refuses to be screened then the school can refuse admittance. The pupil has not been excluded (as they can enter if they submit to screening) absence should be treated as un-authorized absence.

The legislation sets out what must be done with prohibited items found as a result of a search:

- Weapons and knives and extreme or child pornography will always be handed over to the police. If the police decline to be involved it is for the teacher to decide if and when to return a confiscated item.
- More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

The Headmaster gives all teaching staff (including Teaching Assistants, CCF instructors and the Medical & Welfare Co-ordinator) the authority to conduct such searches of pupils. Searches may be undertaken of any locker, desk, bag or other place at school under the control of or used by the pupil. This includes a search of electronic storage within the school network, cloud systems or pupil's electronic devices. Searches may be conducted at school or at another location if the pupil is off-site and a part of a supervised school trip, visit or fixture.

When considering a search the member of staff must act proportionally and consider the risk of a pupil having such an item and the likely consequences of that item not being removed. This must be balanced against the location, staff available and the need to preserve the pupil's dignity as far as practicable in the circumstances.

Pupils may be required to remove outer clothing or layers such as coat, blazer, jacket, and headwear and to empty and to turn out pockets. Staff may search pupils' bags. Pupils should not be required to remove clothing that is immediately next to their skin (ie shirt, trousers, skirt, underwear) If practicable staff conducting the search should be the same sex as the student and searches should be made in the presence of another adult. However, urgent circumstances may justify a search being conducted by staff of any gender – though staff will be required to justify their reasons for doing so. If a pupil refuses to be searched, is un-cooperative or, if staff suspect items are being concealed within intimate clothing or parts of the body then the police must be summoned. The police have the legal power to conduct more intimate searches if required.

If a search reveals any 'offensive weapons' or controlled drugs, the school will report this to the police. (An offensive weapon is any item which is used, made or intended for use as an offensive weapon).

Staff must record the details of a search including the reason, justification and outcome on the school management information system (Isams).

The Headmaster and parents must be informed of any search regardless of whether items were found or not that same day.

### **POWER TO USE REASONABLE FORCE**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headmaster and teaching staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol,

illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The school has the authority to also identify and to list additional items in the school rules which may be searched for without consent.

Any “use of force” as described above must be recorded on the Physical Intervention log on the SiS (staff page). Staff must record the details including the reason, justification and outcome on the SiS.

The Headmaster and parents must be informed of any use of force that same day.

### **ELECTRONIC DEVICES**

Staff that find pupils in possession of or using an electronic device contrary to school rules or which they suspect is / has been used to commit an offence, cause injury or damage they may examine any data on the device where there is good reason to do so. They may also delete data and files if they think there is good reason to do so. There is no requirement for parental consent to search through a pupil's mobile phone if it has been seized in a lawful without consent search and is prohibited by school rules.

Guidance relating to the deletion of data and whether data or electronic equipment is required to be passed on to the police can be found in more detail within DfE guidance *“Searching, Screening & Confiscation – advice for headteachers, school staff and governing bodies” – January 2018*

**Staff responsible: PS**

**Reviewed: January 2018**

**Review date: January 2019**

**Governor responsible: Kirsty Hillocks**

**Appendix A****GENERAL SCHOOL RULES**

These general school rules supplement the school's policies and procedures, which are available for inspection by parents or pupils in the school office or are viewable on the School Information System (SiS). School rules, policies and procedures may be subject to change from time to time at the Headmaster's and Governors' discretion. Parents or pupils who wish to complain about any aspect of school rules or their interpretation may in the first instance approach the Headmaster. If they are unable to resolve matters then they may resort to the school complaints procedures as published.

**A. The School Day**

1. Registration is at 8.40am. Pupils should arrive promptly and be in their Form Room in time for registration at 8.40am. The school cannot take responsibility for pupils who arrive before 8.30am unless they are in "Pre-School-Club" facility where they are supervised by a member of staff between 8.00 and 8.40am. (A small charge is made for pre-school club.)
2. If students are absent through illness then a parent must telephone and inform the school office before 9.00am and provide a written explanation for the child's absence (by e-mail or letter) prior to or upon their return to school
3. Leave of absence from lessons is not encouraged. Parents who wish their child to miss school for whatever reason must request permission from the Headmaster in writing (by e-mail or letter).

**Contact Information**

Parents must keep the school up-dated with their names, address, telephone numbers (landline & mobile) and e-mail address. Should any of these change they must notify the school immediately.

**B. Uniform**

1. Complete school uniform must be worn during the school day as detailed in the uniform list.
2. Jewellery, cosmetics, acrylic nails or nail varnish are not permitted.
3. Long hair must be tied back and hair-bands, clips or ribbons must be black or brown in colour. Boys' hair to be no longer than collar length. Pupils must be clean shaven – beards, moustaches, or excessively long side-burns are not permitted.
4. Kindergarten (KR-K2) and Junior School pupils must wear school headwear to and from school.
5. Excessive hairstyles or manner of dress are not permitted. The final decision in such matters will be that of the Headmaster.

**Food and Drinks**

1. Kindergarten pupils receive milk, biscuits and fresh fruit each break time.
2. Pupils may bring into school a snack for consumption at break. The school operates a tuck shop from which Junior & Senior pupils may purchase refreshments.

3. All pupils are encouraged to have a cooked school lunch but may, if they prefer, bring in a packed lunch. Pupils having school lunch may opt for a vegetarian or dietary alternative providing they inform the catering staff in writing at the start of the school year.

### **Personal Belongings**

1. The school does not accept responsibility for personal belongings on school premises. Items of high value should not be brought into school.
2. Pupils must not take or violate another person's property. They must not open other people's bags, desks or lockers. Pupils must not enter classrooms without the consent of the teacher concerned.

### **Mobile Phones & Digital Communication devices**

1. The school recognises that modern generation mobile-phones / smart-phones / smart watches, can be very useful in promoting learning (when used to collect data, as a calculator, photograph images of coursework, to video record a science experiment etc.). However, using these devices to take photographs, record video images or record sounds can also present privacy, safeguarding, or data protection issues
2. The school recognises that many parents prefer that their children take a mobile phone to school to enable their child to contact them at the end of the school day and arrange pick-up, especially when children are off-site at a school fixture or school trip and when arrival back at school may be out-of-hours or delayed. As such the school allows pupils to bring mobile phones into school for that purpose.
3. The school will not accept responsibility for mobile telephones or any other items. Even if these devices have been handed over to staff for safe storage.
4. If senior school parents wish their child to bring a mobile phone/ smart watch to school they must accept that pupils will be required to hand the phone/watch over at registration and then collect it again at the end of the school day. The school will not accept responsibility for the loss, misplacement, or theft of a mobile phone/ watch even while handed over to staff. Mobile phones will be required to be placed in a class "phone box" and this will be stored relatively securely until the end of the school day when pupils may collect their phone from the box.
5. If parents or pupils have concerns about the security of their child's phone while it is in storage at school then they must decide whether their child really needs to bring a phone one to school. Another option would be for their child to bring a cheaper, old style, "Nokia" type phone to school and leave their more expensive i-phone or android device at home for evenings and weekends.
6. Pupils found in possession of a mobile phone / smart watch at school (or in contravention of the rules in place for a school trip) during school hours will have the phone confiscated for a minimum of one week. Pupils found using a mobile phone while at school (or in contravention of rules in force during a school trip) during school hours will be subject to more severe sanctions depending on the nature of the phone use and the impact on teaching. If it is established after the fact that a child has made use of their phone during

school hours (for example, as a result of text messages, calls or social media posts to others) then they will also face these sanctions.

7. Staff who arrange school trips and visits may amend rules relating to mobile phone use as appropriate to the trip, visit or activities being undertaken. For example; it may be prudent for pupils taking part in a unaccompanied expedition across country to have a phone to enable them to seek assistance in an emergency. Pupils visiting an art gallery might need a phone / device to record images, etc.
8. Pupils on residential trips must not use phones, tablets or other devices in a way which disrupts the trip, prevents pupils sleeping, and disrupts their daily routine or their educational experience. The trip organiser will determine rules regarding the use of mobile phones and devices that is compatible with the nature of the trip.
9. Kindergarten children and pupils in the Junior School from J3 to J5 **may not** bring a mobile telephone into school. Year 6 pupils may bring a mobile telephone into school, but it must be handed to the form teacher at morning registration and stored in the teacher's desk until the end of the day. Kindergarten & Junior pupils must not bring into school a watch (or other device) that is linked to a phone or capable of accessing the internet (Fit-bit, i-watch for example)

### **C. Safety**

1. Chewing gum, glass bottles, Tippex liquid (or similar correction fluid) and solvent-based glue must not be brought to school.
2. The laboratories, Design & Technology workshops, ICT suites, music rooms, school hall, gymnasium equipment and stage equipment are out of bounds unless supervised by a member of staff.
3. Kindergarten children are released to parents via the KG main door or individual classroom gates.
4. Staff will not hand over Kindergarten or J3 children to anyone other than the child's parents unless parents have notified staff beforehand. If parents are not present at collection time then the child will be taken to Post School Supervision until parents can be contacted.
5. Junior and Senior school pupils may wait for their parents in the car park. Full details of after school routines can be found in the relevant policy.

### **Medical**

1. Requests from pupils to be excused from PE/Games must be notified in writing.
2. A pupil who needs to take medication during the school day must deposit the medicine with the School Medic prior to registration. A letter, signed by a parent, must accompany the medication authorising the school to administer the medication. The letter must also provide details of dosage and timings for the medication. Parents of children under 8 must sign any medication in and out, each day, via the school office. This is a legal requirement. Full details of procedures relating to medication can be found in the Medical Treatments Policy

3. Parents must inform the school of any medical condition likely to affect the welfare of the child.
4. Parents must inform the school of any condition, medical or otherwise which may affect the welfare of any other person in the school. The school reserves the right to remove any pupil (temporarily or otherwise) from school where their presence may affect the health or welfare of another person.

#### **D. General**

1. Pupils must endeavour to maintain the high standards and reputation of the school in behaviour, conduct and appearance both in and outside of school.
2. Pupils must respect one another and do nothing which causes distress to another person or their property.
3. All pupils have a diary/contact book. Pupils must keep a note of all homework issued in the diary/contact book. Parents are encouraged to use the diary/contact book to communicate with the form tutor and to check and sign the book each week.
4. Students who persist in flouting school regulations may be sent home and may be subject to school disciplinary procedures.

#### **E Prohibited Items**

Pupils must not have with them at school during the school day or off site during a school trip, visit, fixture or event items that are prohibited. Unless, they have the specific permission of the teacher in charge of such an event. These include:

Items prohibited in law and as listed in para 3 of the behaviour management policy

Items specifically prohibited by the school:

- Mobile phone / smart watch
- Lap-top (unless authorized for use with SEND)
- Any electronic device capable of taking photographs, or recording sounds, or accessing the internet, or making phone calls
- High energy or high caffeine drinks
- Cigarettes, e-cigarettes, vape equipment
- Nitrous oxide, helium canisters
- Substances described as "*Legal Highs*"
- Jewelry
- Prescription drugs unless authorized by the school medical and welfare manager
- Age restricted products processed by pupils under the relevant age

**Staff responsible: PS**

**Reviewed: Jan 2018**

**Review date: Jan 2019**

**Governor responsible: Kirsty Hillocks**

**Statutory offences that result in automatic formal detention**

- No Homework
- 2 x no equipment
- Mobile phone use (+confiscation)
- 3 x late for school/week

**Aggravating Factors (Examples)**

- Track record of previous bad character
- Lack of remorse
- Evidence of dishonesty
- Deflects blame / hinders investigation
- Argumentative

**Mitigating Factors (examples)**

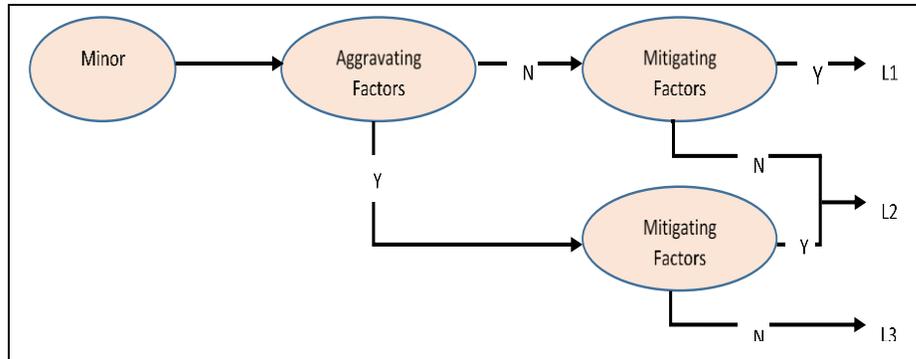
- 1<sup>st</sup> Offence
- Result of provocation
- Early Admission / Genuine Remorse
- Personal circumstances

**Sanctions**

- L1 Warning/advice given
- L2 Informal detention (Break / Lunchtime)
- L3 Formal detention (after-school)
- L4 Community Service
- L5 Formal reprimand (on file)
- L6 Temporary Exclusion
- L7 Permanent Exclusion

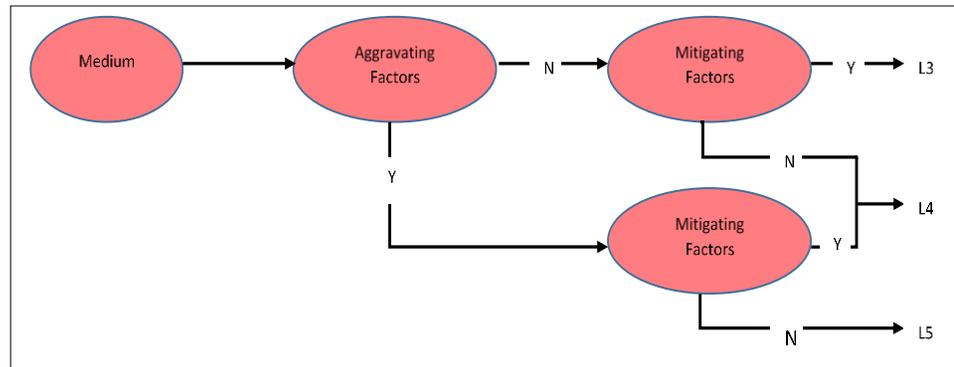
**Minor Offences**

- Name calling
- Minor physical abuse (Pushing/shoving etc)
- Minor infringement of school rules
- Uniform infringements
- Low-level disruption (talking, inattentive, late for lessons etc)



**Medium Level Offences**

- Repeatedly committing minor offences
- Repeatedly committing statutory detention offences
- Bullying,
- Incident of a racial, homophobic, religious (or other protected characteristics) nature
- Potential safeguarding matter



**Serious Offences**

- Assault intended to result in harm,
- Procession or use of drugs, weapons or prohibited articles,
- Persistent underperformance / disruption of other pupils learning
- Persistent bullying
- Repeatedly committing medium level offences
- Unlawful behaviour

