



BEHAVIOUR MANAGEMENT POLICY

Durlston School

August 2024

REVIEW DATE FOR POLICY – August 2025 by SLT

INTRODUCTION

The Durlston School (the School") community is based upon kindness, dignity and respect. The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of co-curricular activities. We have high expectations of pupils' conduct and behaviour and the Behaviour Management policy provides guidelines for both staff and pupils to help ensure that the School community is run in an effective and positive manner, based on predictability, fairness and trust. By creating such an atmosphere we aim to take pressure off pupils and provide a calm environment which will alleviate potential mental health issues. (See Mental Health Policy). Promoting the emotional well-being of all of our pupils is key to their development.

The School is an inclusive community. We welcome pupils from all faiths and backgrounds. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Mrs Gilly Smith.

WHOLE-SCHOOL APPROACH TO BEHAVIOUR

Durlston is a school that runs from LKG to Year 11 (ages 2-16). Although there is a wide age range of pupils at the school, we aim to ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

In all parts of the school, everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

CODE OF CONDUCT

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School's community of Governors, staff, parents, and pupils adhere to an established routine and code of conduct (there is a separate staff code of conduct, available as policy 6.4c).

Pupil Codes of Conduct

OUR CODE OF CONDUCT **(incl. EYFS)**

As a member of the Durlston Community, I will do my best to:

- **Be helpful and kind; set a good example at all times**
- **Respect all other members of the Community; accept that people may be different from me**
- **Help those in need; bullying is totally unacceptable!**
- **Be honest, admit my mistakes and learn from them**

- **Set the highest standard of manners and courtesy**
- **Wear my uniform correctly and with pride**

Pre-Prep - (incl EYFS)
GOLDEN RULES

The “Golden Rules” for Home and School are:

Be a smart walker – don’t run inside.

Be a hard worker – always do your best.

Be quiet inside – big voices outside.

Be kind and gentle – don’t hurt others.

Be honest – always tell the truth.

Be a good listener – don’t interrupt.

Be polite and helpful – say please and thank you.

We always tell an adult if we do not like what is happening.

The Code of Conduct is displayed in all the form rooms.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in an orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School’s Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will

not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/ exclusion.

INVOLVEMENT OF PUPILS

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them. This is partly done in form time, PSHE lessons, School Council and also through Pupil Voice initiatives. Pupils are asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils (including EYFS pupils) are aware of the School's behaviour standards, expectations, pastoral support and consequence process. All pupils are taught that they have a duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term arrivals.

(Please see our Transition policy to see how any transitions are handled. Pupils who join at mid-term will be assigned a buddy and the form teacher will discuss behaviour expectations with them).

INVOLVEMENT OF PARENTS AND GUARDIANS

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and

appearance, standards of academic work, co-curricular activities, and homework/private study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies including the Early Help facility at Hampshire Safeguarding Children Partnership. The School has a number of support systems in place to meet the needs of all pupils. These include our Lighthouse Department and access to other external agencies, e.g. OT and Speech Therapy.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

UNEXPLAINED ABSENCES

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Children Missing in Education Policy.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances. If a parent wishes to take children out in term time, they would need to request permission in writing from the Headmaster.

SCHOOL RULES

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out below:

Senior School Rules

The Code of Conduct gives some general expectations regarding behaviour and attitude within the School. In addition, a number of rules have been drawn up relating to behaviour in the classroom, as listed below:

- Try my best
- Arrive promptly
- Enter and leave the classroom respectfully
- Bring the correct equipment to every lesson
- Listen very carefully to explanations and instructions
- Put my hand up before asking or answering questions
- Respect teachers, other pupils, their opinions and their right to learn
- Concentrate on the task in hand
- Ask for help if I am not sure
- Always write down preps fully, as written by the teacher
- Hand in all prep, completed and on time
- Excuse myself if missing a lesson, and ask about catching up on any important work

There are a number of other basic rules that apply to all children:

- If you arrive before registration rooms open (08:20), you should report to the Dining Room where you will be supervised by a member of staff.

- There are a number of items that may not be brought into School under any circumstances; alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, knives or weapons, pornographic images, any article 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, and lighters or other items or equipment hazardous to health.
- In addition, no chewing gum or stimulant drinks are allowed in School.
- You should remain silent in the Chapel before, during and after Assembly.
- You should be outside during break and lunchtimes unless given express permission by a member of staff to stay inside or you have been informed by a member of staff that there is an indoor break, or you have been given permission to use a common room facility.
- You must not leave the school premises in a school day unless accompanied by a member of staff or a parent.
- There are no mobile phones or any other electronic device allowed in school unless permission has been given by the Headmaster
- All pupils must eat a school lunch.

Pre-Prep Rules

Golden Rules

The Golden Rules are constantly reinforced within the classroom and playground. Children from Reception to Year Two have a Golden Time at the end of the week to celebrate their adherence to these.

They are:

- Be honest
- Be polite and helpful
- Be kind and gentle
- Be a good listener
- Be a hard worker
- Be quiet inside
- Be a smart walker

Copies of the School Rules are set out above and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

The School Rules set out the School's policy on drugs, that is they are forbidden in school.

PROMOTING GOOD BEHAVIOUR

Senior School

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Indeed, positive reinforcement is seen as integral to the successful management of behaviour and it is School

policy to recognise, acknowledge and reward both good behaviour and individual and group achievements by pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture. Incentives and rewards should be used as much as possible in order to promote a pupil's self-esteem and improve their confidence.

Examples of good behaviour that can be recognised and rewarded are as follows;

- Concern for others
- Good manners
- Commitment
- Honesty
- Initiative
- Reliability

Examples of achievements considered to be worthy of individual or group recognition;

- Good or outstanding pieces of work
- Excellent effort in class or for homework
- Sustained improvement in standards of work
- Outstanding effort or achievement in co-curricular activities
- Team success
- Service to the School or community

At the School we reward and encourage good behaviour and celebrate curricular and co-curricular achievements from our pupils through a number of methods, including but not limited to:

- Verbal praise
- Communicating praise to parents via phone call, emails or other correspondence including subject postcards
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as being entrusted with a particular decision or project, e.g. School Council member;
- whole-class or year group rewards, e.g. House Cake for credit points
- Encouraging words
- Encouraging comments on work
- Praise for good behaviour/work/effort
- More formal praise in assembly
- Comments on reports or ARC cards
- Credits
- Credit certificates
- Credit Awards
- Achievement badges
- Effort badges
- Progress badges
- Art Colours
- DT colours
- Drama colour

- Music colours
- Sports colours
- Choir commitment badges
- Sport Commitment badges
- Worker of the Week Awards
- Kindness and Consideration Awards
- Special Achievement Awards (Year 5)
- Half termly subject prizes (Year 6,7,8)
- Recognition at Prize Giving

The School also selects Prefects. All pupils in Year 8 are given the opportunity of applying for the position of prefect and, unless there are reservations about behaviour and attitude, most will be appointed to a prefect position. There are also prefects for subject specific areas e.g. Art prefect, and for areas of the school, e.g. Pre-Prep prefect, for pupils who demonstrate a particular keenness for a subject or for a part of the school. There are also two (occasionally three) Year 8 Captain of School positions to apply for. Pupils are given a list of criteria and are invited to apply for these roles by specifying how they fulfil the criteria listed.

There will be further positions available for Year 10 and Year 11 pupils. Their responsibility will run from Easter of Year 10 to Easter of Year 11.

All pupils in positions of responsibility should assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

PRE-PREP

An emphasis on positive behaviour underpins all that we do in Kindergarten and Pre-Prep. Children are encouraged – and expected - to make a meaningful contribution to school life in many ways. These include caring for others, for the school, the environment, being helpful and considerate. Our values are traditional ones of honesty, good manners, politeness and high standards of personal discipline. We believe in reinforcing good behaviour and effort in school by a positive reward system to which all children can relate. We believe that all effort should be valued and rewarded as appropriate.

Reward Systems

Early Years

Younger children are rewarded with verbal praise and stickers are sometimes given. As children progress from Kindergarten to Reception, the emphasis on verbal feedback continues, with specific rewards taking the form of stickers and marbles. Each class works as a team to collectively earn twenty-five 'marbles in a jar' and the group is then rewarded with a treat. This might consist of an extra playtime, a teddy bear's picnic or a favourite game. Rewards are given frequently in order to encourage and praise achievements.

Key Stage One

In Years One and Two, teachers continue to use the reward system of marbles in a jar, as outlined above. These can be awarded by any member of staff in order to encourage children for showing initiative, demonstrating helpfulness, good behaviour, academic work, caring for

others etc. Additionally, children may earn stickers or written comments on their work to celebrate academic achievement.

The Golden Rules are constantly reinforced within the classroom and playground. Children from Reception to Year Two have a Golden Time at the end of the week to celebrate their adherence to these.

Every Friday, children who have worked particularly well during the week are publically rewarded for their achievements or behaviour in Praise Assembly.

One member of each class is chosen to be the Golden Star and awarded with a badge to wear for the following week. This is someone who has embodied one or more of the Golden Rules.

Each class teacher also elects two children to receive a certificate. These are prepared and submitted to the Head of Pre-Prep in advance of the Assembly. The certificates outline the nature of the achievement and where appropriate, children are invited to display their actual piece of work for all to see. The certificates are taken home by the recipients.

Form captains are also elected for weekly responsibilities.

A Good Manners Cup is also awarded for children who have made the most effort to consider others and show politeness in the Dining Room. This may be in the form of table manners, knife and fork control, eating properly, helping others, sitting and moving with care or saying thank you to the catering team.

RESPONDING TO MISBEHAVIOUR

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- **Improvement** - supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

SANCTIONS

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected

by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Child Protection and Safeguarding Policies.

Sanctions in Senior School

It is important for sanctions to be used consistently and for teachers to make it clear to the pupil why a particular sanction is being applied. Sanctions can be used as a deterrent, to keep pupils safe and to support pupils to understand and meet the behaviour expectations of the school. Staff should be aware that poor behaviour or poor effort in the classroom may have a variety of causes. There may well be personal and pastoral issues involved and staff should check with the form teacher/Head of Middle School/Deputy Head to see whether there are any extenuating circumstances. In the event of poor work, staff may also wish to consider a referral to the SENCO (NL/JWH). As a rule, group/class sanctions should be avoided as they breed resentment.

The type of sanction that should be applied depends upon the nature of the offence. A sanction will always be lawful, if it satisfies the following three conditions:

1. The decision to sanction is made by a paid member of school staff, or an unpaid member of staff authorised by the Headteacher.
2. The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff
3. It does not breach any other legislation and is reasonable in the circumstances

Examples of sanctions that are used in the School include:

- Verbal reprimand and reminder of the expectations of behaviour from a member of staff;
- Letter to parents to advise of the misbehaviour;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;

- The setting of written tasks as punishments, such as an account of their behaviour or essays;
- Detention at lunchtime and/or breaktime;
- Withdrawal of privileges;
- School based community service, under the supervision of a member of staff;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring;
- Withdrawal from a lesson, school trip or team event;
- Suspension for a specified period, removal, or exclusion

As guidance, staff are encouraged to look at the following outline and to see where the offence lies and what an appropriate sanction may be for that particular offence. Some sanctions are more appropriate for older children. If staff are not sure what sanction to impose, they should consult with the Head of Section or a member of the SLT.

MINOR OFFENCES

- Talking out of turn
- Distracting behaviour in or out of the classroom/visit/event
- Failure to listen to instructions
- No homework produced
- Homework handed in late
- Late to lesson
- Online incidents
- Lack of effort
- Incident outside of School (witnessed by a member of staff or reported to the school)

SANCTIONS FOR MINOR OFFENCES

- Verbal warning
- Keeping behind for brief period after lesson
- Note in Pupil Record Book
- Repeating work
- Menial task – e.g. tidying room
- Confiscation of item
- Sending out of classroom for a conversation with teacher

MEDIUM OFFENCES

- Persistent minor offences e.g. work regularly handed in late
- Appearance issues
- Failing to attend a detention
- Bad manners or behaviour, or rudeness shown to other pupils
- Use of mobile phones without permission
- Inappropriate language to other pupils, e.g. comments on character, appearance (please see Bullying Policy if this is a persistent rather than one off occurrence).
- Incident outside of School (witnessed by a member of staff or reported to the school)
- Online incidents

SANCTIONS FOR MEDIUM OFFENCES

- Debit issued
- Notes to parents in Pupil Record Book
- Other contact made with parents – telephone or letter home
- Meeting with parents
- One-to-one discussion with pupil
- If work related – departmental detentions, academic reporting
- Withdrawal of privileges
- Morning break or lunchtime detention (at discretion of Deputy Head); this takes priority over any other commitment
- Pupil sent outside classroom for brief period
- Withdrawal of break time for short period of time
- Confiscation of item e.g. mobile phone
- Pupil to apologise to another person

SERIOUS OFFENCES

- Persistent Medium offences e.g. persistently rude, regularly failing to hand in work
- Disrespectful behaviour to staff
- Inappropriate language deliberately used to other pupils – (see above in Medium Offences) – e.g. comments on gender, race, appearance, religion, disability (please see Bullying Policy if this is persistent rather than a one-off occurrence)
- Swearing
- Open disobedience to reasonable instructions from a member of staff
- Use of or involvement with illegal substances e.g. drugs, alcohol, cigarettes, vaping
- Damage to School property (including material held on a computer)
- Misuse of School facilities, including IT resources
- Online incidents, including use of mobile phone
- Stealing
- Fighting
- Cheating in examinations
- Interfering with School safety equipment
- Violent behaviour
- Theft (including access to unauthorised material on computer)
- Immoral behaviour (including access to immoral material on computer)
- Any other activity generally considered illegal in the adult world
- Malicious accusations against School staff
- Incident outside of School (witnessed by a member of staff or reported to the school)
- Bullying of any kind, conducted either inside or outside of School.

SANCTIONS FOR SERIOUS OFFENCES

- Awarding a debit
- Meeting with parents
- Removal of break for a period of time
- After school detention or a series of detentions
- Removal from a particular subject for a period of time (see further in policy – Removal from Classroom)
- Internal School suspension – work set but pupil isolated from class. Parents should be informed on the same day if their child has been removed from the classroom. Internal suspension is usually set for one day. It can be longer than this if, after

discussion with staff, parents and the child, it is approved by the Head. (See notes on Removal from Classroom).

- Temporary suspension
- Permanent expulsion
- Confiscation of item
- Bullying sanctions, as laid out in the School Anti-Bullying policy. In the first instance, pupils who have bullied need to acknowledge that their behaviour is unacceptable. They will be helped to recognize their wrong doing, to change their attitude and to agree a way forward which helps both the bully and the victim. Only if this approach fails will bullying become a disciplinary issue and, when it does, it becomes a matter serious enough for suspension or exclusion to be considered.

For very serious or extreme anti-social behaviour which includes any malicious accusation made about a member of school staff, - the School has the power to issue a temporary suspension or permanent exclusion – See Policy 6.3a.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work. They may impose any of the sanctions from the relevant sections above. Repetition of misbehaviour or more serious misdemeanours will be reported to the Head of Department and to the pupil's Tutor and possibly, in the event of a more serious misdemeanour, to the Head of Section and this may lead to further sanctions. All instances of poor behaviour where a sanction has been applied, should be logged on the school C-POMS system.

Persistently poor academic performance may result in the Head of Section requiring a pupil to be placed on academic performance report where the pupil's teachers will make written comments on the pupil's performance at the end of every lesson for a period to be determined in conjunction with parents.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Safeguarding and Child Protection policies and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School has a confidential central register of all sanctions imposed for serious misbehaviour which is part of the CPOMS system. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

Pre-Prep consequences for not following the Golden Rules

We use a 'least to most' intrusive form of behaviour management. The adult will initially warn the child that their behaviour is not appropriate with a look, a sign or a quiet word before moving to more direct forms of intervention.

The teacher will explain to the child what they have done wrong and discuss preferred types of behaviour.

- If a child does not listen to the warning and continues to display poor behaviour then the child's name goes onto the white cloud.
- If behaviour improves then child returns their name to the sunshine.
- After the event the teacher 'catches' the child being good to reinforce positive behaviour.
- If behaviour deteriorates further then the name is placed on the grey cloud and remains there until the end of the day. 5 minutes of Golden Time is lost.
- The teacher informs the parents at the end of the day about what has happened.

Hurting another child:

If a child physically hurts another child then their name goes immediately onto the Grey cloud for the rest of the day and 5 minutes of their Golden Time is lost. The child who has been hurt is comforted.

If this happens at playtime the child who has hurt someone talks about their behaviour with an adult, away from the playground. This happens immediately.

The teacher talks to the child about what they did, why and what they could have done instead of hurting. The adult may need to model/role play appropriate behaviour to explain. Our aim is to help the child to understand and appropriately manage their behaviour.

This child then apologises to the child they hurt and asks what they can do to make things better.

It is important to talk to both of the children involved to see if there was anything the other child did that could have caused the other child to behave as they did. How could they have behaved differently? Discuss teasing/name calling etc.

ABCC Chart

Teachers can monitor patterns of work and behaviour informally and if deemed necessary an ABCC (antecedent, behaviour, consequence, communication) chart is implemented. This is used for a specified period of time and can determine if there is a pattern/cause related to the behaviour. Having investigated the results of the ABCC chart, if necessary, a plan of action can be developed in the form of an Individual Behaviour Management Plan.

Individual Behaviour Management Plan

This highlights a number of SMART targets for the child. It also incorporates a number of strategies that can be implemented to help the child to moderate their behaviour. All adults involved with the child in school and parents are consulted on this plan. A review date is put in place at which time progress can be discussed.

Staff Meetings

Children who may be of particular concern are discussed at staff meetings so that all staff are aware. This is an opportunity for staff who have worked with that child before can share successful strategies or their experience with the current situation.

Afterwards

Care is to be taken when reprimanding a child that it is not a form of humiliation. After the consequence has been applied the teacher takes time to 'put the child back together again.'

We reward publically and reprimand privately. If necessary, ask the child to remain behind when everyone has gone out to play. That way they are missing part of their playtime whilst talking to you, the other children know that something is happening as a result of a poor behavioural choice and in private you can discuss the situation.

Shouting is not to be used as a form of punishment and should not occur in the Pre-Prep unless a child is in danger and shouting is the quickest way to get their attention. We have young children who can become frightened by loud voices. This is to be avoided at all times.

Incident Referral Form

For serious poor choices of behaviour, the teacher will make a professional judgment according to a number of criteria as to whether or not an Incident Referral Form needs to be completed. The criteria include the severity of the situation, the children involved and previous history.

In the case of serious physical harm an Incident Referral Form is completed for both of the children involved. Neither child is named on the opposite form.

The teacher will talk to both children involved at separate times to ascertain what happened. If necessary, they may also talk to other children who witnessed the incident.

The actions, including what the child has said, are logged. This form is signed by the teacher. If a separate adult witnessed the incident for example at playtime, they will also be asked to sign the form to say it is a true account of what happened. The Head of Pre-Prep will read, check and sign as well.

The form is to be completed with the utmost care and accuracy.

The information is shared with parents at the end of the day. Parents are asked to sign the form to say that they have been informed of the incident. Should a parent request a copy of the form they will be given one.

SUPPORTING PUPILS FOLLOWING A SANCTION

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.
- Where appropriate, inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Leads (DDSL) or part of the pastoral team; or

- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

SERIOUS MISBEHAVIOUR

The School's Exclusion Policy is in the School's Policy store (6.3a) and is available for parents to see on request. All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Persistent Medium offences e.g. persistently rude, regularly failing to hand in work
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying), conducted either inside or outside school;
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse, or comments on gender, race, appearance, religion, disability that are inappropriate;
- Disrespectful behaviour to staff
- Swearing
- Open disobedience to reasonable instructions from a member of staff
- Use of or involvement with illegal substances e.g. drugs, alcohol, cigarettes, vaping
- Damage to School property (including material held on a computer)
- Misuse of School facilities, including IT resources
- Cheating in examinations
- Interfering with School safety equipment
- Violent behaviour
- Theft (including access to unauthorised material on computer)
- Immoral behaviour (including access to immoral material on computer)
- Any other activity generally considered illegal in the adult world
- Malicious accusations against School staff
- Incident outside of School (witnessed by a member of staff or reported to the school)
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's Exclusion Policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious “one off” incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection and Safeguarding Policies and Low Level Concerns Policy (6.4b).

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Child Protection and Safeguarding Policies and Exclusion Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

REMOVAL FROM CLASSROOMS

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this or shortly thereafter.

Removal from the classroom is a potential sanction used by the School as a response to poor behaviour in a particular subject. It will be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will usually be informed on the same day if their child has been removed from the classroom, potentially with an email or by telephone call, or by inviting them in for a conversation. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

If the behaviour extends to other subjects, or if there are serious behaviour issues in other areas of school life, then an internal suspension may be appropriate.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following disruption in the class; and
- to allow the pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

The School's arrangements when a pupil is removed from the classroom include

- Work will be obtained from the relevant members of staff
- An appropriate and supervised location will be set up, e.g. in empty classroom, Reception area for the pupils to work.
- They will be sat separately from peers at lunchtime and morning breaks.

PREVENTING RECURRENCE OF MISBEHAVIOUR

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required. See below for further information about SEN.

CONTEXTUAL SAFEGUARDING

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding and Child Protection Policies and discuss their concerns with the School's DSL, without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly. The School SEND Heads may be involved in this discussion.

SPECIAL EDUCATIONAL NEEDS

The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. The School believes that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously. The School makes reasonable adjustments for pupils with SEND or certain health conditions.

We must always take account of any SEN and/or learning disability that a student may experience.

- not treat a disabled student less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification, and
- take reasonable steps to avoid putting disabled students at a substantial disadvantage to students who are not disabled (reasonable adjustments duty).
- Mr Jack Harrison (JWH) has SEND responsibility for pupils in Year R-5. Mrs Lack (NL) has SEND responsibility for pupils in Years 6-10. Following discussions with pupils, staff and parents, they will put in place any measures that are needed to support children with additional needs, cope with behavioural expectations at school, e.g. put in place report cards to pre-empt any possible unacceptable behaviour. In addition, staff will be given training to help them understand the difficulties that children with SEND may have in dealing with situations. The school has done this recently with autism training for all staff (Jan 2023 and September 2024), plus individual behaviour process guidance written.
- When a pupil is identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the impact of any support being provided.
- We will consider whether a pupil's SEND has contributed to the misbehaviour and, if so, whether it is then appropriate and lawful to sanction the pupil (with reference to the Equality Act, 2010) and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.
- We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Exclusion Policy or through the Anti-Bullying policy if appropriate.

Please see, also, government guidance:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools>

DETENTIONS

All school teaching staff have authority to issue a detention to pupils, including same-day detentions.

Parental consent is not required for detentions. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. A Head of Section or member of the SLT can determine whether it would be appropriate to issue a detention outside of normal school hours. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;

- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are reminded about the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of School activity). The factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head or a member of the SLT immediately after they have needed to restrain a pupil physically.

The School has a confidential register – CPOMS - which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School. Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

SEARCHING

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding and Child Protection Policies.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Vapes;

- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

CONFISCATION

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco, vapes, cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection and Safeguarding Policies. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the pupil in accordance with this policy and the Exclusion Policy where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding and Child Protection Policies.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can

see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure which apply equally in the EYFS setting is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Procedure on request.

MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for pupils, governors, trustees and other stake holders on their perceptions and experiences of the school behaviour culture.

This policy is reviewed and updated at least annually by the Governors.

Appendix 1

Guidance on Rewards in Pre-Prep

The children hear the '**Sound of a Good Choice**' when they follow the rules. A marble goes into the jar and the adult explains why this has happened and praises the child/ren for the good behavioural choice that they made. When the jar is full of good choices the children have an instant treat that has been decided before the first good choice marble went in.

Golden Time on Friday is a super incentive and wonderful reward for following the Golden Rules all week.

Smiles, thumbs up, appreciative words and stickers are used when the children are following the rules.

Praise Assembly celebrates fabulous work and behavior. Certificates are awarded to children who have shown particular care in one of these areas that week. In addition, Form Captains are allocated for weekly responsibilities.

Golden Child Certificates are awarded at the end of each half term to those children who have followed the rules all half term. They must not have visited the cloud.

The **Good Manners Cup** is awarded every Friday for the class who has made the best effort towards using good manners in the dining room.

Appendix 2

Guidance on debits and credits for Senior School

Credits and Debits are awarded as the main form of reward and sanction respectively. Credits may be awarded for significant efforts or results, sustained hard work or good conduct (e.g. acts of kindness, helpfulness or thoughtfulness), and for meeting targets/objectives.

For the system to maintain credibility with the pupils, it is essential that it is used consistently, both across subjects and year groups. All staff are asked to use the system to reward pupils whose efforts or behaviour fall into the above categories. Staff are also asked to monitor their award of credits against their colleagues' to help guard against imbalances in the system. As credits sometimes mean more to younger pupils in Years 3 - 5, older pupils should be actively encouraged to gain credits; those teaching pupils in Years 6 - 8 are asked to give keep this in mind when looking for opportunities to award credits in these year groups.

No more than 2 credits should be given at one time.

Debits may be awarded for poor conduct or poor effort. Teachers giving debits must record brief details of the reasons in the pupil record book, on 3 sys in the notes section and the detention folder in the Common Room, to ensure that form teachers and parents are kept informed. They may also record the debits on the whiteboard located in the Common Room, if it is felt that all staff should immediately be made aware of the situation. Staff may also feel it is appropriate for the child involved to meet with the Deputy Head or Head of Senior School to discuss his/her actions.

No more than 1 debit should be given at one time.

To reinforce the seriousness of debits, pupils gaining two or more in any week may be asked to discuss the reason for their debit privately with a member of the house staff. The Head of Middle School or Head of Senior School may feel it is appropriate to give a lunch time detention at this stage. Parents should be made aware of the detention via the pupil record book. Supervision of the detention should be supported by the senior leadership team if necessary. Pupils who continue to receive debits and associated detentions should be put on a report card, monitored by the form teacher or a member of the SLT. Parents and the teacher concerned should sign daily. In the event of this process being unsuccessful the Headmaster should invite the parents to meet with him.

The House that accumulates the highest weekly score (credits minus debits) wins the weekly competition. As a result, its flag flies on the school flagpole throughout the following week, whilst the House Cup sits on the winning House's shelf in the Dining Room.

Individually, certificates are awarded to pupils who have amassed scores (credits minus debits), as follows:

50 – Bronze

75 - Silver

100 – Gold

125 – Platinum

150 - Diamond

The weekly top scorer in each house should receive a small reward from the house staff (tin of rewards located in the Common Room). Top weekly credit scorers in the Middle and Senior School for each house have their names read out in Monday's Praise Assembly and their names are up on the House noticeboard for the week.

At the end of each term, the House with the highest score wins the "House Cake".

Individual pupils who achieve in excess of 10* credits per week throughout the term receive a book token; 'near misses' who achieve within 10* credits of the total required for a book token receive a Mars Bar. (* approximately)

Guidance on Pupil Record Book

Form teachers should monitor patterns of work and behaviour through comments in the Pupil Record Book. Where there are concerns over a period of time, pupils may be placed on a work or behaviour report, to be completed each lesson by subject teachers.

The report should be taken home each day for signing by parents and seen by the form teacher or a member of the SLT on a daily basis, running for a minimum of a week.

The emphasis should always be on the positive, with target-setting using the Pupil Record Book given consideration as a means of helping pupils to modify work and behaviour patterns.

Guidance on Rewards

Criteria for awarding achievement, effort and progress badges.

At Durlston the ethos is such that we believe that this process should be selective and should give the pupils the opportunity to strive for success in all areas as individuals.

The amount of badges awarded will depend on the size of the year group but no more than 2 pupils in each form should receive these termly prizes.

Badges may be re-awarded during the academic year.

Achievement badge

Achievement badges are awarded to the top academic achiever in each form. These will all be awarded at the Headmaster's Assembly at the end of each term.

ARC achievement grades should be the main guide to this.

Effort badge

These are awarded to up to 2 pupils from each form. These will all be awarded at the Headmaster's Assembly.

ARC effort grades should be the main guide to this.

Progress badge

These are awarded to 1 pupil from each form who has been recognised as making the most progress in the ARC grades. These will be awarded at the Headmaster's Assembly at the

end of each term. All badge awards are decided upon by form teachers in discussion with subject teachers as appropriate.

Art, Sport, Music and Drama colours - for achievement and excellence

Weekly sports badges are awarded for excellent effort/team work

Choir/Sport badges – bronze, silver, gold and platinum awards given for commitment

In Year 3, 4 and 5 Worker of the Week (WOW!) and Kindness and Consideration certificates and badges are given in Monday morning Chapel services to recognise achievement and effort in work.

Year 6, 7 and 8 are awarded half termly academic subject prizes.

Year 9-11 pupils will follow the school behaviour policy. The nature of the rewards that are given to pupils may well be different in style and scope to those given lower down the school. The development of a reward system for older pupils will evolve as the school acquires extra year groups.

This policy has been created with reference to a number of documents:

- A. Education (Independent School Standards) Regulations 2014 (ISSRs)
- B. The Early Years Foundation Stage Statutory Framework, DfE, December 2023
- C. ISI Inspection Framework, July 2023

- D. Handbook for the inspection of association independent schools, including residential (boarding) schools and registered early years settings, July 2023
- E. Keeping Children Safe in Education, DfE
- F. National Minimum Standards for Boarding Schools, DfE, September 2022
- G. "Behaviour and Discipline in Schools: Guidance for Governing Bodies", DfE, September 2015
- H. "Use of Reasonable Force", DfE, July 2013
- I. "Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies", DfE, July 2022
- J. "Behaviour in Schools: Advice for Headteachers and School Staff" (February 2024).

RELATED POLICIES

- Admissions & Attendance Register;
- Anti-Bullying Policy;
- Child Protection / Safeguarding Policy;
- Complaints Policy;
- Code of Conduct;
- School Rules;
- Disability Policy;
- Equal Opportunities Policy;
- Pupil Sanctions Record;
- SEN & Learning Difficulties Policy;
- Staff Handbook; and
- Data Protection Policy (GDPR).