



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.

POSITIVE BEHAVIOUR CODE

The school community of Governors, staff, parents and pupils adhere to an established routine and a Positive Behaviour Code, 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.

The Positive Behaviour Code is 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 of varying degrees help us to set boundaries and to manage challenging behaviour. Copies of the Positive Behaviour Code are set out on the web, displayed throughout the school and the boarding house, and in the Parent & Pupils and Boarding Handbooks 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 following guidelines indicate what is always expected of Taverham Hall School pupils:

- Consider the school to be a large family where we share and care for one another.
- 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 others.
- Ensure your possessions and especially Games kit, are not left out in the changing rooms or around the school*
- Accept that people are different and respect them even if you may not agree with them.
- Always use kind and supportive words when talking to others.
- Use initiative and always try to do your best in whatever you do.

* 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.

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 Positive Behaviour Code and understand what is expected of them and why, as well as the consequences of poor behaviour. Duty staff and prefects at break times ensure positive behaviour takes place. Matrons, gap students and the Head and his wife ensure this is particularly the case with those who board at school.

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.

SANCTIONS

The Deputy Head is responsible for administering the behaviour policy. He/she undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Form tutors and classroom teachers work to prevent inappropriate behaviour, through minor sanctions and regular communication with other staff and the Deputy Head. A duty log book, kept in the staff common room, is used to record instances of negative **and** positive behaviour around the school. The Deputy Head monitors this book on a daily basis to identify patterns and individuals who may need additional support. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity.

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).

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.

BEHAVIOUR IN THE BOARDING HOUSE

We believe that boarding is an extension of home life for our pupils. As such, although the Positive Behaviour Code is extended to the boarding house, the vast majority of sanctions and disciplinary measures are contained within the times and environment of the house. Pupils who reside outside the boarding community do not receive a school based punishment for their behaviour at home, so neither should our boarders.

As part of our effort to celebrate success outside of school, through a system of 'red points' and 'conduct reds', boarders can earn the 'Radiator of the Week' award for their behaviour in the boarding community. There are also cups for the 'Best New Boarder' as well as the 'Boarder of the Term', which are presented by the Headmaster in the final assembly or prize giving ceremony each term.

The residential staff are responsible for administering the Positive Behaviour Code and, in consultation with the Head where necessary, will determine the level of sanction appropriate for incidences of poor behaviour. Form tutors are made aware of any issues with their tutees to ensure an extension of care throughout the day. The exception to the house-based discipline system is any incidence of bullying. Bullying is not accepted in any form at Taverham Hall School; any situations that may involve bullying are reported directly to the Deputy Head and are dealt with in accordance the school's Anti-Bullying Policy.

BEHAVIOUR POLICY IN PRACTICE

We believe that at Taverham Hall School, behaviour is generally exemplary. Much of this is due to clear expectations and a school-wide understanding of our Positive Behaviour Code. 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. Persistent negative behaviour will result in a pupil moving through the stages, however consistent evidence of positive behaviour and effort on the part of a pupil will result in a move in the opposite direction.

Most behavioural issues are dealt with immediately by the classroom teacher, using an appropriate sanction. Some examples are detailed below. The Duty Log in the staff common room is used to record transgressions and inform form tutors and other members of staff. The Deputy Head monitors these records and works with form tutors to ensure pupils do not continue along the five stages.

At all stages the Form Tutor is kept informed, in writing, of events. Copies of Incident Forms and Parental Consultation Forms are distributed to the Form tutor and the Deputy Head, who will ensure that a copy remains in a child's file.

In the case of bullying refer to the school's Anti-Bullying 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, persistent calling out, 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, to maintain communication with other staff and the individual's form tutor.

Guidelines for sanctions at Stage 1 are

- 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.
- Letter of apology from pupil.

Three separate examples of poor behaviour in a half term period results in a pupil moving to Stage 2.

Stage 2

The pupil is referred to the Deputy Head for persistent failure to follow the Positive Behaviour Code. 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 Headmaster's detention. A Behaviour or Work Report may be issued to monitor progress. These will 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.

(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. This period of time is generally two full weeks but may vary in individual cases. A record is kept. At this stage the pupil's Form Tutor or the Deputy Head will 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. He/She will ensure a copy is placed in the pupil's file. In conjunction with any behavioural or work reports, the pupil may also be asked to write an account of their behaviour, a letter of apology and attend follow-up sessions with the class teacher or Form Tutor.

Failure to work within the targets and timeframes set at Stage 2 will result in the pupil moving to Stage 3.

Stage 3

The pupil is referred again to the Deputy Head, who informs them that their parents will be contacted by letter and will be required to discuss the unacceptable behaviour. The pupil will be required to write an account of their behaviour and include an explanation of why it is unacceptable. The meeting, will involve the child's parents, the Form Tutor and the Deputy Head. Examples of possible sanctions for pupils at Stage 3 include:

- 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.
- A Headmaster's Detention, which takes place after school, between 5 and 6pm

Stage 4 is outlined to the pupil who is given a clear target to meet and a specific timeframe to do so.

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. This period of time may vary according to the individual case, but will not be less than two full weeks. Records from the duty log and incident forms are discussed. Suspension may be required, although all efforts will be made to ensure he or she has a final chance and a clear understanding of the implications of Stage 5.

Stage 5

In the event that a pupil has progressed through the stages outlined above, all reasonable methods will have been undertaken to effect a change. Continued disregard for the Positive Behaviour Code and/or failure to meet the targets set in the previous stage will result in the pupil being required to leave the school. Actions that are unlawful, dangerous to others or diminish the quality of education or well being of others fall into this category. This will take the form of suspension, either internal or external, or permanent exclusion. All sanctions at Stage 5 will only be considered in consultation and agreement with the Headmaster.

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 permanent exclusion 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**

The ultimate decision as to what stage a child is placed at will ultimately be made by the Deputy Head and Headmaster, 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.

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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