



TAVERHAM HALL

Preparatory School

Behaviour Policy

INTRODUCTION

Taverham Hall School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

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

CODE OF CONDUCT

The school community of Governors, staff, parents and pupils adhere to an established routine and code of conduct, rather than to lists of rules. The school sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Rules and Regulations and understand what is expected of them and why, as well as the consequences of poor behaviour.

Everyone has a right to feel secure and to be treated with respect at Taverham Hall School, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is on our web site and in the Parent Handbook. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender or sexual orientation or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance

policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at the school undertake to uphold the school's policies and regulations, including this policy when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

Unexplained Absences

We will always telephone the home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident.

INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in Assemblies, form time and via the Prefects, who meets regularly.

SCHOOL RULES AND REGULATIONS

The school's Rules and Regulations are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through our 'radiator of the week scheme' and our awarding of 'Courtesy Cups' at final assemblies. Sanctions help us to set boundaries and to manage challenging behaviour. Copies of the Rules and Regulations are set out on the web and in the Parent Handbook and may change from time to time. Parents and Guardians undertake when signing to Parent Contract to support the authority of the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Head for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include:

- Detention
- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- Assistance with domestic tasks, such as collecting litter
- Withdrawal from a lesson, school trip or team event
- Suspension for a specified period, removal or expulsion.

The school's policy on Discipline and Exclusions is set out in a separate policy, and all parents' and pupils' should be aware of the more serious sanctions, including suspension and expulsion that the Head can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

Physical Restraint

Like all schools, we reserve the right for our staff to use *reasonable force* to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)*
- *"Causing personal injury to any person (including the pupil themselves)*
- *"Causing damage to the property of any person (including the pupil themselves)*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils"*

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first, to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- *“The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used*
- *“The chances of achieving the desired result by other means*
- *“The relative risks associated with physical intervention compared with using other strategies”*

Every member of staff will inform the Head immediately after s/he has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol for managing that individual pupil's behaviour. The school does not use corporal punishment under any circumstances.

TEACHING AND LEARNING

Taverham Hall School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that you will not feel the need to complain about the operation of our behaviour management policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures which apply equally to the Nursery Department (*and have been drafted to meet the specific requirements for EYFS pupils as described in the ensuing paragraph*) are on our web site. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for three years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Nursery Department, because it is part of an independent school, parents should though be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. They can download the Ofsted leaflet: “Complaints to Ofsted about Schools: Guidance for Parents” reference 080113 from www.ofsted.gov.uk.

We believe that at Taverham Hall School, behaviour is generally exemplary. Much of this is due to clear expectations. Should a child transgress however, the following **five stage procedure takes place:**

A pupil may engage at any level, but it is expected that most instances will be dealt with at either stage one or two with only a very small number progressing through

the levels. At any time a pupil may be referred immediately to stage 5 should his/her action merit such a serious consequence.

In the case of bullying refer to the school policy which illustrates how the bullying policy is designed to dovetail into the behaviour policy.

Stage 1

The class teacher or tutor is informed that a pupil has behaved in such way that he or she has inflicted harm or distress on another, or a group of others; or he/she has deliberately disobeyed instructions; or he/she has influenced others to do the above. All incidents reported are of a relatively minor nature. An example of behaviour likely to trigger Stage 1 may be name calling, speaking inappropriately to a member of the staff etc.

A record of incidents is kept via the Incident Report Forms and/ or log book in the staffroom, and a Behaviour Report Form may be issued to monitor progress. Behaviour reports can be found on the school server. These can be adapted to suit in terms of target setting and will be designed following the form tutor's consultation with the Deputy Head. The pupil should also be very clear as to expectations and targets. **The Deputy Head will require a copy of all Incident Forms.** In the event that a pupil re-offends they are moved to Stage 2

Stage 2

A pupil is referred to the Deputy Head.

The pupil is obliged to discuss his or her behaviour and why it is unacceptable, and is informed of the consequences of a recurrence, which may well be a school detention. (Details of the school detention system appear later in the document.)

An appropriate target is given and the pupil is made aware of the time scale that operates and what will happen if he or she re-offends. A record is kept. At this stage the senior member of staff involved **may** contact parents informally so that they are aware of the situation. At this point a Parental Contact Form should be filled in and given to the Deputy Head. She will ensure a copy is placed in the pupil's file.

Stage 3

A pupil is referred again to the Deputy Head, who informs him/her that his/her parents will be contacted by letter and will be required to discuss the unacceptable behaviour. The meeting, will involve the child's parents, the Form Tutor and the Deputy Head. Stage 4 is outlined to the pupil who is given a target to meet.

Stage 4

The Headmaster, Deputy Head and the Form Tutor meet with parents who are informed that unless their child's behaviour improves within a stated period of time he/she will have to leave the school. Records are discussed. Suspension may be required, although all efforts will be made to ensure he or she has a final chance.

Stage 5

A pupil is required to leave the school because his/her behaviour has been consistently unacceptable or they have undertaken an unlawful action, or have brought the school into disrepute. Actions that are dangerous to others or **diminish the quality of education or well being of others** fall into this category.

In the event that a pupil has progressed through the stages outlined above, all reasonable methods will have been undertaken to effect a change.

Where the Headmaster is of the opinion that the conduct or progress of the pupil has been unsatisfactory, or if the pupil, in the judgement of the Headmaster, is unwilling or unable to profit from the educational opportunities offered and removal is considered warranted, he may use his discretion not to expel the pupil immediately, but to give parents the opportunity to find another school for the child within a stated time scale. If this opportunity is not taken, the pupil will be formally expelled. **See Disciplinary and Exclusions Policy**

By the same token, if a child has been set a target as a result of triggering a stage on the behaviour policy and has successfully attained that target there will be the opportunity to move the other way, for example from Stage 3 to Stage 2 etc. The ultimate decision as to what stage a child is placed at will ultimately be made by the Deputy Head and Head but the views of the Form Tutor will obviously be considered in all cases. The Form tutor will be kept informed at all times

N.B. In the case of the Pre-Prep, the Head of the Pre-Prep has authority to act for the Deputy Head.

Information for Teachers

At all stages the Class Teacher or Form Tutor is to be kept informed in writing of events. Copies of Incident Forms and Parental Consultation Forms are to be kept. The Deputy Head will ensure a copy remains in a child's file.

Written records must be kept on file once a child engages at any stage.

Guidelines to suitable sanctions for each stage are:

Stage 1

- Tutor time is used to discuss poor behaviour.
- Behavioural De-merit.
- Removal from the group - in class (e.g. to sit by teacher)
- Withdrawal of break or lunchtime privileges.
- Completion of assigned work or extra written work.
- Remaining close to the teacher on duty at break times.

Stage 2

- Letter of apology from pupil.
- Follow-up work with "the bully" by the class teacher/tutor.

Stage 3

- Withholding participation in any school trips or sports events that are not an essential part of the curriculum.
- Withdrawal from a particular lesson or peer group, and sent to the Deputy Head.

Sanctions

All sanctions must be recorded on the Incident Report Forms and/ or behaviour log book located in the Staff Room.

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

It is not acceptable to have pupils standing outside the staffroom or similar.
(Refer to the extract from DfEE document "Social Inclusion: Pupil Support" – Appendix 2).

Expected Behaviour of Pupils

Pupils are expected to observe the Code of Conduct. This is discussed regularly as part of the PSHE programme, outlined in the handbook and **displayed throughout the school in all form rooms.**

Every effort will be made to celebrate excellent behaviour through assemblies, radiator of the week awards, comments from individual staff and presentations of a termly 'Courtesy Cup'

The following guidelines indicate what is always expected of Taverham Hall School pupils:

- Behave in a quiet and orderly manner, both in and out of school.
- Enter and leave classrooms quietly and be on time for all lessons.
- Walk and not run around the school.
- Show care and consideration for others at all times.
- Be helpful to visitors.
- Be polite and courteous.
- Bring the correct equipment to lessons.
- Complete prep and hand it in at the appropriate time.
- Show respect for other people's property.
- Hold doors open for adults and do not interrupt conversations between staff.
- Ensure their possessions and especially Games kit, are not left out in the changing rooms or around the school*
- Never draw attention to, make fun of or mock differences between people or their abilities.

* Kit demerits may be issued as a result of kit found to be left lying around the floor of the changing areas. These demerits are kept by form teachers, and if a child has received three of these, they will be expected to present their complete, named kit to the Deputy Head at a stipulated break-time. In addition they will be spoken to about the need to improve personal responsibility for possessions. The Prefect body should have a large responsibility in this particular area in conjunction with the Deputy Head.

Punishments

All staff should take responsibility for the discipline and behaviour of pupils and a tiered system is felt to ensure the greatest level of consistency.

A three tiered system

1. The individual member of staff selects **a punishment to fit the crime**. These will fall into the category of day-to-day misdemeanours and are largely stage 1 offences. An example may be to write a letter of apology. Advice may always be sought from the Deputy Head/ Senior Teacher Pastoral. The child will be automatically **placed on a behavioural report** to be implemented and monitored by the form teacher in conjunction with the Deputy Head, as a result of receiving **two behavioural de-merits**. As mentioned earlier the behavioural report can be found on the school server and can be adapted in terms of expectations and targets. Parents should be informed at this point.
2. **Detention through school time:**
 - a) As a result of **three behavioural de-merits**.
 - b) Straight to a detention after consultation with Deputy Head.
 - School detentions generally take place during morning/lunch time break.
 - Parents will be informed of detentions by letter and phone call. A record will appear in a child's file and all behavioural demerits will appear on the assigned sheet in the staff room.
 - c) **Headmaster's detention after school** to be given after consultation with the Deputy Head .

Issued after **three school detentions** or an incident deemed serious enough by The Headmaster to merit such a decision.

The Headmaster's detention takes place after school between 5-6pm.

APPENDIX 1

Guidelines

1. Every case will be investigated and dealt with according to individual circumstances.
2. Every case will be dealt with fairly, and action recorded (*as soon as is reasonably practicable*).
3. Through its action the school hopes to bring about improvement and so no absolute rules apply. Discretion will be applied to each case in the hope of effecting change.
4. The school accepts that the mental health of some pupils is affected from time to time by their personal circumstances and during times of stress allowance may be given in mitigation. The school must be alert to such instances. We can do much to foster the emotional well-being of our pupils, and to be of immediate and practical help to them when problems arise.
[The school needs the cooperation of parents who must inform the Head of any serious problems at home which may affect performance at school]

The World Health Organisation defines mental health as “a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” When children don’t feel good about themselves, don’t enjoy relationships, don’t learn confidently and overcome difficulties; when they are overwhelmed by misery, anger or fear, then problems arise. (Young Minds: the children’s mental health charity.)

5. Children will be given reasonable explanations of why they are receiving a punishment. It is accepted though, that when they are in trouble they feel victimised and that this can exacerbate their reaction to some circumstances, which will be taken into account.
6. The response made by a member of staff to a particular situation should reflect the nature and seriousness of the circumstances surrounding the situation. Equally, knowledge of the pupil will help to determine the outcome.
7. Praise and encouragement may be of greater value in some circumstances than outrage and disapproval.
8. Children should not be shouted at or spoken to in such a way that they feel intimidated or humiliated.
9. The school operates a policy of non-restraint unless a pupil is in danger of harming himself, other pupils or members of staff, in which case minimum restraint may be used.

APPENDIX 2

(Extract from DfEE document "Social Inclusion: Pupil Support")

Sanctions should be applied fairly and consistently to all pupils, taking account of all circumstances including the child's age, and within a context of positive reinforcement of good behaviour. Sanctions might include:-

- removal from the group (in class) !!!!!
- withdrawal of break or lunchtime privileges where they could be involved in one of the 'useful' tasks below.
- detention
- withholding participation in any school trips or sports events that are not an essential part of the curriculum
- withdrawal from, for example, a particular lesson or peer group
- completion of assigned work or extra written work
- carrying out a useful task in the school. For example, assisting in the sweeping out of muddy changing rooms, picking up litter and helping staff with lost property returns.

APPENDIX 3

Taverham Hall School

Guide to Good Manners

It is expected that to be a pupil at Taverham Hall School you will always act with courtesy, care and consideration towards others.

Do not be shy about using good manners

Most good manners involve Common Sense:

- Always show care and consideration for others.
- Enjoy a laugh, but *with* others not *at* them.
- Do not be unkind to anyone.
- If you cannot say something positive or helpful, don't say anything at all.
- Look after your own possessions and leave other people's alone.
- Always aim to be tidy, polite and helpful.
- Always behave in a quiet and orderly manner, both in and out of school.

A breach of common sense is a breach of school rules

Remember:

- Children and staff greet each other by name.
- Visitors are greeted and welcomed to the school.
- Doors are held open for adults.
- No one barges between two people who are talking.
- Children stand to one side rather than block a corridor when an adult passes.
- Please and thank you accompany any request.
- Thank you is said when you are helped.
- No one shouts.
- No one pushes or shoves.
- Walk on the left when inside buildings.

Also:

- Enter and leave classrooms quietly and be on time for all lessons.
- Line up for lessons quietly outside the classroom until invited in.
- Place neatly on the desk everything required for that lesson
- Bags are placed, tidily, on the floor.
- At the end of the lesson stand quietly behind your chair until dismissed.

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