



## THE DOWNS MALVERN

### Behaviour Policy

**This policy is relevant to all sections of the school, EYFS, Pre-prep and The Prep School.**

#### Overriding principles

- This policy should be read in conjunction with the school's Code of Conduct (PG 6) and the restraint policy (PG 11)
- All pupils and staff have the right to be respected
- Unacceptable behaviour patterns can be changed
- Good discipline is best promoted by purposeful learning and a consistent approach to behaviour management by all the staff.
- The leadership of the school and the conduct of all will reflect the determination of the SMT to promote acceptable behaviour.
- The member of staff responsible for Behaviour in the EYFS is Mrs. Alex Sigley.

#### At the school we aim to provide

- Good adult and peer role models of caring, cooperative behaviour
- Positive reinforcement of good behaviour
- High expectations of pupils' behaviour within the classroom and throughout the school.
- Celebrations of a wide range of achievement
- A staff who demonstrate the responsibility for maintaining a good standard of discipline and promoting the school's ethos of being a caring community, which helps pupils extend their skills and develop their talents
- Support to all who are challenged by our behavioural expectations working with the staff, parents and pupils.

#### The school **expects** every pupil, teacher and parent to be:

- Truthful
- Polite
- Considerate
- Tolerant
- Trying to achieve the best standards they can

**The children are made fully aware of the expectations of the Headmaster and all the staff, of their parents and of each other.**

#### Rewards

There are a number of ways in which positive behaviour can be rewarded.

- The spoken word should not be under estimated. A simple “well done” or “great effort” can mean a huge amount to a pupil
- Stars can be given for anything perceived as good by a member of staff. This can be child related (on occasions a child may be awarded a star where a star would not ordinarily be appropriate) Stars can be given for good work, helpfulness, politeness, effort or any other positive contribution to the life of the school
- On rare occasions 2 stars can be awarded for exceptional performance or contribution. Stars are recorded in the pupils’ prep diaries and are signed by the tutor and parent which should bring further congratulation. All stars count towards a termly house competition
- Pupils who perform extremely well can be asked to report to the Headmaster for congratulations. The Headmaster may award a ‘Headmaster’s Commendation certificate’ which is presented in assembly on Fridays.
- Senior pupils can be awarded ‘colours’ in sport, music, drama and art for exceptional performance over a period of time
- Prizes are awarded in a large number of disciplines at the end of each school year

## Sanctions

It must be realised that from time to time pupils will make mistakes and this should be seen as a natural part of the process of learning and growing up.

**At no time will corporal punishment, physical punishment or humiliation be used as a sanction in this school.**

## Pre Prep (including Early Years)

- If appropriate, we refocus the child’s attention on another activity and then praise immediately.
- We focus on activities and routines that encourage sharing, negotiation and co- operation.
- We encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment).
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets) .
- We model appropriate behaviours in different contexts and set good examples.
- We consult with the children to draw up rules for behaviour within our setting.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We discuss with children what is acceptable behaviour in all areas of learning and experiences.
- We encourage the children to express openly their feelings/likes and dislikes.

- We help the children to understand the consequences and effects of their behaviour on others.
- We support the children to resolve conflicts with other children.
- We have a strong pastoral element to our work in class and staff continually reinforce during the school day.
- Our weekly achievement assemblies regularly contain rewards for good behaviour.

## **Equal Opportunities**

Teachers will ensure that, through careful monitoring and sensitive intervention, all children have equal opportunities regardless of gender, cultural differences and ability and that reasonable adjustments are made for pupils with special educational needs or disabilities. (Reference should be made to the appropriate guidance contained within the Equality Act 2010)

All staff must ensure that any sanctions used are proportionate and take into account the context of the issue and personalities involved in the incident that they are dealing with. It is not simple, nor is it desirable, to produce a list of 'offences' and related sanctions but the following shows a progression and examples from minor to more serious problems that might occur.

### **'Unacceptable behaviour'**

- Late for lessons and appointments
- Late Prep or poor quality prep
- Failure to bring equipment to lessons
- Running in corridors
- Low level disruption in lessons

These should be dealt with by the teacher immediately responsible for the pupil at the time.

Lateness for formal registration will be recorded and put on the end of term report to parents. Sanctions for such issues should be low level and where possible immediate.

### **'More serious issues'**

- Continued or repeated occurrences of the above.
- Rudeness.
- Disruption of classes.
- Unpleasant behaviour to another child.

The form teacher should be informed as should the Deputy Head. Any sanction will be decided after discussion between the relevant staff. These sanctions will be recorded in the sanction's diary in the staff room which is checked weekly by the Headmaster and any patterns noted. Parents may be informed at this level depending on the circumstances.

### **'Unacceptable issues'**

- Continued or repeated occurrences of above
- Bullying (including Cyber Bullying – see separate policy)
- Theft
- Dishonesty

- Malicious allegations against staff

The Deputy Head will be informed and if necessary, following investigation, the Headmaster. Parents will normally need to be involved and support offered. A range of sanctions will be discussed and these may include temporary or permanent exclusion (see policy for exclusion HG2). Internal suspensions and report cards are also options. Wherever possible these sanctions will be used with the support of the parents. All sanctions used will be recorded in the Sanctions diary and, in the most serious incidents, in a case file in the Headmaster's filing system.

### **Use of Restraint**

Restraint is to be used as a preventative measure only. The use of restraint on a pupil is only permissible when its use will:

- Prevent the pupil injuring himself or
- Prevent the pupil injuring another person or
- Prevent very serious damage to property

The use of restraint by the teacher must be:

- Reasonable
- Non-injurious to the pupil
- For the minimum amount of time necessary

Restraint must never be used as a punishment or to force a pupil to do something against their will.

Any use of physical restraint will be recorded in writing, and parents will be informed the same day or as soon as reasonably practicable.

### **Searches**

It may from time to time be necessary to search a pupil or their possessions for prohibited items or where property has been stolen. Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence; or to cause personal injury to, or damage to the property of, any person (including the pupil). [DFE Advice f0076897]

In such a situation, the following guidance must be followed:

- It is inappropriate for staff to conduct a personal search. A pupil suspected of carrying an unauthorized item should be asked to turn out their pockets or bag.
- A member of staff should not touch the pupil, search the pupil's person, remove the pupil's clothing for the purpose of searching it.
- School property should only be searched if the search is legitimate and has a reasonable prospect of success.
- The extent and nature of the search should be proportionate to the value of or "risk factor" of the item sought.

- Personal property should not be searched without consent.
- Where consent is refused, the school may still proceed with the search where there is a strong likelihood than offence has been committed.
- Usually it is appropriate to ask the pupil to search their own property.
- The school reserves the right to monitor the use of mobile phones and may confiscate these if they have been used inappropriately.
- The school may confiscate any prohibited item found as a result of a search. The school may also confiscate items, however found, which are considered harmful or detrimental to school discipline.
- Property should only be searched if the search is legitimate and has a reasonable prospect of success.
- A search that is carried out in the pupil's absence must be witnessed by a second adult.
- If possible the pupil should be present during any search of property used to store their belongings.
- A member of the SMT should contact the affected pupil's parents after any search, regardless of the outcome.
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Where boarders are concerned, the school should balance the right of boarders to privacy with the need to search a boarder with consent, where there is a strong reason to do so and should refer to this policy.

Alastair S Cook  
 Headmaster  
 August 2021

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