



THE DOWNS
MALVERN

Policy	SG01-10	Behaviour Management Policy	
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Responsible Governor	Mrs Pennie Francis		
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This policy is relevant to all sections of the school, EYFS, Pre-Prep and Prep, including Boarding.

This policy should be read in conjunction with the school's Code of Conduct Policy, Anti-Bullying Policy, E-Safety Policy and Safeguarding Policy.

Contents

Statement of General Policy.....	3
1 Aims.....	3
2 Expectations	3
3 Involvement of Staff	4
4 Senior Management Team Responsibilities	4
5 Children with SEND	5
6 PRE-PREP including EYFS	5
7 PREP SCHOOL	7
8 Emergency Situations	9
9 Exclusion – applicable to all areas of the School.....	10
10 Involvement of Pupils	11
11 Involvement of Parents and Guardians	11
12 Appeals against exclusion / required removal	11
13 Positive Handling	11
14 Pupil Searching.....	12
15 Complaints.....	14
Appendix 1.....	15
Appendix 2.....	16
Appendix 3.....	17
Appendix 4.....	18
Appendix 5.....	19
Appendix 6.....	20

Statement of General Policy

The Downs Malvern aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We seek to ensure that The Downs Malvern is a place where everyone feels safe, happy and secure.

Our school is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

The policy refers to and takes note of current government guidance, specifically – Behaviour and Discipline in Schools (2016), Preventing and Tackling Bullying (2014), Equality Act (2010)

The Deputy Head Pastoral is responsible for overseeing the management of behavioural issues. Form Tutors and the Middle and Upper Co-ordinators are responsible for the day-to-day management of behavioural issues, including implementing sanctions for low level matters across the age groups.

1 Aims

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. We educate our pupils on these principles through an extensive PSHCE program which frequently refers to SMSC education and the Fundamental British Values. These are our underlying principles:

- treat everyone with consideration and respect
- understand the difference between right and wrong
- be polite, helpful and friendly
- understand that rules are to ensure everyone's safety
- appreciate and respect the school environment
- value other people, their work and opinions
- understand and observe the Fundamental British Values
- respect the culture and beliefs of others

2 Expectations

The school community of Governors, staff, parents and pupils adhere to an established routine and positive expectations, rather than to lists of rules. The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. 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.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School's expectations and understand what is expected of them and why, as well as the consequences of poor behaviour. Duty staff and Prefects at break times ensure positive

behaviour takes place. Everyone has a right to feel secure and to be treated with respect at The Downs Malvern. Harassment and bullying will not be tolerated. Our Anti-Bullying policy, including Anti-Cyber Bullying is available to all parents on request. We expect pupils to be ready 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 community.

A pupil's misbehaviour outside of School can be damaging to the reputation of both the pupil and the School. Where an incident is reported to the School of a pupil/s' poor behaviour outside the School grounds and the incident has not been witnessed by School staff, the School will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour.

3 Involvement of Staff

All staff are involved in the implementation of this policy and there is recognition of the vital role they play in promoting good behaviour and in reducing the incidence of problems.

Auxiliary staff – to address any problems immediately or refer to Form Tutor. Request names of individual children if unsure.

Form Tutor – has primary responsibility for caring for and monitoring the behaviour of individual pupils on a day to day basis. The Form Tutor is the first point of contact for parents. Form Tutors will ensure that new children receive a full induction to school, including children starting during the academic year.

Subject Teachers – are responsible for managing behaviour during lessons, within reason. To use approaches which are appropriate to pupils' needs in order to involve and motivate them.

Middle and Upper School Co-ordinators – to have an overview of their areas, supporting teachers and individual children where needed. If a pupil exhibits persistent behaviour issues, they may be referred to the co-ordinators. At this point, issues will be recorded on iSAMS Wellbeing.

Designated Safeguarding Lead - will ensure referrals are made to outside agencies for extra support.

Deputy Heads – for more serious misdemeanours, such as physical behaviour or lack of response to support system so far pupils will be referred to Deputy Heads.

Headmaster – is responsible for the overall behaviour in the School and deals with serious breaches of behaviour or issues referred by the Deputy Heads.

4 Senior Management Team Responsibilities

- Ensure that this Behaviour Policy is clearly understood by staff, parents and pupils
- Display school expectations in classrooms and around the buildings
- Praise/ recognise the good performance of staff
- Regularly revisit behaviour training in Inset meetings
- Be present at key times throughout the day to support staff
- Check the building is clean and well-maintained

- Monitor consistency of classroom management
- Monitor that staff are following this Behaviour Policy
- Monitor the amount of praise, rewards and sanctions given by individual staff on TEAMS
- Ensure that staff praise good work and behaviour reflective to a child's ability
- Ensure that staff understand special needs of pupils
- Review this policy yearly

5 Children with SEND

We recognise that sometimes special provision and appropriate reasonable adjustments may need to be made for some pupils. At such times the appropriate course of action is to discuss the pupil in question with the Head of Learning Support, outline the nature of the concern and give examples of the behaviour which is giving difficulty. The Head of Learning Support will then be able to advise on the best course of action in conjunction with parents. Form Tutors and specialists.

6 PRE-PREP including EYFS

Our good behaviour reward systems play a major role in preventing negative incidents. We have several ways in which positive behaviour can be rewarded. *The member of staff responsible for behaviour in the EYFS is Mrs Louise Hannis.*

6.1 Pre-Prep Rewards

- Positive language is used at all times eg: **DOs** rather than **DO NOTs**.
- Children are taught from an early age that they are in control of their behaviour and that mistakes, although made, do not need to be repeated if better choices are taken.
- Verbal and written praise for good work
- Stickers and smiley faces
- Certificates awarded in weekly assemblies and hot chocolate with the Headmaster
- Excellent work and other achievements posted on the School's Facebook page and class Seesaw
- Recognition in the School's half termly newsletter
- Headmaster's commendations
- Golden Time
- Displays of children's work in each classroom and corridors with 'Three 2 See' board
- Rainbow Pegs for acts of caring and kindness
- End of year Prize Giving awards
- Skills to Thrive awards are given to children when a core skill is identified and achieved:

Collaboration Resilience Creativity Curiosity Motivation Reflection Communication



6.2 Staff Conduct/ Procedures

The Form Tutor plays a vital role in overseeing the pastoral and academic welfare of the pupils.

- The Form Tutor is in the classroom from 8.00am to deal with any daily pastoral issues.

- Staff deliver assemblies and class circle times to address moral and safety issues and during PSHE sessions.
- Form Tutors notify the Head of Pre-Prep of any problems that have arisen and if occasion demands, sees the pupils and their parents.
- Relevant and important issues should be discussed with the Headmaster.
- Staff are responsible for recording on iSAMS Wellbeing or Pupil Profiles
- Indoor and outdoor areas must always be supervised by staff
- Staff must use the bell, in the playground, to gain the attention of children before giving instructions
- At the end of playtime, staff encourage children to tidy up the toys and then line up sensibly.
- Form Tutors should be ready to welcome their children into class after break.
- Staff on duty are responsible for checking play equipment before children are allowed to go on it and reporting any areas of concern immediately.
- Staff on duty must also ensure that gates are shut and the playground is a safe place to be.
- In the event of a serious accident one member of staff should take the child to Matron and another member of staff will come out to cover. (alerted to problems via walkie-talkies)
- In the event of a minor accident the member of staff on duty should administer the necessary medical care whilst in the playground
- Staff who witness accidents should record them with Matron. If an accident is serious then Matron will complete the accident form.
- Staff must help children to always play safely particularly on the climbing equipment and around the swings.
- Staff must reinforce playground expectations with the children during Assembly, PSHE lessons, circle time and in the playground.

6.3 Behaviour Consequences

The member of staff concerned deals with any unacceptable behaviour first; this is then reported to the Form Tutor. An initial warning with a discussion about choices is expected to be sufficient to correct errant behaviour. However, if this fails the following procedures may be adopted:

- Staff to have an understanding for all children's needs and ensure consequences are relevant and fair
- Time out - the child may be asked to sit quietly in a specified place in the classroom/ playground to calm down.
- The Form Tutor, and if appropriate Head of Pre-Prep, will meet the parents to discuss the situation.
- Achievement Card – reporting to the Head of Pre-Prep
- Repeated serious incidents will be reported to the Headmaster
- Children experiencing behavioural, emotional and social development (BESD) difficulties will be identified at Pre-Prep staff meetings. A Circle of Care Plan will be drafted.
- Immediate exclusions from a favoured activity (only to be used occasionally)
- Fixed Term Exclusion – the Headmaster may use this for persistent offences or other single offences. The Governing Body is informed of all external suspensions and a record is kept.
- Permanent Exclusion – In extreme cases the Headmaster may take the decision to exclude a pupil from the school. The Governing Body is informed of all permanent exclusions.
- Behaviour records kept on iSAMS Wellbeing or Pupil Profiles.

7 PREP SCHOOL

7.1 Prep Rewards

- Stars (Years 3-6) and Merits (Years 7 and 8) are given for good work, helpfulness, politeness, effort or any other positive contribution to the life of the school. Pupils record them in their planners, and they are signed by tutors. Parents sign Pupil Planners once a week with boarders having their planners checked by House staff.
- Verbal praise
- Skills to Thrive awards are given to children when a core skill is identified and achieved:



- Headmaster's Commendations
- Effort Grades
- Positions of responsibility for Year 8 pupils (prefects, house captains etc)
- Senior pupils can be awarded 'colours' in sport, music, drama and art for exceptional performance over a period of time.
- Prizes are awarded at the end of each school year.

7.2 Staff Conduct/ Procedures

The Form Tutor is the first point of contact for all behaviour related issues. Tutors to refer to Appendix 3. They maintain regular contact with parents, through phone, emails and face to face conversations. Their contact with the pupils is twice daily, plus extended sessions specifically designated as 'Form Periods'. The Form Tutor will communicate with the Headmaster, Deputy Head Pastoral, Deputy Head Academic and Co-ordinators, where the level of behaviour or a specific incident is deemed serious and they will remain an important part of the management process with their tutee, until the issue is resolved.

- Form Tutors to be in their classrooms from 8.00am
- Form Tutors to support children preparing resources/ equipment for the day ahead
- Staff to be vigilant at breaktimes and monitor areas of responsibilities regularly
- Staff to take time to listen to children before applying consequences
- Staff to have an understanding for all children's needs and ensure consequences are relevant and fair
- Staff to be prompt for lessons to begin. Welcome children at classroom doors.
- Ensure consistency in behaviour/ manner expectations – staff training, staff inductions
- Ensure that all resources are prepared in advance and no disruptions are encountered during lessons
- Staff to explain and reinforce acceptable behaviour with behaviour expectations displayed in classrooms
- Set clear lesson routines to ensure that children can self-manage and independently organise their belongings and resources.
- Praise children doing the right thing more than criticising those who are doing the wrong thing! (Parallel praise)
- Be familiar with individual ISPs and adapt planning accordingly - know how to respond to sensitive pupils - differentiate work

- Praise positive behaviour of all children in relation to their potential
 - Be consistent with rewards to all children – SMT to monitor spread of stars/ merits/ commendations across year groups, genders, SEN etc. A working document is saved in TEAMS
 - Ensure that children receive rewards every time they have earned them and that sanctions are actioned
 - Staff to monitor and discipline behavioural issues during off-site activities - risk assessment to reflect any children on plans
- All staff to keep familiarising themselves with the Teachers Standards (Appendix 4)

IN CASE OF EMERGENCIES, STAFF CAN BE CONTACTED AT walkabout@thedownsmalvern.org.uk and will respond immediately.

7.3 Prep Behaviour Consequences

Consequences may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity.

Consequences should be applied fairly and consistently to all pupils, taking account of all circumstances, including the child's age, and within a context of positive reinforcement of good behaviour. Consequences will be proportionate and fair. Punishments that are humiliating or degrading are never used.

CORPORAL PUNISHMENT IS NEVER USED AS AN ACCEPTABLE SANCTION OR AS A THREAT OF A SANCTION.

Furthermore, it is not acceptable to have pupils standing outside the staffroom, or similar, for an extended period of time. (Refer to the extract from DfE document "Social Inclusion: Pupil Support"). Examples of consequences include:

- a verbal reprimand.
- extra work or repeating unsatisfactory work until it meets the required standard.
- the setting of written tasks with a focus on re-education.
- loss of privileges – for instance the loss of a prized responsibility for a senior pupil.
- missing break time.
- school based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after mealtimes.
- Zones of Regulation support (please refer to Appendix 5)
- opportunities for children to be heard – quiet discussions with trusted adults - Circle of Care (Appendix 1)
- Achievement card/ Behaviour Card
- confiscation of property that is being used inappropriately or without consideration. Items removed to be labelled and time/ means of return discussed with pupil and Form Tutor notified.
- Circle of Care Plans - to be reviewed regularly by Form Tutors and Co-ordinators
- withdrawal from a lesson, school trip or team event
- pay for damages
- Deputy Head Pastoral and Deputy Head Academic discussions/ detentions
- Headmaster Detention
- internal exclusion
- fixed period exclusion
- permanent exclusion

Staff to use Appendix 2 when dealing with classroom and playground incidents. It is important that any form of sanction should, where possible, fit the negative behaviour displayed by the pupil with the key focus on re-education and support rather than 'punishment'.

7.4 Levels of Behaviour

UNACCEPTABLE **LOW**-LEVEL (1)

- fidgeting
- borrowing without permission
- time wasting
- calling out
- disturbing/distracting others
- talking when others are talking
- boisterous behaviour
- poor behaviour in corridors/changing rooms (waiting outside classrooms etc)
- acts of unkindness
- rough actions towards another pupil
- late to lessons
- being unprepared for lessons

UNACCEPTABLE **MODERATE**-LEVEL (2)

- Refusal to co-operate
- Offensive language
- Repeated unkindness
- Deliberate physical harm to another pupil
- Destruction of school or other pupil property
- Rudeness towards adults
- Disregarding staff instructions

UNACCEPTABLE **HIGH**-LEVEL (3)

- bullying, including cyber, racist, sexist or discriminatory bullying
- improper behaviour towards a member of staff or another pupil, including malicious accusation
- malicious damage
- persistent disruptive behaviour
- physical assault/threatening behaviour to staff and pupils
- racist abuse
- sexual harassment
- sexual misconduct
- theft
- violence
- any other activity that is illegal under English Law

It is the School's policy to keep all serious sanction records securely until the pupil has reached the age of 18 when they will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations. The School will ensure that guidelines in the Equality Act (2010) are followed for issues related to pupils with special educational needs/disabilities and reasonable adjustments are made for these pupils. The Form Tutors, in conjunction with the Deputy Head Pastoral and the SENCO, ensure that any such adjustments are communicated to all staff within the pupil-focussed weekly staff meeting.

8 Emergency Situations

In extreme cases of misbehaviour, the following action is to be followed:

- Teachers are to email 'walkabout' email to request assistance. A staff member will attend and address the situation. The child will either be removed from the classroom for timeout or supported to gain focus within the lesson.
- If the incident occurs outside, during breaktime, staff will contact support via walkie talkies
- Physical violence towards another child or to an adult will be seen as an Emergency Situation and the child will be immediately escorted to the Headmaster or Deputy Head Pastoral.

9 Exclusion – applicable to all areas of the School

A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion (including behaviour or conduct outside of School) includes the following:

- serious physical assault against pupils or adults
- behaviour which puts the safety of the pupil, or any other person, in jeopardy
- verbal abuse/threatening behaviour against pupils or adults
- bullying, including (cyber-bullying) [in accordance with the School's Anti-Bullying Policy]
- committing a criminal offence
- fighting
- abuse on the grounds of race, religion/belief, disability, SENs (etc.) or any form of unlawful discrimination
- sexual harassment or misconduct, including youth-produced sexual imagery
- drug and alcohol misuse (including supply/possession/use)
- damage to property
- vandalism or computer hacking
- theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff
- wilful damage to property
- bringing illegal, inappropriate or dangerous items into School, such as drugs, weapons, firearms, pornographic material etc
- misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community
- misconduct which brings or is likely to bring the School into disrepute
- persistent disruptive behaviour or breaches of the School's Behaviour Management Policy.

Temporary exclusion may, at the School's discretion, be applied internally or externally and take the form of exclusion from an activity, classes, games or boarding. Permanent exclusion is always the sanction of last resort and the School will seek to work with external agencies to try to prevent this.

Where the sanction imposed is exclusion, required removal or suspension, the written report on the investigation will be placed on the pupil's file.

9.1 Returning from an exclusion

In the event of a pupil being excluded (internally or externally), before the pupil returns into school circulation, a meeting will be conducted between the parents, pupil, Headmaster, Form Tutor and Deputy Head. During this meeting any necessary support will be discussed and implemented.

It may be necessary to (not exhaustive):

- implement regular check-ins at break times with the Tutor, Co-ordinators, Deputy Heads or Headmaster
- provide a safe and supervised space for the pupil to go to if they are having 'a bad day' or lesson
- set achievable goals and aims

- implement an achievement card
- regularly discuss the pupils' progress in SMT and / or staff meetings
- communicate daily with the parents
- arrange external help with multi-agency professionals

10 Involvement of Pupils

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, form time and via the School Council which meets twice a term.

11 Involvement of Parents and Guardians

Parents and guardians who accept a place for their child at The Downs Malvern undertake to uphold the School's policies and regulations. Parents will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and prep/ private study.

The School is always happy to consider suggestions from parents and hope that parents find the School responsive and open-minded. We achieve this with an 'open door' approach to the Headmaster.

The School may require the removal of a pupil in circumstances where the Headmaster considers, in his opinion that the behaviour or conduct of a parent (or both parents);

- adversely affects (or is likely to adversely affect) their child's or other children's progress at the School, or the wellbeing of School staff
- brings (or is likely to bring) the School into disrepute
- is not in accordance with their obligations under the Parent Contract.
- treating the School or a member of staff unreasonably
- making a malicious allegation about a member of staff or the School
- communicating with the School in person or in writing (directly or indirectly), in a manner which is

- deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive

(A non-exhaustive list)

12 Appeals against exclusion / required removal

The School will always offer the right of appeal to any pupil excluded or required to be removed from the School. Any appeal against exclusion will be dealt with following our School's Complaints Procedure. The outcome of the appeal process is final and there shall be no further right to appeal. If a decision is taken by the parents to withdraw the pupil, the parents will waive any right to an appeal.

13 Positive Handling

The Education and Inspections Act 2006 enables school staff 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 (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil's own property)
- Causing damage to the property of any person (including the pupil themselves)

- Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise
- The Act also defines to whom the power applies as follows:
- Any teacher who works at the school
- Any other person whom the head teacher has authorised to have control or charge of pupils”

13.1 Reasonable force

According to the Use of Reasonable Force Policy 2013,

- (i) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
 - (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
 - (iii) ‘Reasonable in the circumstances’ means using no more force than is needed.
 - (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
 - (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
 - (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- (Use of Reasonable Force: July 2013)

Continuing in accordance with the DfE publication – Use of Reasonable Force: July 2013, schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit• prevent a pupil leaving the classroom when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment.

Any use of ‘Reasonable Force’ with a pupil should be reported to the Headmaster / Deputy Head Pastoral and a record should be kept on TEAMS. Parents should be informed before the end of the day, or as soon as reasonably practicable.

14 Pupil Searching

14.1 Searching with consent

School staff can search pupils for ‘prohibited items’ with their consent. The member of staff will consider the pupil's age and other factors when determining whether the pupil is capable of giving consent. Formal written consent is not required from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out their pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. Staff conducting the search must not request the pupil to remove any clothing other than outer clothing. ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as

underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
'Possessions' means any goods over which the pupil has or appears to have control.

14.2 Searching without consent

If a pupil refuses to give their consent to a search, they will be asked to say why they have refused. The School will be entitled to draw inferences from their response and general demeanour and the police may be informed if illegal activity is suspected. A pupil can be searched without consent if there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item (drugs or substances). This must be done by the Headteacher or a member of the Senior Management Team. (DfE Publication: Searching, Screening and Confiscation policy Jan 2018)

14.3 Searching procedures

The member of staff conducting the search must be the same sex as the pupil being searched; and there must be a witness (a staff member) and, if at all possible, they too, should be the same sex as the pupil being searched. There is an exception to this rule. A member of staff may carry out a search of a pupil of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Force cannot be used to search for items banned under the school rules. It is the policy of the school that if any of these items are found in a child's possession, they will be seized. Where stolen items are found, if the items have been stolen from within the school, the school will deal appropriately with the matter and parents of the child concerned will be notified. Where the stolen items have come from outside the school, the police will be notified, and the matter dealt with appropriately. Parents will, again, be informed.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Although there is no legal requirement to make or keep a record of a search, School does as it is good practice. Any complaints about searching will be dealt with through the normal school complaints procedure. Staff may need to use 'reasonable force' to control or restrain a pupil in specific circumstances. School should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Every member of staff will inform the Headmaster in writing immediately after they have needed to use 'reasonable force'. Parents will be informed before the end of the day (or as soon as reasonably practicable) when it has been necessary to use 'reasonable force' and invite them to the school to agree a protocol for managing that individual pupil's behaviour. **THE SCHOOL DOES NOT USE OR THREATEN THE USE OF CORPORAL PUNISHMENT UNDER ANY CIRCUMSTANCES.**

14.4 Prohibited items

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- unauthorised technology
- pornographic images
- any item which has been or is likely to be used to commit an offence, cause personal injury, damage to property or cause personal injury

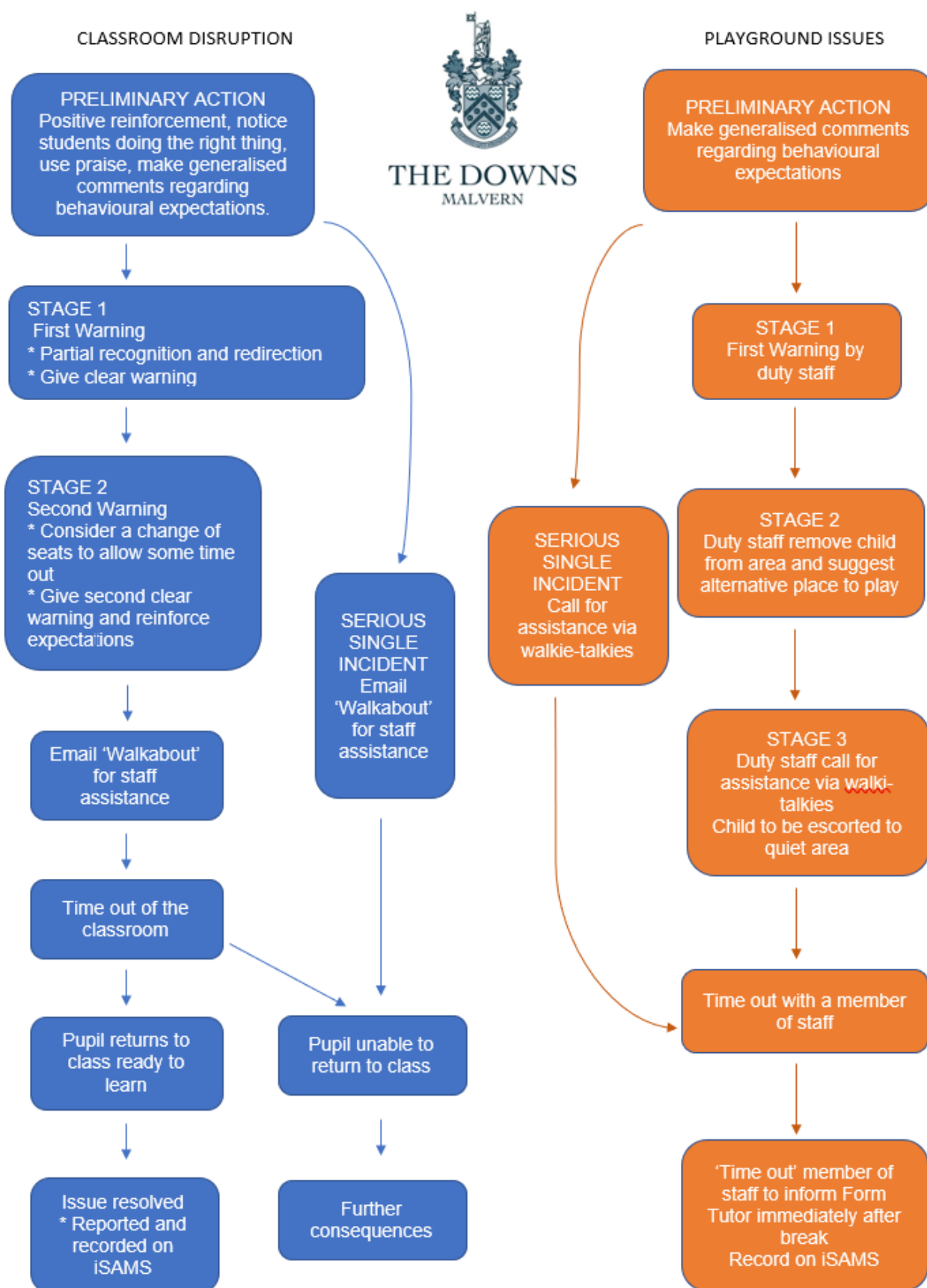
15 Complaints

We hope that parents will not feel the need to complain about the operation of the Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures, which apply equally to the Prep, Pre-prep and EYFS Departments (and have been drafted to meet the specific requirements for EYFS pupils) are on our website. Copies can be obtained on request.

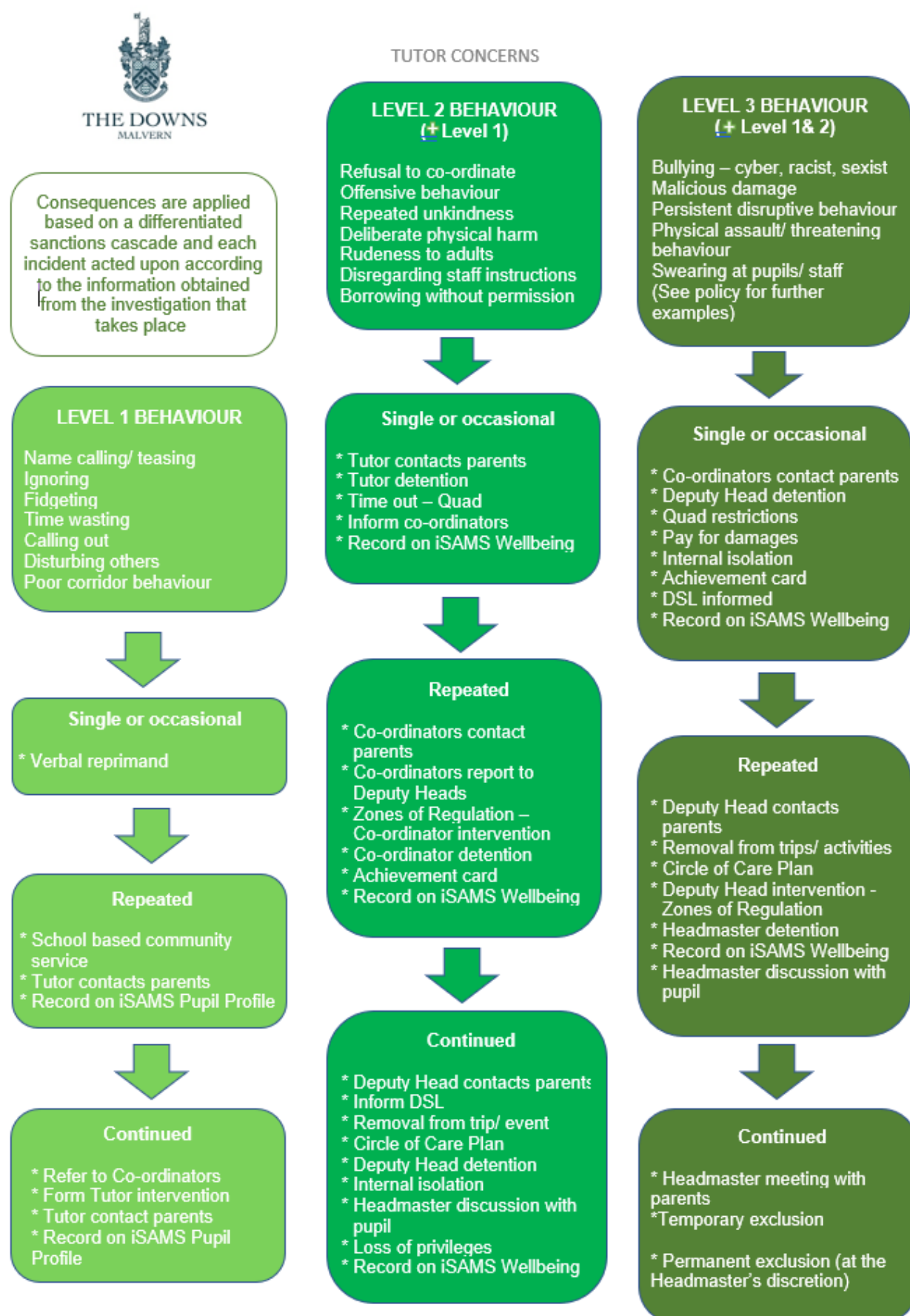
Our Circle of Care



Appendix 2



Appendix 3



Appendix 4



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 5



THE ZONES OF REGULATION™

What is Zones of Regulation?

Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones. Children who are well regulated are able to be in the appropriate zone at the appropriate time.

Blue Zone tired, sad e.g. getting ready to go to bed	Green Zone calm, happy e.g. doing a puzzle at table
Yellow Zone silly, frustrated e.g. playing chase game with friends	Red Zone angry, out of control e.g. jumping with excitement

Why use Zones of Regulation?

To teach children how to:

- Identify their feelings
- Be aware of what zone they are in
- Start to use tools to be in the appropriate zone for the moment

How do I introduce Zones of Regulation?

- Identify your own feelings using Zones language in front of your child (e.g. "I'm frustrated, I am in the yellow zone")
- Talk about which tool you will use to be in the appropriate Zone (e.g. "I'm going to go for a walk, I need to get to the green zone")
- Label which Zone the child is at times throughout the day
- Teach children which Zones tools they can use to help them stay in the zone or move to a different zone

What are Zones Tools?

- Zones tools are sensory based strategies that are easily accessible within your everyday environment
- Printable materials in the "Zones of Regulation" book by Leah Kuypers - in staffroom
- Further resources found in Teams - Staff Files

Remember: - Every zone is a good zone and appropriate at different times. Think about which Zone you are in before you try to help a child (e.g. if you yourself are in the red zone, it will be hard to help a child move from the red zone to a different zone)

Appendix 6



Boarding House Rewards and Penalties at TDM

REWARDS

If you choose to be...

- well-behaved
- well-mannered
- keeping your area tidy
- kind and supportive to others
- courteous to adults
- helpful in House

we will show our appreciation by...

1. Verbal Praise – saying “well done” and “thank you” – hopefully this will make you feel proud and rewarded.
2. Wall of Fame – our Collaborative Reward Scheme – completing the Wall of Fame will bring a whole-House reward (e.g. pizza night, DVD night, ice-creams, etc.). A ‘brick’ will be taken off the Wall and you sign your name underneath...
 - a. If you impress the House staff with your helpfulness or good conduct around the House
 - b. If you can convince House staff that you have achieved something special that week
 - c. If your dorm behaves particularly well in the evening (1 brick for the dorm)
 - d. If the House as a whole has behaved well (2 or 3 bricks max)

All House staff can ‘give you a brick.’ You remove a brick to uncover one piece of the picture underneath and write your name on the brick. Also write your name, date and the reason for being on the Wall of Fame on the sheet.

3. Good Egg Award – this is a special award given by Houseparents and posted on the wall to celebrate an achievement/success in any area of School/House life. We hope that all of you will be a ‘Good Egg’ at some point this year.

PENALTIES

We try not to run the Boarding House with a long list of rules, but we also know that it helps everyone to have clear boundaries. We want you to get it right, enjoy your time in the boarding community, and...

- do as you are asked
stick to House expectations (e.g. not running, shouting, or ignoring instructions)
- be kind to others, making them happy
- be helpful and polite to adults
- behave in a safe way to yourself and others

Unfortunately, if this doesn't happen, and you choose to behave poorly, then you will receive one of the following penalties:

1. **Verbal warning** – we will tell you why your behaviour is unsatisfactory, how you could make a better **choice**, and the **consequences** of your choice of action if it continues.
2. **Time Out** – you will lose free-time, spending it instead reading in your dorm, in the Upper Dining Room (if during a meal) or outside surgery, thinking of how to make better choices. You may also write a letter of apology or help staff with jobs in the House to make up for your poor choices.
3. **Time Out from your Dorm** – If you are being too noisy during Quiet Time, or after lights-out, you may be asked to sit or stand outside of your dorm and read or calm down, or sleep in another dorm. This helps you to relax and the rest of your dorm can get to sleep/stay quiet.
4. **Early lights out** – if you talk excessively during quiet time, then your lights may be turned out early, and you will be in total silence. If you are noisy late at night, you won't have enough sleep to work properly, so you may receive this the following day.
5. **Miss the Saturday film and tuck** – these privileges may be withdrawn by House Staff, for persistent or particularly poor behaviour.
6. **Seeing Mr Warlow** – you may need to explain your actions to the Housemaster who will decide on an appropriate consequence.
7. **Seeing the Deputy Head** – if you continue to ignore advice from the staff about how we expect you to behave, you will need to see the Deputy Head. This may also be for more serious things like, physicality, deliberate unkindness or swearing.
8. **Seeing the Headmaster** – if necessary, you may have to see the Headmaster. Your parents will also be informed.

JHW, August 2022

NOTES ON SANCTIONS:

- All sanctions requiring more than a verbal admonishment should be written up in the House handover/pastoral document on Teams, with a clear and factual account. This should help to build a picture of any patterns of behaviour.
- Serious incidents need to be recorded separately in the Incident Record section of the Boarding Staff Team.