



### **6.3 Behaviour (Rewards & Sanctions) Policy** Including Early Years Foundation Stage

This policy relates to all sections and activities of the school e.g. Senior School, Upper Prep, Middle Prep, Pre-Prep and EYFS, Wrap Around Care, school based clubs and activities, offsite Activities, and School run Holiday Activities or Clubs. Under the Equality Act 2010, the School recognises that reasonable adjustments may need to be made for SEND pupils. - see Learning Support Policy for further guidance.

#### **Introduction**

All members of Durlston Court School are expected to treat each other with dignity, kindness and respect. We aim to create an environment in which all pupils are able to fulfil their academic and social development in a pleasant, industrious and stimulating atmosphere. We have high expectations of pupils' conduct and behaviour and the Behaviour Management policy provides guidelines for both staff and pupils to help ensure that the School community is run in an effective and positive manner, based on predictability, fairness and trust. By creating such an atmosphere we aim to take pressure off pupils and provide a calm environment which will alleviate potential mental health issues. (See Mental Health Policy). Discipline is a whole school issue. Enforcing discipline is part of every teacher's responsibility and job description. Good behaviour should be expected as the norm.

#### **Aims**

- To promote an environment at Durlston Court that encourages and reinforces good behaviour and a positive work ethic.
- To develop consistency amongst staff in their approach to behaviour issues.
- To promote respect for others and make clear our intolerance of bullying and harassment. (Consult the School Anti-Bullying Policy for further information on this matter).
- To promote the importance of self-discipline, to encourage a respect for authority among pupils and to teach them the difference between right and wrong.

#### **SEND**

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

- not treat a disabled student less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification, and

- take reasonable steps to avoid putting disabled students at a substantial disadvantage to students who are not disabled (reasonable adjustments duty).
- Mr Jack Harrison (JWH) has SEND responsibility for pupils in Year1-4. Mrs Lack (NL) has SEND responsibility for pupils in Years 5-9. Following discussions with pupils, staff and parents, they will put in place any measures that are needed to support children with additional needs, cope with behavioural expectations at school, e.g. put in place report cards to preempt any possible unacceptable behaviour. In addition, staff will be given training to help them understand the difficulties that children with SEND may have in dealing with situations. The school has done this recently with autism training for all staff (Jan 2023).
- When a pupil is identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the impact of any support being provided.
- We will consider whether a pupil's SEND has contributed to the misbehaviour and, if so, whether it is then appropriate and lawful to sanction the pupil (with reference to the Equality Act, 2010)
- We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

## **Positive Behaviour Management**

It is the policy of the School to encourage pupils to act in a positive and appropriate manner at all times. The policy is designed to support us and our young people in achieving this expectation by providing clarity and consistency in terms of our expectations, sanctions and rewards systems. The good behaviour of young people in our school is not dependent upon having draconian sanctions but on developing a culture of success and achievement for all. This culture will only be attained if all colleagues work together to provide high quality learning opportunities, a consistent approach to behaviour management and have high expectations for all our students.

Staff will use every opportunity to praise good behaviour and, indeed, encouragement and guidance is given in Assemblies, during form time, in PSHE lessons (See PSHE policy and mapping) and during lessons, as well as out on the playground.

Pupils who find difficulty in adhering to this approach will be given support and guidance through the pastoral system in order to help them improve their behaviour.

This may include:

- 1:1 discussion / mentoring
- Behaviour/report card

In most cases, parents will be contacted to inform them of any issues that have arisen and the School's intended approach to resolve the issue. At what exact stage this occurs will be at the discretion of the member of staff dealing with the issue, always in consultation with form teachers and the appropriate member of the SLT. By establishing good communication and good relations with parents, we aim to ensure that the parents are invested in the school's behaviour policy, e.g. holding meetings before Report Cards are set for a pupil.

Some pupils may find the transition phases in their education difficult to handle. Durlston Court recognises that these periods can cause stress and as a result have implemented a Transition Policy. Further details and guidance are given in this policy.

As a school, and as a principle, we will always aim to adopt a range of intervention strategies to help pupils manage their behaviour and reduce the likelihood of the more serious sanctions. , e.g. report cards or behaviour plans, providing mentoring.

Behaviour patterns will be scrutinised through monitoring of Notes and Incident Files to see what patterns of behaviour might be emerging.

## **Senior School and Upper Prep**

### **Code of Conduct**

The Code of Conduct is based upon mutual respect between pupils, teaching staff and all other members of the community. All members of the Durlston Court community have the right to expect a well-ordered environment that is conducive to learning. This right can only be provided when all members of the community accept their obligation to honour the Code of Conduct.

The main principles are:

- Be helpful and kind: set a good example at all times.
- Respect all other members of the Community: accept that other people are different from me.
- Help those in need; bullying is totally unacceptable!
- Be honest, admit my mistakes and learn from them.
- Set the highest standard of manners and courtesy.
- Wear my uniform correctly and with pride.

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

### **Child on Child Abuse**

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline . It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it. Stopping harm and ensuring immediate safety is an education setting’s first priority. The school Behaviour Policy, and Safeguarding Policy, make it clear that this behaviour is not tolerated or acceptable at the school and are

designed to prevent such behaviour occurring both through promoting an environment where good behaviour is rewarded and making it clear that there are consequences when behaviour deteriorates.

## **Rewards**

Positive reinforcement is integral to the successful management of behaviour. Incentives and rewards should be used as much as possible in order to promote a pupil's self-esteem and improve their confidence. It is School policy to recognise, acknowledge and reward both good behaviour and individual and group achievements by pupils.

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

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

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

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

There are various types of reward that are available, ranging from informal comments to prizes available at Prize Giving. These are listed below;

- Encouraging words
- Encouraging comments on work
- Praise for good behaviour/work/effort
- More formal praise in assembly
- Comments on reports or ARC cards
- Credits
- Credit certificates
- Credit Awards
- Achievement badges
- Effort badges
- Progress badges
- Art Colours
- DT colours

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

***Guidance on these rewards is given in Appendix 2.***

### **Senior School Rules**

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

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

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

- If you arrive before registration rooms open (08:20), you should report to the Dining Room where you will be supervised by a member of staff.
- There are a number of items that may not be brought into School under any circumstances; alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, knives or weapons, pornographic images, any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person, and lighters or other items or equipment hazardous to health.
- In addition, no chewing gum or stimulant drinks are allowed in School.
- You should remain silent in the Chapel before, during and after Assembly.
- You should be outside during break and lunchtimes unless given express permission by a member of staff to stay inside or you have been informed by a member of staff that there is an indoor break.

- You must not leave the school premises in a school day unless accompanied by a member of staff or a parent.
- There are no mobile phones or any other electronic device allowed in school unless permission has been given by the Headmaster
- All pupils must eat a school lunch.

### **Dealing with issues - Senior School**

When a pupil breaks the School rules or is clearly not following the Code of Conduct, then staff should follow the guidelines set out below. Appropriate sanctions are listed in the Sanctions section.

#### **SUBJECT BASED PROBLEM**

Subject/class teacher deals with the problem.

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Matter referred to Head of Department and/or Head of Senior School (Year 6-9) or Head of Middle School (Year 3-5) and/or form tutor.

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Matter referred to Head of Teaching and Learning.

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Matter referred to Headmaster.

#### **PASTORAL PROBLEM**

Teacher deals with the problem.

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Matter referred to form tutor.

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Matter referred to Head of Middle School (Year 3-5) and/or Head of Senior School (Year 6-9).

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Matter referred to Deputy Head (Y6-9)

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Matter referred to Headmaster.

#### **BEHAVIOUR PROBLEM**

Classroom teacher or teacher on duty deals with the problem and notes put on 3SyS.

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Matter referred to form tutor.

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Matter referred to Head of Middle School (Year 3-5) or Head of Senior School (Year 6-9).

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Matter referred to Deputy Head (Year 6-9).

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Matter referred to Headmaster.

***In the event of a serious/major problem, a member of the SLT should be contacted immediately. If you are unable to contact a member of the SLT, inform Reception who will locate a member of the SLT to deal with the problem.***

## **Sanctions**

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

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

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

Examples of the different sorts of offences, and appropriate sanctions are given below.

### **MINOR OFFENCES**

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

### **SANCTIONS FOR MINOR OFFENCES**

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

### **MEDIUM OFFENCES**

- Persistent minor offences e.g. work regularly handed in late
- Appearance issues
- Failing to attend a detention
- Bad manners or behaviour, or rudeness shown to other pupils
- Incident outside of School (witnessed by a member of staff or reported to the school)

### **SANCTIONS FOR MEDIUM OFFENCES**

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

### **SERIOUS OFFENCES**

- Persistent Medium offences e.g. persistently rude, regularly failing to hand in work
- Disrespectful behaviour to staff
- Swearing
- Open disobedience to reasonable instructions from a member of staff
- Use of or involvement with illegal substances e.g. drugs, alcohol, cigarettes
- Damage to School property (including material held on a computer)
- Misuse of School facilities, including IT resources
- Stealing
- Fighting
- Cheating in examinations
- Interfering with School safety equipment
- Violent behaviour
- Theft (including access to unauthorised material on computer)
- Immoral behaviour (including access to immoral material on computer)
- Any other activity generally considered illegal in the adult world
- Malicious accusations against School staff
- Incident outside of School (witnessed by a member of staff or reported to the school)
- Bullying of any kind, conducted either inside or outside of School.



## **SANCTIONS FOR SERIOUS OFFENCES**

- Awarding a debit
- Meeting with parents
- Removal of break for a period of time
- After school detention
- Internal School suspension – work set but pupil isolated from class. Parents should be informed on the same day if their child has been removed from the classroom. Internal suspension is usually set for one day. It can be longer than this if, after discussion with staff, parents and the child, it is approved by the Head.
- Temporary suspension
- Permanent expulsion
- Confiscation of item
- Bullying sanctions, as laid out in the School Anti-Bullying policy. In the first instance, pupils who have bullied need to acknowledge that their behaviour is unacceptable. They will be helped to recognize their wrong doing, to change their attitude and to agree a way forward which helps both the bully and the victim. Only if this approach fails will bullying become a disciplinary issue and, when it does, it becomes a matter serious enough for suspension or exclusion to be considered.

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

***Staff should also be aware that misbehaviour may give cause to suspect that a pupil is suffering or is likely to suffer harm. Where this may be the case as set out in Part 1 KCSIE, staff should follow the school's child protection policy and speak to the DSL.***

## **Policy on Detention**

Subject staff /a class teacher may keep children behind at break / lunch time to catch up on work. Poor behaviour and regular academic misdemeanours should be reported to the form tutor/ Head of Middle School/ Deputy Head.

## **PRE-PREP**

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

## **Reward Systems**

### *Early Years*

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

### *Key Stage One*

In Years One and Two, teachers continue to use the reward system of marbles in a jar, as outlined above. These can be awarded by any member of staff in order to encourage children for showing initiative, demonstrating helpfulness, good behaviour, academic work, caring for others etc. Additionally, children may earn stickers or written comments on their work to celebrate academic achievement.

## **Golden Rules**

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

They are:

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

## **Praise Assembly**

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

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

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

Form captains are also elected for weekly responsibilities.

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

### **Discipline Procedure**

A policy of praise and encouragement with emphasis on a positive approach is considered to be more beneficial and effective. Serious misdemeanours are very rare. It is usually sufficient to see the Head of Department privately for a reprimand and moral guidance. A short 'Space to Think' may be used in order for emotions to diffuse before the incident is discussed and reconciled. Such situations are carefully but discretely monitored so that the child has a chance to start afresh without being "branded". If necessary, parents will be informed via an Incident Form so that we can work together to achieve success. Our parents are extremely supportive and they have good sense of values.

### **Behaviour Management Responsibility and Physical Intervention Recording**

Mr Richard May (Headmaster) has responsibility for behaviour management in the Preparatory school, and Mrs Gilly Smith (Head of Pre-Prep) has responsibility for behaviour management in the Pre-Prep (including EYFS).

In the unlikely event that physical intervention is used within the school, a record will be kept and maintained by Mr May and Mrs Smith. Parents and/or carers will be informed on the same day, or as soon as reasonably practicable.

### **CURRICULUM BASED PROBLEM**

Class teacher deals with the problem

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Matter referred to Head of Pre-Prep

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Matter referred to Headmaster.

### **PASTORAL PROBLEM**

Teacher/Classroom assistant deals with the problem.

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Matter referred to class teacher.

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Matter referred to Head of Pre-Prep



Matter referred to Headmaster.

### **BEHAVIOUR PROBLEM**

Teacher or adult on duty deals with the problem.



Matter referred to class teacher.



Matter referred to Head of Pre-Prep



Matter referred to Headmaster.

***In the event of a serious/major problem, the Head of Pre-Prep should be contacted immediately. If you are unable to contact the Head of Pre-Prep, contact Reception who will find an appropriate member of staff to help.***

### **Pre-Prep consequences for not following the Golden Rules**

We use a 'least to most' intrusive form of behaviour management. The adult will initially warn

the child that their behaviour is not appropriate with a look, a sign or a quiet word before moving to more direct forms of intervention.

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

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

### **Hurting another child:**

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

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

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

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

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

### **ABCC Chart**

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

### **Individual Behaviour Management Plan**

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

### **Staff Meetings**

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

### **Afterwards**

Care is to be taken when reprimanding a child that it is not a form of humiliation. After the consequence has been applied the teacher takes time to 'put the child back together again.' We reward publically and reprimand privately. If necessary, ask the child to remain behind when everyone has gone out to play. That way they are missing part of their playtime whilst talking to you, the other children know that something is happening as a result of a poor behavioural choice and in private you can discuss the situation.

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

### **Incident Referral Form**

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

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

The teacher will talk to both children involved at separate times to ascertain what happened.

If necessary, they may also talk to other children who witnessed the incident.

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

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

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

## **SENIOR AND PRE-PREP SCHOOL**

### **General behaviour on School trips/outside of School**

#### **School trips/visits**

Any medication brought on the trip must be handed directly to the teacher in charge.

There are a number of items that may not be taken on any School trip under any circumstances; alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, knives or weapons, pornographic images, any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person, and lighters or other items or equipment hazardous to health.

In addition, no chewing gum or stimulant drinks are allowed on trips.

Mobile phones and other electronic devices at the discretion of the teacher in charge with permission sought from Headmaster.

Pupils should comply with all rules/instructions as set by the teacher(s) in charge of the trip/event.

#### **Other behaviour**

Subject to the guidelines in this policy, the School may discipline a pupil for inappropriate behaviour when the pupil is:

- travelling to or from School or
- wearing School uniform or
- in some way identifiable as a pupil at the School
- Could have repercussions for the orderly running of the school
- poses a threat to another pupil
- taking part in any school organised or school related activity
- could adversely affect the reputation of the school
- online conduct

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the School or
- poses a threat to another pupil or member of the public or

- could adversely affect the reputation of the School.

### **Bullying**

Bullying, in any form, is not acceptable and will not be tolerated. All pupils have the right to enjoy their time at Durlston Court School in an atmosphere of emotional and physical security, and the staff and pupils will ensure that this right is upheld.

Pupils experiencing or seeing bullying in any form, whether inside or outside of school, should tell a member of staff who will deal with the issue in accordance with the School Anti-Bullying policy.

### **Policy on Suspension and Expulsion**

Both suspension and expulsion are very rare events at Durlston Court.

Please see policy 6.3a Pupils Exclusion Policy for full details on the policy followed by the school in the event of this rare occurrence.

### **Policy on Banned items, Right to Search and Confiscation**

#### **Banned items**

The following items are banned from school:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Items the staff member 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
- Items identified in the school rules as items that can be searched for:
  - At Durston these include vapes, laser pens, hand held video games, mobile phones where they are being used.(Mobile phones should be handed in to Reception when children arrive at the school).

#### **Right to Search**

- Force may not be used against a child during this process.
- Schools are not required to have consent from the pupil for this sort of search. If a pupil refuses to cooperate with such a search, the School can apply an appropriate disciplinary penalty.
- The Headmaster and staff authorised by him have a statutory power to search pupils or their possessions without consent when there are reasonable grounds for suspecting that the pupils may have a prohibited item. Prohibited items are; alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, knives or weapons, pornographic images, any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person, and lighters or other items or equipment hazardous to health.

- The Headmaster and authorised staff can also search for any item banned by the School rules which has been identified in the rules as an item which may be searched for.
- Searches without consent can only be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, e.g. on school trips.
- In most cases when a search without consent is conducted, the member of staff searching must be the same sex as the pupil being searched and there must be a staff member (preferably of the same sex) present as a witness.
- There is a limited exemption to this rule; a search can be carried out without a witness present, or of a pupil of the opposite sex but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### **Confiscation**

- Durlston Court School will include confiscation of pupils' property as a disciplinary sanction in its behaviour policy, for example, items such as mobile phones, MP3 players, hand held video games and laser pens that disrupt the normal running of the school can be confiscated.
- To be lawful, confiscation must be a reasonable and proportionate sanction in the circumstances of the particular case.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case. Valuable items should be returned at the end of the school day. It might be appropriate to return some items, such as laser pens, directly to parents rather than the pupils. If in doubt seek the advice of the Headmaster or Deputy Head. Weapons and knives must always be handed over to the police.
- If a teacher becomes aware of inappropriate images of a child or young person, they should inform the lead for the child protection in the school as the protection of the child or young person is paramount. The school's police liaison officer should also be informed at this stage and they will be able to give more specific advice about the legalities of the situation and removal of the image. The image should not be forwarded to or saved on another device. However, the image should not be deleted until local police have agreed to it.

The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.

The issue of confiscation has for long been highly problematic. EIA 2006 confirms confiscation as a legitimate action, but still places on teachers a responsibility to demonstrate its justification. The guidance indicates that teachers have authority to confiscate property 'in pursuance of a legitimate aim', defined by the guidance as generally 'maintaining an environment conducive to learning ... which safeguards the rights of other pupils to be educated'. The guidance says, importantly: 'It is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. If authority can be shown, the staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising.'



## **Policy on corporal punishment, including EYFS:**

### ***No Corporal Punishment is permitted at Durlston Court School***

A person shall not be taken to have given corporal punishment in breach of the above if the action was taken for reasons that included averting an immediate danger of personal injury to, or an immediate danger of death, of any person (including the child).

Durlston Court School staff will not threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being. Staff must never use force as a punishment.

#### **What is reasonable force?**

- 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.
- 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, preventing pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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.
- 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.
- 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.
- Staff may also use such force as is necessary given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupils, including SEND, mental health needs or medical conditions.

Staff naturally worry about potential accusations involving physical contact with pupils. The following seeks to make clear when contact is appropriate and when it is not.

Contrary to some views expressed, it is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples include:

- Holding the hand of the younger child at the front/back of the line when going to assembly;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.
- Assisting a young child or pupil with SEND with personal hygiene or medical needs.

In addition, the law empowers those working in schools to use reasonable force when this is necessary. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

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 where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

All members of school staff have a legal power to use reasonable force, i.e. any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit

In summary, physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child or an adult, to prevent serious damage to property or in what would be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded - a formal record stating the nature of the event and the time and date it occurred - and parents should be informed about the incident on the same day. This information is given to the Headmaster.

Please also see policy 6.37 Physical Handling Policy

## **Online behaviour**

We make it clear that the same standards of behaviour are expected online as are expected offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour should be addressed in accordance with the same principles

as offline behaviour. If an incident involves nude or semi-nude images and/or videos, staff should report the matter to the DSL, and KCSIE principles should be followed (See Safeguarding Policy (6.4))

Although many incidents occur outside of school, on some occasions, incidents online will affect what goes on at school. While parents will deal with most online at home incidents, the school is able to apply sanctions when behaviour online - whenever and wherever it occurs - poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### **Suspected criminal behaviour**

If a child is suspected of criminal behaviour, the school should make an assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These investigations should be fully documented. If a decision is taken to refer to the police, we will ensure any further action does not interfere with any police action taken, but retain the right to continue investigations and enforce sanctions provided it does not conflict with police action

### **Behaviour Management Responsibility and Physical Intervention Recording**

Mr Richard May (Headmaster) has responsibility for behaviour management in the Preparatory school, and Gilly Smith (Head of Pre Prep) has responsibility for behaviour management in the Pre Prep (including EYFS).

The Governors are made aware of the policy through the Policy of Policies grid and through feedback on complaints and incidents at Governor Meetings.

New staff will be given guidance on our Behaviour Policy as part of their induction process (see Induction Policy).

In the unlikely event that physical intervention is used within the school, a record will be kept and maintained by Mr May and Mrs Smith. Parents and/or carers will be informed on the same day, or as soon as reasonably practicable.

### **Definitions**

#### **Incident**

An incident is something that has occurred where the member of staff dealing with the matter (usually the form teacher) needs further advice and guidance from a member of the SLT.

#### **Serious Misbehaviour (for Sanctions File)**

This includes, but is not restricted to;

- Malicious allegations against staff
- Disciplinary meetings involving parents e.g. for theft
- Bringing school into disrepute
- Poor behaviour towards member of staff

- Misconduct that might involve suspension or exclusion as punishments
- Bullying incidents

*Updated March 2023 with reference to **Behaviour in Schools - Advice, DfE, September 2022***

*Reviewed by the Board of Governors: November 2020*

*To be reviewed by the Board of Governors: November 2023*

## Appendix 1

### Guidance on Rewards in Pre-Prep

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

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

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

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

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

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

## Appendix 2

### Guidance on debits and credits for Senior School

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

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

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

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

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

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

The House that accumulates the highest weekly score (credits minus debits) wins the weekly competition. As a result, its flag flies on the school flagpole throughout the following week, whilst the House Cup sits on the winning House's shelf in the Dining Room. Individually, certificates are awarded to pupils who have amassed scores (credits minus debits), as follows:

50 – Bronze

75 - Silver

100 – Gold

125 – Platinum

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

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

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

### **Guidance on Pupil Record Book**

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

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

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

### **Guidance on Rewards**

Criteria for awarding achievement, effort and progress badges.

At Durlston Court the ethos is such that we believe that this process should be selective and should give the pupils the opportunity to strive for success in all areas as individuals. The amount of badges awarded will depend on the size of the year group but no more than 2 pupils in each form should receive these termly prizes. Badges may be re-awarded during the academic year.

#### Achievement badge

Achievement badges are awarded to the top academic achiever in each form. These will all be awarded at the Headmaster's Assembly at the end of each term. ARC achievement grades should be the main guide to this.

#### Effort badge

These are awarded to up to 2 pupils from each form. These will all be awarded at the Headmaster's Assembly. ARC effort grades should be the main guide to this.

#### Progress badge

These are awarded to 1 pupil from each form who has been recognised as making the most progress in the ARC grades. These will be awarded at the Headmaster's Assembly at the end of each term. All badge awards are decided upon by form teachers in discussion with subject teachers as appropriate.

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

Weekly sports badges are awarded for excellent effort/team work

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

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

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

Year 9 Awards will follow a similar pattern in the first instance to those in Year 6,7 and 8.