



Behaviour Policy

Including all of the Pre-Prep Department and Early Years Foundation Stage

MJF

Updated October 2018

Review and Amendment Record

Date	Person Conducting the Review	Changes Made
Oct 2018	MJF	Simplification of blues, no references to School Manager and clarification of procedure re suspension Specify that pre-prep does not use blues and detentions and black books as sanction

1. Introduction

1.1 Aims of the policy

- (i) To promote good behaviour amongst the boys at Summer Fields
- (ii) To promote self-discipline and respect
- (iii) To ensure that the boys complete assigned work
- (iv) To regulate the conduct of the boys
- (v) To set out the sanctions to be adopted in the event of pupil misbehaviour

1.2 This policy has regard for the aims in the Summer Fields Mission Statement, in particular:

To promote a boarding education, with some day boys, in a positive, safe and well-disciplined environment.

To create a happy and caring environment in which boys respect each other, become responsible for their own actions, grow in confidence, and acquire self-discipline.

1.3 This policy has regard for the Ethos of the school, as described in the Mission Statement, particularly:

Much importance is placed on traditional values including politeness, good manners, and sportsmanship. Core values include respect, honesty, kindness and understanding of others. Boys are encouraged to support each other and to treat others as they would like to be treated themselves.

1.4 This policy has regard for the school's Curriculum Policy, with respect to:

We teach PSHEE formally as part of the timetabled curriculum throughout the school, but we also communicate ideas of a social and moral nature in religious services and secular assemblies as well as in Form Master' and Tutor periods. Our boys are prepared for the opportunities, challenges, responsibilities and experiences of later life.

1.5 The Independent School Standards Regulations (Regulation 9) require that this policy is implemented effectively.

1.6 The National Minimum Standards for Boarding Schools (NMS 12) require that this policy is implemented consistently.

2. Promoting good behaviour, self-discipline and respect

2.1 Through teachers' exhortations and example, through verbal reinforcement from the Headmaster, Deputy Headmaster, School Chaplain, the school community and others, boys are encouraged and expected to:

- Behave sensibly and co-operatively
- Be well-mannered and courteous
- Be friendly and considerate
- Respect other people's belongings
- Take care of school property and their own
- Take a pride in their appearance

- 2.2 We realise that these are aspirations rather than realistic expectations, perhaps, for we are dealing with human beings – and we are all fallible. Nevertheless, “Do as you would be done by” is our guideline.
- 2.3 Each member of staff has an equal, shared responsibility for the general discipline of the boys. We all seek to encourage, praise and fairly reward good behaviour and instances of kindness or thoughtfulness. We aim for consistency in our expectations and how we acknowledge them.
- 2.4 In the classroom we expect the highest standards of deportment, concentration and co-operation from the boys.
- 2.5 Aspects of the school’s PSHEE syllabus are intended to promote good behaviour, self-discipline and mutual respect.
- 2.6 Pupils are expected to complete assigned work and there is a range of sanctions for teachers to use when necessary. Equally, there is a range of rewards to encourage the satisfactory completion of assigned work.
- 2.7 The system of Reds and Blues (see below) helps regulate the conduct of pupils, as does the hierarchy of sanctions available for teachers. A poster showing how rewards and sanctions are awarded is posted in every classroom. Reds and Blues contribute to the League competition each term, with the winning League earning the League Feast.
- 2.8 The school has a clear policy on Countering Bullying, which includes measures to combat bullying. Aspects of the *Behaviour, Rewards and Sanctions Policy* give further effective measures.

3. Rewards

- 3.1 We should not underestimate the efficacy of verbal praise, approval and encouragement. This approach should be used regularly – though only when deserved.
- 3.2 Verbal praise passed on to a boy’s Tutor, the Director of Studies, the Deputy Headmaster or the Headmaster can escalate the level of reward. Verbal congratulation or recognition in Assembly takes the reward to an even higher plane.
- 3.3 The standard recorded reward is the Red, which may be for Conduct, Work, Games or Music. A Red counts as a “plus” in a boy’s score for his League, and it is entered in the school data management system.
- 3.4 Work of excellent quality may be awarded an SUG (Shown Up for Good). The teacher writes the award on the boy’s work and the boy presents his work to the Director of Studies or Head of Year, who records the SUG in the boy’s prep diary on a card equivalent to a loyalty card. When the card has been completed with 5 SUGs, he will receive a laminated “Golden Ticket” from the Deputy Head which allows him a monetary credit in the school shop (Buzzer).
- 3.5 The name of those boys who have been awarded “Golden Tickets” is read out in Assembly by the Deputy Headmaster. A list of boys with completed cards is published each week on the Deputy Headmaster’s noticeboard.

- 3.6 At the end-of-term Prize Giving, awards are presented for boys with the most SUGs over the course of the term.

4. Sanctions

- 4.1 The Law allows teachers to discipline pupils whose conduct falls below the standard which could reasonably be expected of them. If a boy at Summer Fields misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose an appropriate sanction on that boy. This authority applies both in school and outside, including educational trips and school visits.
- 4.2 Corporal punishment or the threat of it is illegal in all circumstances and is not used at Summer Fields.
- 4.3 A sanction must be proportionate and should not include humiliating or degrading a boy, nor should it include depriving a boy of food or sleep. Sanctions should be corrective and/or instructive, rather than vindictive, always taking into account the needs of the boy and particular circumstances.
- 4.4 Reasonable allowance should be made for boys with special educational needs or disabilities, in accordance with the Equality Act 2010
- 4.5 While the Pre-Prep does reward pupils with Reds, it has its own formula for sanctions; this is set out in appendix 2.
- 4.6 We operate a hierarchy of sanctions in the Prep school as follows:
- (i) A verbal reprimand (or a 'quiet word'), possibly reminding the boy of the required behaviour and explaining the consequences of repeated misbehaviour or poor conduct. A rather firmer telling-off may be necessary in cases where safety might be an immediate issue.
 - (ii) An on-the-spot imposition (carrying out a useful task, such as tidying a room) or intervention (e.g. moving a disruptive pupil to a different location, or temporarily excluding a boy from a particular activity, or confiscating an item of pupil's property) or removal of a treat or a privilege.
 - (iii) The Blue, which is a token that counts as a "minus" in a boy's score for his League and is entered onto the management system. Anyone giving a boy a Blue must tell him that he is doing so. The boy's tutor will be notified automatically by email.
 - (iv) 30 minute Detention. This takes place at 4.30pm on Wednesday and Saturday, and is applied to more serious offences as detailed in the "Rewards and Sanctions" poster (see appendix).
 - (v) 60 Minute Detention. This takes place between 4.30pm and 5.30pm on Wednesdays (and Thursdays in the Summer Term). Detention may also be in the evening, after prep, at the Deputy Headmaster's discretion. When a detention is given it is entered onto the management system, and tutor and Deputy Head are notified automatically.
 - (vi) Saturday (2hr) Detention. As above, but this takes place between 4.00 and 6.00 on Saturdays.
 - (vii) Black Book. This is the final level of sanction available to staff and is reserved for very serious misconduct. It almost always tied to a Saturday Detention. The book itself is kept in the Headmaster's study. The offending boy is sent to the study to ask for the book. This is then brought back to the member of staff who fills in the details as appropriate and then sends the book back. The Headmaster or Deputy Headmaster see all those who are given a Black Book, and the sanction concludes with an extended

detention (two hours) supervised by the Deputy Headmaster or another member of the management team.

- 4.7 At any stage along the hierarchy detailed above, it might, in certain cases, be deemed necessary for a persistent miscreant to be placed on a special Behaviour Report Card administered and monitored by the Deputy Headmaster. A similar Report Card might be used for Organisation or Punctuality, as necessary.
- 4.8 Every classroom has displayed in it a guide to how Reds and Blues may be earned. Staff should consult the poster in order to achieve consistency, and should show the boys where their behaviour stands on the hierarchy of sanctions. The content of the poster is repeated in the appendix to this policy.
- 4.9 At the Headmaster's discretion, in a case where the sanctions above cease to be either effective or relevant, the boy's parents will be included in any discussions about further action. Such action might include a referral to other agencies, or to the school counsellor, or may include suspension or permanent exclusion (see below).
- 4.10 The Tutor is responsible for monitoring a boy's record of Blues and detentions. In the case of concerns over a boy's excessive tally of either, the Tutor will raise the matter with the Deputy Headmaster and an appropriate plan of action will be formulated, which might include the use of a Report Card (see 4.6 above) or the involvement of the boy's parents.
- 4.11 Confiscated items of pupils' property should usually be returned to the owner(s) in due course, although this is not necessary in the case of food or drink. Items of value should be given to the Deputy Headmaster or the boy's Lodgeparents for safe keeping until they are returned to the boy or his parents. Under the general power to discipline, authorised by the law, members of staff are protected from liability for damage to, or loss of, any confiscated items. In the unlikely case of 'prohibited items' being confiscated, these should be dealt with according to section 6, below.
- 4.12 If a boy is found to have made malicious accusations against school staff, he will face disciplinary action according to the discretion of the Headmaster. This will include a meeting between the Headmaster and the boy's parents.
- 4.13 In all cases of misbehaviour, a comprehensive record is maintained by the Deputy Headmaster. Blues and Detentions and Black Books are recorded automatically by management system. In addition, the Deputy Headmaster maintains a Bullying Register, on which any events which involve, or may later be seen as a precursor, to bullying, are recorded. Major incidents, often those involving interviews with several boys and/or the involvement of parents, are recorded in a hard-copy Incident File, kept in the Deputy Headmaster's office.

5. Restraint of pupils

- 5.1 Teachers and other members of staff responsible for the boys may use physical intervention to restrain a boy in order to avert an immediate danger of personal injury to a person, including the boy himself.
- 5.2 Teachers and other members of staff responsible for the boys may use physical intervention to restrain a boy in order to avert an immediate danger to the property of a person, including the boy himself.

- 5.3 Teachers and other members of staff responsible for the boys may use physical intervention to restrain a boy in order to prevent him from committing an offence (against the Law), or if it is deemed essential for the maintenance of good order and discipline in the classroom.
- 5.4 Any use of physical intervention must be by reasonable and non-injurious means, only when appropriate and/or immediately necessary and for the minimum time necessary. For example:
- pupil attacks on staff or another pupil;
 - pupils engaged in deliberate damage or vandalism;
 - pupil running down a corridor or stairway in a way likely to cause injury;
 - pupil absconds from class or tries to run away from school;
 - pupil behaves in a way that seriously disrupts the lesson.
- 5.5 Before intervening physically a member of staff, wherever practicable, must tell the pupil to stop and what will happen if he or she does not. Physical intervention may involve:
- physically interposing between pupils;
 - blocking a pupil's path;
 - holding;
 - pushing;
 - pulling;
 - leading a pupil by the hand or arm;
 - shepherding a pupil away by placing a hand in the centre of the back.
- 5.6 Staff must not:
- hold a pupil around the neck or in any way that might restrict the pupil's ability to breathe;
 - slap, punch, or kick a pupil;
 - twist or force limbs against a joint;
 - trip up a pupil;
 - hold or pull a pupil by the hair or ear;
 - hold a pupil face down on the ground;
 - hold a pupil in a way that might be considered indecent.
- 5.7 Staff should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the pupil. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour. Any force should be the absolute minimum needed to achieve the desired result.
- 5.8 The member of staff should try and get help from another member(s) of staff and continue to try to communicate with the pupil throughout the incident, making clear that physical intervention will stop as soon as it ceases to be necessary.
- 5.9 Sometimes it may be dangerous to try to restrain a pupil. In this instance remove other pupils, send for help and try and make the area as safe as possible while continuing to try to communicate with the pupil.
- 5.10 Staff should always avoid touching or holding a pupil in a way that might be considered indecent.
- 5.11 On any occasion where physical intervention is used, the member of staff concerned must tell the Headmaster or Deputy Headmaster immediately following the incident and provide a written report as soon as possible afterwards (within 24 hours). The Headmaster (or Deputy) will consider how to respond appropriately, including a record of the response and reasons for actions taken. Records of any incidents involving physical intervention will be kept by the Headmaster.

6 Arrangements for searching pupils and their possessions

- 6.1 Members of staff are allowed by law to search without consent for 'prohibited items' as set out in the Prohibited Items Policy. Such a search would be carried out by the Headmaster or someone authorised by him.
- 6.2 Weapons and knives, evidence of terrorism, and extreme or child pornography must always be handed over to the police. Other items should be held by the Headmaster or Deputy Headmaster who will decide if and when to return the confiscated items.
- 6.3 School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The Headmaster will inform the boy's parents if he deems it appropriate to do so.
- 6.4 Any other searches deemed necessary may be carried out, with the consent of the boy concerned, by any teacher or member of staff responsible for the boys. For a search of a boy's clothing, the boy should be asked to empty his pockets himself.
- 6.5 For all other aspects relating to the searching of pupils and their possessions, due regard will be paid to 'Screening, searching and confiscation: Advice for head teachers, staff and governing bodies' (DfE 2012)

7 Exclusions (including suspensions)

- 7.1 In extreme cases of serious misconduct by a pupil, the Headmaster should be informed at the earliest opportunity. He will investigate the incident and interview the boy and any other boys or members of staff as deemed necessary.
- 7.2 If, as a result of the investigation, the Headmaster decides to suspend the boy, he will inform the boy's parents or guardian immediately, and arrangements will be made for the boy to be collected. The boy will usually be isolated until he is collected - usually in Hobson's.
- 7.3 The headmaster (or the Deputy Headmaster) may arrange to see parents in order to discuss plans for 'moving forwards' after the punishment has been concluded.
- 7.4 If the Headmaster decides that the boy must leave the school permanently, he will consult with the parents before deciding on the boy's leaving status (see below).
- 7.5 **Leaving status:** If a boy is expelled or required to leave, his leaving status will be one of the following: "expelled" or "withdrawn by parents". Points considered as part of the decision on leaving status will include:
 - The form of letter which will be written to the parents and the form of announcement in the school that the boy has left
 - The form of reference which will be supplied for the boy
 - The entry which will be made on the school record and the boy's status as a leaver
 - Arrangements for transfer of any work to the boy, his parents or another school
 - Whether (if relevant) the boy will be permitted to return to school premises to sit examinations
 - Whether (if relevant) the school can offer assistance in finding an alternative placement for the boy
 - The conditions under which the boy may re-enter school premises in the future

- 7.6 **Parents' Review:** If the parents of the boy concerned are not able to agree the way forward with the Headmaster they may request a Governors' Review. Details of the Governors' Review process may be obtained from the Headmaster's PA.
- 7.7 The school reserves the right to inform the boy's next school of the behaviour which has led the boy to leaving Summer Fields early. If recommendations are made to support the boy's behavioural requirements, these may also be passed on to the boy's next school

APPENDIX 1: SANCTIONS FOR MISBEHAVIOUR IN PREP SCHOOL

PHASE 1 – A BLUE

<p><u>Examples:</u> Lateness, untidiness, thoughtlessness, rudeness unkindness, silliness, poor attitude etc – anything which merits a little more than a ticking off</p>	<p><u>3x Repetition</u> Phase 2</p>
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PHASE 2: 30 MINUTE WEDNESDAY DETENTION

<p><u>Examples:</u> Offences in Phase 3 where 60 mins is excessive</p>	<p><u>3x Repetition</u> Phase 3</p>
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PHASE 3: 30 Minute or 1 HR WEDNESDAY DETENTION

<p><u>Examples:</u> Bringing tuck into school Bringing money into school Flagrant or persistent disobedience Damage to property / minor vandalism Bullying behaviour – first offence Bad language Misuse of ICT Spitting Cheating (Phase 4 if in an exam) Interfering with teachers' possessions or documents Violence Dishonesty</p>	<p><u>3x Repetition</u> Phase 4</p>
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PHASE 4: 2 HR SATURDAY DETENTION & BLACK BOOK

<p><u>Examples:</u> Bringing Prohibited Items into School Bullying Wilfully injuring another child Foul Language Serious bad behaviour in public or on fixtures Serious insolence or rudeness to staff or parents Serious contravention of ICT policies Vandalism Breaking bounds Stealing Endangering other people or self Cheating in an exam</p>	<p><u>3x Repetition</u> Phase 5</p>
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PHASE 5 – SUSPENSION or EXCLUSION

<p><u>Examples:</u> Repetition of Phase 4 Offence Serious violence towards staff or boys Prohibited Items Offences Sexual Offences</p>	<p><u>Punishment</u> Suspension or exclusion at HM's discretion</p>	<p><u>Repetition</u> Suspension or exclusion at HM's discretion</p>
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APPENDIX 2: SANCTIONS FOR MISBEHAVIOUR IN PRE-PREP SCHOOL

<p>Level 1:</p> <ul style="list-style-type: none"> • Low level behaviour (calling out, constant interruptions, mild disobedience) • Poor attitude to school work 	<ul style="list-style-type: none"> • Verbal warning given and explanation as to the required behaviour
<p>Level 2:</p> <ul style="list-style-type: none"> • Repetition of above • Homework consistently forgotten 	<ul style="list-style-type: none"> • Name moved down a level on behaviour chart. • Child given the chance to 'correct' behaviour and move back up
<p>Level 3:</p> <ul style="list-style-type: none"> • Rudeness to a member of staff • Persistent lateness for a lesson • Unkindness to other children (verbal) • Poor conduct/letting down the school 	<ul style="list-style-type: none"> • Name moved straight to cloud on behaviour chart • Child sent to Head of Pre-Prep to discuss behaviour • Miss some of breaktime or playtime • Parents may also be contacted
<p>Level 4:</p> <ul style="list-style-type: none"> • Repeat of above whilst on level 3 • Physical aggression to other children • Bad behaviour on school trips/matches • Swearing or inappropriate language 	<ul style="list-style-type: none"> • Sent immediately to Head of Pre-prep • Parents contacted regarding behaviour • Behaviour log or action plan introduced • Privileges may be removed, such as activities or matches
<p>Level 5:</p> <ul style="list-style-type: none"> • Repeat of above whilst on level 4 • Bullying • Poor behaviour of a serious nature • Continued poor behaviour • Intentional damage to school or property 	<ul style="list-style-type: none"> • Parents required to have meeting with Head of Pre-prep and teacher • School counsellor, or other agencies, may be contacted if appropriate • Internal, temporary or permanent, exclusion may be imposed at the discretion of the Headmaster

General Note

These appendices are for guidance only. The aim is to achieve consistency and fairness and all members of staff are urged to use common sense, discretion and flexibility at all times in ensuring the good discipline of pupils. The circumstances of each sanction must be taken into account, as well as any apologies, contrition, honesty and co-operation after the event.