

BEHAVIOUR MANAGEMENT POLICY

| Date | Review Date | Contact |
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| 01.09.18 | 01.09.19 | Principal |

This policy is based on the DfE guidance 'Behaviour and Discipline in Schools' (DFE-00058-2011)

Policy Mission Statement

Newbury Hall is a small international community of staff and students dedicated to self-development and the pursuit of learning.

We recognise the rights of every individual to be an individual, with a range of ideas, tastes, feelings, moods and likes and dislikes of his or her own.

We believe that individuals do not develop in isolation. Human beings can only learn to grow in relation to others. Therefore appropriate social behaviour is a significant skill for every one of us.

We recognise that in an international school like ours there is a wide range of customs, manners and behaviours which are partly conditioned by the culture from which the individual comes. We consider all cultures to be equal and to be of equal value. We promote tolerance of different cultures, and encourage students and staff to take advantage of this unique opportunity to learn and understand other cultures

The school values are founded on our own European, and specifically British/English, culture, and these have been refined and moulded by contact with students and adults from all over the world. We believe that these central principles are shared by most sincere adults all over the world, and form the foundation of orderly and compassionate human societies everywhere.

This policy is based on the principles of:

Taking into Account the Needs of the Individual

Equality Act 2010

We seek to treat all members of the school/setting community equally, including those with "protected characteristics" as defined in the UK Equality Act 2010 for whom discrimination is outlawed. These characteristics are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief; sex, and sexual orientation.

In managing behaviour the school will also take into consideration any additional needs that a student may have including English as an Additional Language.

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| AIMS |
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- to provide a curriculum which is appropriate to every student's individual needs, which will in turn facilitate academic and social growth within an ethos of high expectations.
- to provide a secure, positive and supportive atmosphere in which each individual can contribute and feel valued knowing that his/her achievements are recognised.
- to provide a safe environment.
- to foster the social and academic skills students need for adult life.
- to increase each student's feelings of self-worth.
- to encourage students to be aware of the needs and problems of others and to have consideration for the rights, views and property of others.
- for students to develop a responsible and cooperative attitude towards their work and roles in society.
- to promote a feeling of team-spirit and cooperation .
- to promote good behaviour, self - discipline and respect.
- to prevent bullying.
- ensure that students complete assigned work;
- to regulate the conduct of students.

Staff, parents and students will be made aware of the contents of this policy.

A 'choices' approach

We do expect all members of staff to keep students motivated, safe and happy, however if a student is not meeting Newbury Hall's standards of behaviour in school or residence then a "Choice System" will be implemented. This technique empowers and encourages the child to make good decisions regarding their own behaviour, hopefully culminating in successful outcomes for students and staff. In the case of teaching, it also means that challenging situations are removed from the classroom, allowing the teacher to focus on students who are behaving/working and avoiding the reinforcement of challenging behaviour. As a boarding school, this "Choice System" approach will be used throughout the school.

Before addressing the challenging behaviour specifically, it can be good to ask whether there is something they don't understand or whether there is anything staff can do to help - in relation to student's work or perhaps an activity. This acts to address poor behaviour without being too explicit, which can be deemed confrontational.

It is essentially very simple to apply to any situation and all staff will have had training in its application. At its base, the technique gives the student the option to begin behaving in a way that matches staff expectations or choose an alternative option which will result in a follow-up and a meeting with senior members of staff.

The "Choice System" begins with one simple sentence: "You have a choice". This choice is to begin working/behaving/make an apology (doesn't have to be immediate) etc. or choose the follow-up consequence which will culminate from making the wrong decision. It must be stressed that this consequence will, most likely, come later - but it will come.

It is very important to allow the student time to process the request; a good method is for the member of staff to get on with another task or give their attention to another student. If the student's behaviour has improved then there is no need to engage with the student as to their decision, however asking them about their work (in the case of teachers) can often prove an effective way of acknowledging their good decision without addressing it directly.

If the student's behaviour/work output does not improve, then, using a similar method, make it clear to the student that they are now making an active choice/decision not to follow the school rules and that there will be consequences; at that point you can leave the situation as it is (clearly as long as the student is not putting themselves in danger - please see **Positive Handling (restraint of student) Policy**).

You should be aware that staff can use reasonable force to restrain a student only in extreme circumstances. However, in normal circumstances, no form of physical restraint may be used on students in Newbury Hall. Therefore, we do not offer staff training on restraint and physical intervention techniques. If there is, for example, a situation in which two students are squaring up to each other, a member of staff may interpose his or her person if they feel that they can do so without risk to her or himself.

Make a note of the incident (Incident Form to be filled out) and contact the relevant member of staff. Depending on the level of incident and response from student, relevant sanctions will be applied. Please also be sure to consider whether there are any safeguarding issues relating to the incident.

N.B.

- Remember some students, especially if they're on the autistic spectrum or have special needs, will need time to process information.
- Keep dialogue to a minimum.

Using this method of “choices” will take away much of the stress related to behaviour management as it keeps dialogue to a minimum and any punishments resulting from poor behaviour will have been the result of poor decision making from the student - they have no one to blame but themselves. It is clear, simple and very effective. As long as teachers are adhering to this technique, they will have total support from senior members of staff.

Please consider the following whenever engaged in behaviour management:

Consider the large range of cultural backgrounds of our students; standards and social norms that are expected in the UK may not be the norm in the student's home country.

Have you set high expectations for your students? Remember that children will usually meet the expectations set - whether they be low or high.

Be mindful of the student's English level; an inability to communicate may be construed as rudeness. It can also be very frustrating for student and teacher when trying to communicate - be patient and don't jump to conclusions.

Behaviour on Trips

Since a field trip is not an everyday occurrence, students need to be told well in advance what is expected of them. The rules of behaviour and the consequences should be familiar to them from the classroom.

You should encourage students to remember that they are representatives of the school whenever they leave the school campus and their behaviour will be observed by the public. When children know there are high expectations, they usually make an extra effort to do the right thing.

- Explicitly discuss field trip behaviour rules with your students beforehand
- Give your students the schedule so students know times of different activities.
- Make sure you have all necessary medications
- Be proactive in regards to challenging students
- Count heads all day

Class Dojo/Rewards and Consequences

The online behaviour management system, Class Dojo, is used to monitor and record behaviour at a C1 level. Using this tool, we are able to record and monitor both 'positive' and 'needs work' aspects of a student's performance/behaviour and provide the necessary, support, praise or encouragement that will drive improvement. However, for more serious incidents and should a student's behaviour fall into the C2 category and above, it will be recorded through incident forms and kept in the Behaviour Management file, where similarly it may be reviewed, monitored and appropriate action taken in line with the school's procedure. The recording, monitoring and ongoing evaluation of this behaviour and safeguarding information will lead to improved outcomes in attainment and well being while ensuring that students are safeguarded.

Definitions of C levels are in the appendix.

We have the following fundamental school rules:

- ★ Be friendly and make everyone feel welcome.
- ★ Be thoughtful and support each other.
- ★ Be kind and never bully or discriminate against someone.
- ★ Be aware and show zero tolerance of bullying or unkindness.
- ★ Be honest and own up to things.
- ★ Be reliable and true to your word.
- ★ Be polite and show good manners.
- ★ Be responsible and respect the school environment, property and others.
- ★ Be proud and always try your best in lessons.
- ★ Be polite and do not argue with staff.
- ★ Be punctual and always arrive on time.
- ★ Be smart and always wear your uniform when required.

EXPECTATIONS

At Newbury Hall we have certain expectations of staff and students. These are as follows

Students are expected to:

- Obey all the school rules
- Study and learn with all their capacity
- Listen and ask questions when they do not understand
- To persevere when they encounter difficulty
- To allow others to work without disturbance
- To learn to negotiate differences without anger or aggression
- To respect the property of the school, the staff, and other students
- To refrain from horseplay or noisy behaviour
- To wear the uniform smartly
- To uphold the honour and reputation of the school

Staff are expected to:

- To act as appropriate role models
- To teach and supervise to the best of their ability
- To obey the school guidelines on contact between staff and students
- To keep the students safe from harm
- To see each child as an individual worthy of their care and respect
- To do their best to aid students to reach their goals
- To refrain from anger and sarcasm, personal comments and unnecessary confrontations
- To report and register students faithfully
- To give feedback on any work that is presented
- To deal with bad behaviour according to the terms of this policy

It is the right of all staff and students to live work and grow in peace and safety, and the rules of the school are formulated with this in mind. They are considered carefully and reviewed regularly. We consider that everybody in the school has the following rights and responsibilities.

RIGHTS:

- To live safely and pursue their studies
- To have respect and dignity
- To be treated fairly
- To grow strong in mind and body
- To have good quality tuition or training at an appropriate level
- To receive guidance and direction where necessary
- To have food and rest in adequate amounts
- To have privacy and personal space
- To have contact with their family

OBLIGATIONS:

- To respect the rights of others
- To work hard and to the best of their ability
- To follow the rules of the school and the laws of the land
- To listen to advice and to consider it deeply
- To help each other
- To encourage the peace, happiness and harmony of the school community.

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| REWARDS |
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A range of rewards are available to staff, in ascending order;

- Positive and supportive Humour
- Gestures of approval
- Quiet encouraging talk
- Private verbal praise
- Public verbal praise
- Asking another member of staff to pass on your approval
- General praise to the whole class or group
- Class Dojo points*

Staff may also make recommendations for the following, to be decided by the management team. These should be recorded.

- Privileges (uniform or other relaxation of rule)
- Activity (cinema, theatre) for the individual
- Activity (cinema, theatre, restaurant) for the class
- Special excursion for the class

*At Newbury Hall, every student is a member of Class Dojo. Students gain points for positive behaviour following our school rules. Some examples include for working hard, for participating well, and for great teamwork. We celebrate the students who earn points with rewards.

CONSEQUENCES

A range of disciplinary consequences (C₁ to C₇) are available to staff, and a further range are available to the management team. It may be possible to go from one step to another further up the scale, for example C₁ to C₃ if the member of staff deems it appropriate. Here they are in an ascending scale:

- C₁ Disapproval, expressed in a look
Verbal reprimand (moderate) deduction of Class Dojo points - (please see “choice system”)

Management Team:

*At Newbury Hall, every student is a member of Class Dojo. Students lose points for not following our school rules. Some examples include being late, being rude, and not completing homework. For more serious incidents however, Class Dojo is less appropriate and the following scale of sanctions will apply:

- C₂ Verbal warning with written apology or email home (sincere written apology avoids an email home and gives the student chance to reflect on behaviour). Incident Form to be filled in and filed.

- C₃ E-mail home to parents/Guardian/agent as appropriate (from member of SLT).

- C₄ Meeting with Principal and possible internal suspension including withdrawal from lessons or loss of privileges or ‘pardon’ subject to behaviour or agreement, but parents informed with both outcomes.

- C₅ Meeting with Principal with 1 week internal suspension and parents informed.

- C₆ Meeting with Principal with 2 week external suspension and parents informed.

- C₇ Meeting with Principal plus Proprietor and Disciplinary Panel with possible expulsion following the agreed procedures in this policy. Parents, Proprietor and West Berks informed by Principal.

NB For dangerous or illegal behaviour students may be expelled or suspended at any time at the discretion of the Principal. In such cases the proprietors are immediately informed. In addition, , for more serious incidents, or indeed regular low level incidents, an alternative online platform will be used to record the incidents and allow data to be collated and analysed to inform future decisions.

DISCIPLINARY PANEL

In cases of extreme behaviour, including but not limited to the following: Consumption of Alcohol or Drugs; Violence; Theft; Vandalism; Sexual Misbehaviour; Bullying; Refusal to obey a direct order from the Principal; Reckless Behaviour likely to endanger self, other students, staff or the public; Disregard of Fire Regulations; Breaking the law; or any action considered to be to the detriment of the school community, the Principal will convene a Disciplinary Panel of the Proprietor and Directors of the company to consider the alternatives of suspension and expulsion.

The Principal is empowered to suspend a student immediately while waiting for the Panel to convene if he feels it is in the interest of the school community to do so.

The Principal, with the knowledge and consent of the Proprietor, may expel any child directly if he considers it in the interest of the school community to do so.

In all disciplinary actions it is essential that staff and students understand that it is the student's behaviour that is unacceptable, not the student himself or herself.

Suspension or Expulsion will only happen in extreme situations and usually only when supported by a range of recorded evidence, or by first hand evidence that a significant act of inappropriate behaviour has taken place. The decision to suspend or expel a student will be made by the Principal, in consultation with staff and the Proprietor and will be documented in the student sanctions record. A record is kept of serious disciplinary offences, which includes student's name and details and the sanction(s) imposed.

Right of Appeal for parents

A parent can appeal against a fixed term exclusion of more than 5 days or a permanent exclusion in writing to the Proprietor of the School. The Proprietor will convene a panel consisting of the Proprietor and two other members who have not been involved in the exclusion process within five working days of the exclusion. The panel will consider all aspects of the exclusion and decide whether to uphold the exclusion or not. The parent(s) will be invited to attend the panel and to put forward their case. The decision of the panel is final.

The grounds for exclusion at independent schools are generally similar to those at maintained schools, but the range of legitimate grounds is wider in the independent sector and may include:

- parental breach of contract with the school;
- parents causing serious or repeated nuisance on school premises;
- serious disagreement (on the part of the parents or the student) with, or contravention of, the school's policies on social inclusion, diversity or equality;
- failure of the student to meet the required academic or behavioural standards.

Physical Intervention

It is strictly forbidden for an adult to use or threaten corporal punishment or any degree of physical contact that is deliberately intended to punish a student, or which is primarily intended to cause pain or injury or humiliation.

Where necessary physical intervention can be used to control or restrain students. For example:

- student attacks on staff or another student;
- students engaged in deliberate damage or vandalism;
- student running down a corridor or stairway in a way likely to cause injury;
- student absconds from class or tries to run away from school;
- student behaves in a way that seriously disrupts the lesson.

Before intervening physically a member of staff, wherever practicable, must tell the student to stop and what will happen if he or she does not. We do not offer staff training in restraint. Physical intervention may involve:

- physically interposing between students;
- blocking a student's path;
- holding;
- pushing;
- pulling;
- leading a student by the hand or arm;
- shepherding a student away by placing a hand in the centre of the back.

Staff must not:

- hold a student around the neck, by the collar or in any way that might restrict the student's ability to breathe;
- slap, punch, or kick a student;
- twist or force limbs against a joint;
- trip up a student;
- hold or pull a student by the hair or ear;
- hold a student face down on the ground;
- hold a student in a way that might be considered indecent.

Never give the impression that you have lost your temper or are acting out of anger or frustration or to punish the student. 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. The member of staff should try and get help from another member(s) of staff and continue to try and communicate with the student throughout the incident making clear that physical intervention will stop as soon as it ceases to be necessary. Sometimes it may be dangerous to try and restrain a student. In this instance remove other students, send for help and try and make the area as safe as possible while continuing to try to communicate with the student. Any instances where physical intervention has been used must be reported to the Principal and a record kept on file.

We do not offer staff training in restraint and we do not expect staff to restrain students or physically intervene unless in extreme circumstances.

Transition arrangements:

The school will take into account the personal circumstances, behaviour and aptitudes of the particular student and provide the specific support required to help the student in their transition. The school will also liaise closely with the parents and guardians of students in order to achieve the best possible outcome to the transition. The support will continue until the student, parents/guardians and school are satisfied the student has made a successful transition.

Disciplinary action against students who are found to have made malicious accusations against staff

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to local authority children's social care to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Principal or Proprietor should consider whether any disciplinary action is appropriate against the student who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a student. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

Signed:**Date: 01/09/18**

Jon Crocker
Principal

Appendix

Rules and Rewards

- ★ **Be friendly** and make everyone feel welcome.
- ★ **Be thoughtful** and support each other.
- ★ **Be kind** and never bully or discriminate against someone.
- ★ **Be aware** and show zero tolerance of bullying or unkindness.
- ★ **Be honest** and own up to things.
- ★ **Be reliable** and true to your word.
- ★ **Be polite** and show good manners.
- ★ **Be responsible** and respect the school environment, property and others.
- ★ **Be proud** and always try your best in lessons.
- ★ **Be respectful** and do not argue with staff.
- ★ **Be punctual** and always arrive on time.
- ★ **Be smart** and always wear your uniform when required.

And Rewards...

At Newbury Hall, every student is a member of Class Dojo. Students gain points for positive behaviour following our school rules. Some examples include for working hard, for participating well, and for great teamwork. We celebrate the students who earn points with a range of rewards including non-uniform days, activities and excursions.

Rules and Consequences

| Rules.... | And Consequences... |
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| Be friendly and make everyone feel welcome. | C1 - Verbal warning and loss of point on Class Dojo |
| Be thoughtful and support each other. | At Newbury Hall, every student is a member of Class Dojo. Students lose points for not following our school rules. Some examples include being late, being rude, and not completing homework. We always keep parents up to date each week with how well their child is doing here. For more serious incidents however, Class Dojo is less appropriate and the following scale of sanctions will apply and each will have a safeguarding check carried out by the Designated Safeguarding Lead: |
| Be kind and never bully or discriminate against someone. | C2 - Verbal warning with written apology or email home (sincere written apology avoids an email home and gives the student chance to reflect on behaviour). DSL Safeguarding issue check |
| Be aware and show zero tolerance of bullying or unkindness. | C3 - E-mail home to parents/Guardian/agent as appropriate (from member of SLT). |
| Be honest and own up to things. | C4 - Meeting with Principal and possible internal suspension or 'pardon' subject to behaviour or agreement, but parents informed with both outcomes. |
| Be reliable and true to your word. | C5 - Meeting with Principal with 1 week internal suspension and parents informed. |
| Be polite and show good manners. | C6 - Meeting with Principal with 2 week external suspension and parents informed. |
| Be responsible and respect the school environment, property and others. | C7 - Meeting with Principal plus Proprietor and Disciplinary Panel with possible expulsion following agreed procedures. Parents and West Berks informed by Principal. |
| Be proud and always try your best in lessons. | NB For dangerous or illegal behaviour students may be expelled or suspended at any time at the discretion of the Principal. |
| Be respectful and do not argue with staff. | |
| Be punctual and always arrive on time. | |
| Be smart and always wear your uniform when required. | |

Consequences

C1 Verbal warning and loss of point on Class Dojo. At Newbury Hall, every student is a member of Class Dojo. Students lose points for not following our school rules. Some examples include being late, being rude, and not completing homework. Bullying in any shape or form will not be tolerated and will be dealt with immediately and with the utmost severity. We always keep parents up to date each week with how well their child is doing here. For more serious incidents however, Class Dojo is less appropriate and the following scale of sanctions will apply:

C2 *DSL Safeguarding issue check.*

Negative behaviour incident - applies when behaviour is not modified within the framework of Class Dojo C1 low level plus and minus categories.

Behaviours such as not listening when required; distracting other students; wasting time; interrupting; rudeness; lateness; non-attendance. Continuation of inappropriate behaviour so there is a disruption to learning within the class or that children are complaining of problems in free times/lunch times. Verbal warning with written apology or email home (sincere written apology and explanation avoids an email home and gives the student chance to reflect on behaviour).

C3 *DSL Safeguarding issue check.*

The inappropriate behaviour continues or a behaviour that requires a more severe consequence occurs (swearing, overt physical or threatening behaviour etc).

E-mail home to parents/Guardian/agent as appropriate (from member of SLT).

C4 *DSL Safeguarding issue check.*

The inappropriate behaviour that occurred at C3 continues and has not been modified at C3 level. Meeting with Principal and possible internal suspension including withdrawal from lessons or loss of privileges or 'pardon' subject to behaviour or agreement, but parents informed with both outcomes.

C5 *DSL Safeguarding issue check.*

Continuation of previous inappropriate behaviour. Wholly inappropriate behaviours such as severe physical or verbal abuse to another student or adult; persistent temper tantrums; serious bullying incidents and non-accidental damage to property/equipment.

Meeting with Principal with 1 week internal suspension and parents informed.

C6 *DSL Safeguarding issue check.*

Continuation or escalation of wholly inappropriate behaviours such as severe physical or verbal abuse to another student or adult; persistent temper tantrums; serious bullying incidents and non-accidental damage to property/equipment.

Meeting with Principal with 2 week external suspension and parents informed.

C7 *DSL Safeguarding issue check.*

Non modified and systematic inappropriate behaviours such as severe physical or verbal abuse to another student or adult; serious bullying incidents and non-accidental damage to property/equipment. Meeting with Principal plus Proprietor and Disciplinary Panel with possible expulsion following agreed procedures. Parents and West Berks informed by Principal.