



**Sunninghill**  
PREP SCHOOL DORCHESTER

## **Behaviour Management Policy**

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The aim of this policy is to:

- Promote positive behaviour
- Encourage self-discipline and
- Set high expectations
- Engender respect for each other
- Prevent any form of bullying (as set out in our Anti-bullying Policy)

The objective of this policy is to be:

- Fair
- Consistent
- Proportionate
- Clearly understood by staff, pupils and parents

We will promote good behaviour by:

- Being kind, patient and understanding ourselves
- Showing great respect and being excellent role models
- Expecting good manners, courtesy and respect for others
- Discussing matters in lessons, tutor groups and assemblies
- Making sure displays around school promote good behaviour
- Working closely with parents

Staff will receive annual training and the policy will be published to parents at the start of each academic year and be kept updated on the school's website, having been reviewed also by the governing body.

We will also consider whether behaviour under review gives cause to suspect a child may be suffering harm. Where this may be the case we will follow our Safeguarding Policy. It may also be the case that continuing disruptive behaviour might be the result of unmet educational or other needs. At this point we will consider whether a multi-agency approach is necessary.

Corporal punishment is illegal in all circumstances. Physical punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

The leadership of the behaviour policy is the responsibility of the Headmaster and the Deputy Head (Pastoral).

The policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and children with special educational needs.

To be lawful, any punishment must be made while the pupil is under the charge of a member of staff and must not breach any legislation with respect to disability, special educational needs, race, religion and human rights.

The school has the right to confiscate items thought to pose a threat and we have the right to search without consent for prohibited items.

Members of staff also have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or damaging property. See our Restraint Policy for further information.

This policy can be applied by all employees of the school with responsibility for children for misbehaviours which occur in school and, in some circumstances, outside of school.

## **To promote good behaviour we have our Golden Rules:**

- Be kind, gentle and caring
- Be helpful to everybody who shares your school day
- Listen to others and follow instructions carefully
- Be honest and open minded
- Be organised and look after your property
- Work to the best of your ability

Above and beyond our Golden Rules, each class draws up (at the beginning of each year) their own class charter with each other.

We have a very positive outlook on encouraging our community to reach high standards. We aim to achieve this through a vibrant rewards scheme.

### **Rewards**

There is a structured reward system running throughout the school, which serves to encourage and enthuse children. Rewards can be both formal and informal.

#### **1. Verbal and written praise**

- Encourage children in all aspects of school life e.g. creative, academic, social, moral etc
- Be specific e.g. 'You have made such progress since last week. Now you are accurately giving 6 figure grid references' or 'Thank you for telling me Jenny is upset, that was really supportive of you'
- Use fun stickers

#### **2. Daily class based rewards**

- Certificates and positive messages home via homework diaries
- WOW board (Nursery)
- Stars and stickers (Nursery)
- Sunshine Certificate (Nursery)
- Jewels in the Jar (Reception)
- Twinkling stars Reception - Form 2
- Smiley Face mountain Years 1 & 2
- Raffle tickets (Loft)
- House points (Forms 2 - 8)

#### **3. Weekly rewards**

- Each week 1 or 2 pupils from each class up to and including Year 6 receives either a 'Well Done' certificate (Reception to Year 4) or a Certificate of Achievement (Year 5 and 6) in Friday assemblies from the Headmaster. This information is logged in the "Achievement" section of 3sys. It is desirable for every child to win at least one certificate per year.
- Recognition of successes outside of school e.g. sporting achievement, noted in assemblies and in Hermes
- 'Lucky Dip' – All house points are placed in a jar and one chosen each week. The lucky name will win a fun prize.

#### **4. House points**

House points are awarded for good effort or behaviour or citizenship. House points may be awarded to effect positive change.

Children take House Points to Form Tutors or show evidence on piece of work, totalled by tutors and handed in to Mr Adams who administrates the system.

Awards for cumulative individual house points:

|                    |     |
|--------------------|-----|
| Bronze badge       | 50  |
| Silver badge       | 100 |
| Gold badge         | 150 |
| Headmaster's Award | 250 |

These badges (and even those of previous years) are very proudly worn on a child's blazer

Individual house points feed into an overall house winner each week, term and year with the 'House Cup' being awarded to the winning house captains who will tie their colours on. The trophy will be displayed in the cabinet in the main entrance.

#### **5. Golden Time**

- For all children up to Year 2, a proportion of time is set aside each week to celebrate their good behaviour. Pupils who have had a good week in school will be able to follow an activity of their choice. Some pupils who do not follow our good advice may lose a small number of minutes from their Golden Time.

#### **6. Termly rewards**

Endeavour certificates and trophies are awarded at the end of each full term for recognition of effort in academic, and sporting and musical domains.

At the end of year Speech Day and Prize Giving we have a number of major trophies and awards that reflect good citizenship.

## **Sanctions**

Where ever possible, we hope sanctions are a very last resort and that skilled teachers with support from home have tried every strategy at their disposal before formally applying this policy. In the first instance, it is the responsibility of the staff concerned to ensure an appropriate sanction is given and that issues are dealt with fairly, consistently and proportionately.

At the same time we will continue to offer support strategies for these pupils.

Sanctions given will be logged on 3sys so that any patterns may be identified.

More serious offences, and their full details, are kept in the behaviour file by the Deputy Head (Pastoral).

### **1. Warning**

- As a first instance, a pupil will receive good advice from the teacher concerned regarding how they could change their behaviour. A traffic light system will be used and a name may be written on the white board as a visual reminder that we are in the amber “take care” zone.
- Verbal warnings without any written record can be given too and staff must use their discretion as to whether form tutors need to be informed.

### **2. Consequences**

- Form tutors should note comments of a more persistent nature on 3sys and (where appropriate) a comment may be written in the Home/School diary or passed across to parents verbally depending on the situation. These records are very important as they can be used as reference points in discussions and meetings with parents and form important records for handover information from year to year.
- For more serious incidents or where witness statements need to be recorded, the teacher dealing with the incident should log the information against the pupil’s name on 3Sys. Investigations of all serious events will be overseen by the Deputy Head (Pastoral) or Headmaster.
- The Headmaster and Deputy Head (Pastoral) read all incidents logged on 3sys, so are fully up to speed where, when and why events have occurred. These events are discussed as part of the weekly Deputies meeting.
- If a child is mentioned on a number of occasions during the week, they may be kept in at break or lunchtime on the discretion of the teacher. They may also be sent to the Deputy Head (Pastoral) if a more formal approach is desired. The Form Tutor may inform parents and a letter may be sent home informing parents of the reason(s).
- Members of staff are entitled to ask a pupil to lose a proportion (but not all) of their break or lunch if they have not modified their behaviour sufficiently. If a child is to be kept in at break or lunch adequate time should be given to drink, eat and visit the toilet.

### **3. Repeated incidents – Friday Detention**

- For more serious offences, or offences of a persistent nature, a pupil may receive a Headmaster’s Friday detention (usually alongside an interview with parent and Form Tutor). This information will always be written up on 3Sys and this automatically goes to the tutor. A letter home will always accompany a Friday detention and the Deputy Head (Pastoral) will keep a record of all of these incidents in the behaviour file which is kept in his office.
- If appropriate the pupil may also be placed on report.
- Actions/targets/ways forward will be agreed.
- Staff will be informed at staff meetings when pupils are on/off report.

- In the past, Friday detentions have been given for physical aggression, swearing, and inappropriate language.

#### **4. Continuous Concerns**

- For more serious offences an interview/meeting with the Headmaster and parents and an internal suspension e.g. from playtimes, Golden Time, or even lessons may be necessary. The information will always be logged on 3sys.
- In some cases, if proven by written evidence, a temporary exclusion from school may be enforced.
- The Headmaster will always notify the Chair of Governors on these occasions.
- The Headmaster will make a judgement based on the evidence of the incident and previous agreements made by the pupil and their parents. Written evidence is essential if such a decision is to be upheld. The information will always be logged on 3sys.
- The decision is subject to a potential complaint by a parent and therefore the evidence has to be sufficient to stand up in a tribunal.

#### **5. Permanent Exclusions**

##### **Introduction**

Section 7 of the Parent Contract, signed by all parents, gives the Headmaster the right to require the immediate removal of any pupil whose conduct is, in the Headmaster's opinion, unacceptable.

##### **How might permanent exclusion arise?**

1. Asking a pupil to leave Sunninghill is a very serious step to take, and the Headmaster would only take it in extremis. Our natural inclination would be to find a way in which lessons can be learned, even if this might have to include a lengthy suspension from the School, without resorting to permanent exclusion.
2. The need to ask a pupil to leave the school could arise after a number of serious misdemeanours and when all previous steps have failed to promote good behaviour.
3. Undoubtedly the most unfortunate and upsetting situation is when a pupil does something that no one has expected which happens to be of a nature that makes it impossible for that pupil to remain a member of Sunninghill.
4. A pupil may also be asked to leave school related to non- payment of school fees. The school will do everything possible to reach a compromise solution before this last resort is taken.
5. If the School decides to offer parents the right to withdraw their child to avoid exclusion (see clause 7(c) of the ISBA Model Parent Contract) and the parents accept this offer, no right of appeal is available.

##### **Fairness and the interview procedure**

1. Once it is clear to a class teacher or a member of the leadership team that they are dealing with a serious incident, they must inform the Headmaster at the earliest opportunity. It must be understood that the School has a duty to its pupils to investigate any serious incident as fully as possible and in order to do this, a pupil may be asked to remain in the Headmaster's/Deputy Head's Office or to go home and stay out of contact (in their own interests) whilst investigations continue.
2. The Deputy Head (Pastoral) will be responsible for the initial stages of any investigation including interviewing pupils and asking them to write statements. The pupil or pupils under investigation will be asked to nominate a supporting member of staff to be with them or to help

them with the interview or with writing a statement. This might be their class teacher, or any other teacher, as long as the interviewer agrees with the choice, and that staff member is reasonably available.

3. At the earliest opportunity, the facts, as far as they are known, will be placed before the Headmaster who will ensure that parents have been informed. The Headmaster will then interview the pupil in the presence of the Deputy Head or other senior manager and, if the interviewee wishes, their supporter.
4. If the final decision is that the pupil should leave the School, the Headmaster will inform the Chairman of Governors and inform the parents and the pupil at the earliest opportunity. This decision will be confirmed at the earliest opportunity in writing.
5. At all points in the interviewing process the pupil's welfare will be uppermost in the minds of staff involved and every attempt will be made to treat them with courtesy, dignity and as pleasantly as possible.
6. Pupils and their parents must appreciate that however much we may wish to forgive young people their transgressions, in any community there are rules, which are for the greater good of that community and its members. However regrettable, young people, as they seek their way in this world, step too far across lines to be allowed, for the greater good of the community, to remain, and justice must be seen to be done as it is in the wider world. That does not mean that in many cases we do not seek to offer forgiveness and understanding, and that the Headmaster will do all in his power to ensure a smooth transfer to another school.

### **Appeal or review procedure**

These guidelines are non-contractual in nature. They have been prepared for the information and guidance of all who may be concerned in a review hearing following expulsion or the required removal of a pupil from Sunninghill Prep School.

### **Applying for a review hearing**

7. Parents/Guardians can appeal a decision to expel or require removal, by writing to the Headmaster within five working days of receipt of the written notification of the decision in question.
8. Unless there are exceptional circumstances, the review hearing will take place within fourteen days of the removal or expulsion, and may be sooner if convenient to all parties.
9. Each member of the Review Panel will be supplied with a copy of any relevant documents including a report on the pupil's conduct to date. Parents or guardians are entitled to copies of all those documents save any, which, in the opinion of the Headmaster, should not be disclosed.

### **The Review Panel**

The Review Panel will consist of three members of the Governing body who will have no previous detailed knowledge of the case and will not normally include the Chairman of Governors.

### **The Review Hearing**

10. The Review Hearing will take place at the School. Those present at the hearing will normally be:
  - Members of the Review Panel
  - The Headmaster and Deputy Head (Pastoral)
  - The parents or those with parental responsibility and the pupil
  - The Bursar
11. The parents or guardians may be accompanied by a friend or relation if they wish, however, it should be noted that this person attends as a friend and not as a representative.

12. Seven clear days' notice to the Headmaster is required if the parents or guardians wish to be accompanied by a friend or a relation who is legally qualified. Such a person should not be someone whom the parents or guardians have instructed, or intend to instruct, in legal proceedings
  13. The proceedings will be chaired by one member of the Review Panel and will be conducted in an informal manner. All statements made at the hearing will be unsworn. The Bursar will be asked to keep minutes of the main points that arise. All present will be entitled, should they so wish, to write their own notes. The hearing shall be directed at all times by the Chairman of the panel who will conduct the hearing in such a manner as to ensure that all those present have the opportunity of asking questions and making comments.
  14. All those attending the hearing are expected to show courtesy, restraint and good manners. The Chairman may in his or her discretion adjourn or terminate the hearing. If the hearing is terminated the original decision will stand.
  15. The Panel will consider each of the queries raised by the parents or guardians so far as these are relevant to:
    - a) Whether the facts of the case, so far as they relate to the pupil, were sufficiently proved when the decision was taken to expel or to require removal of the pupil. The standard of proof will be the balance of probability, and
    - b) Whether the sanction was warranted, i.e. proportionate to the breach of discipline or other events that are found to have occurred. The requirements of natural justice will apply.
  16. If the Headmaster considers it necessary in the interests of the individual or the School that the identity of any person should be withheld, the Chairman of the Panel may require that the name of that person and the reasons for withholding it be written down and shown to the Review Panel. The Chairman in his/her discretion may direct that the person be identified.
  17. When the Chairman of the Panel decides that all issues have been sufficiently discussed and if by then there is no consensus he/she will send away all those attending so that the Review Panel what course of action to take.
  18. The decision of the Review Panel will either be to advise the Headmaster that they agree with the decision, or that he should reconsider the case, but the final decision still rests with the Headmaster. Parents or guardians will be notified by the Chairman of the Review Panel or the Chairman of Governors by letter or telephone within three days of the hearing of the final outcome and this will be taken as the final decision.
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In writing this policy, reference has been made to the following documents:

- DfE guidance on Behaviour and Discipline in School 2016
- DfE guidance on reasonable Force in schools
- Keeping Children Safe in Education (2018)

### **Complaints procedure**

Parents may also use our Complaints Policy (published on the website) if they feel that any concerns about behaviour are not being addressed properly.