



Behaviour Policy

INTRODUCTION

Langley Preparatory School at Taverham Hall 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.

The school is strongly committed to promoting equal opportunities for all, regardless of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.

The policy refers to and takes note of current government guidance, specifically – *Behaviour and Discipline in Schools (2016), Preventing and Tackling Bullying (2014), Equality Act (2010)*

AIMS

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. We educate our pupils on these principles through an extensive PSHEE program which frequently refers to SMSC education and the Fundamental British Values. These are our underlying principles:

- Treat everyone with consideration and respect
- Understand the difference between right and wrong
- Be polite, helpful and friendly
- Understand that rules are to ensure everyone's safety
- Appreciate and respect the school environment
- Value other people, their work and opinions
- Understand and observe the Fundamental British Values
- Respect the culture and beliefs of others

POSITIVE BEHAVIOUR CODE (see Appendix 5)

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. It was created through input from all Forms in PSHEE, and finally, through the School Council. Our aim is to continually reward and encourage good behaviour through regular recognition highlighted in events such as: weekly assemblies, House Meetings, House Points, the weekly 'Radiator Of The Week' award and the awarding of 'Courtesy Cups' at Final Assembly. In Pre-Prep this also includes; Kindness Leaves, Star of the Week, Mumbles the Bear and Behaviour Tokens. Consequences of varying degrees help to set boundaries and to manage challenging behaviour. Copies of the Positive Behaviour Code are set out on the website, displayed throughout the school, and in the Parent & Pupils Handbooks; these may change from time to time.

Parents and Guardians undertake, when signing the Parent Contract, to support the authority of the Head in enforcing the Positive Behaviour Code 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 Langley Preparatory School at Taverham Hall pupils: (taken from Positive Behaviour Code)

- be polite at all times
- show good table manners
- show respect to others
- be helpful and be a good role model at all times
- be honest and trustworthy
- include others in all that we do
- be tolerant of others and their differences
- think before we speak
- be kind and thoughtful to everyone
- support our friends and peers through good and bad times
- radiate positivity
- walk around school
- eat healthily
- look after our belongings and keep them tidy
- respect our environment
- be smart and presentable at all times
- share our problems with the appropriate adults around us
- try our best and persevere at all times
- listen when our teacher and others are talking
- put our hand up in class to give everybody a chance to speak
- arrive promptly and be equipped for lessons
- complete the work set to the best of our ability and allow others to do the same

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.

Everyone has a right to feel secure and to be treated with respect at Langley Preparatory School at Taverham Hall. Harassment and bullying will not be tolerated. Our Anti-Bullying policy, including Anti-Cyber Bullying is available to all parents on request.

We expect pupils to be ready 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.

PROMOTING GOOD BEHAVIOUR

Our systems of rewarding good behaviour play a major role in preventing negative incidents. We have a system of 'House Points' which are given by the teaching and non-teaching staff for any aspect of positive behaviour, courtesy and work, based around the six core learning dispositions of our Independent Learner Model. These are awarded for conduct and courtesy as well as academic effort. Above this system is our 'Radiator of the Week'. This is awarded by the Headmaster each week for radiating warmth throughout the school or wider community. All House Points and Stars of the Week count toward the House Cup, awarded each term, and the winning House attend a House Supper as a special reward for their effort.

The Form Tutor, Class teacher or Key Worker is the first point of contact for all behaviour related issues. They maintain regular contact with parents, through phone, email and our morning 'drop-in' clinics. Their contact with the pupils is twice daily, plus extended sessions specifically designated as 'Tutor Time'. The Form Tutor will communicate with the Deputy Head (Pastoral) and the Headmaster, where the level of behaviour or a specific incident is deemed serious and they will remain an important part of the management process with their tutee, until the issue is resolved.

Each year, we have a body of Prefects and Senior Prefects, taken from the Year 8 group. This group is managed by a senior member of staff. Prefects work alongside break-time duty staff to resolve minor problems and report more serious incidents.

Our Year 8 mentoring programme enables the Year 3 pupils to be guided through their first year by a pupil in their last. The mentors are given training in behaviour management, safeguarding and general operations by members of the Senior Management Team. Mentors will also be on hand throughout any behavioural issues to assist their charges with ongoing targets and appropriate conduct outside of lessons.

All Year 8 pupils receive Peer Mentoring training prior to taking up their roles of Prefects.

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 School Council and Catering Committee, which meet termly.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and guardians who accept a place for their child at Langley Preparatory School at Taverham Hall 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.

The school is always happy to consider suggestions from parents and hope that parents find the school responsive and open-minded. We achieve this with a termly parents' forum that gathers opinion from representatives in each year group from Early Years to Year 8.

CONSEQUENCES

The Deputy Head Pastoral is responsible for administering the Behaviour Policy and maintaining the record of serious behavioural incidents. They undertake to apply any consequences fairly, and, where appropriate, after due investigative action has taken place (in-line with this policy). Form Tutors and classroom teachers work to prevent inappropriate behaviour, through minor consequences and regular communication with other staff and the Deputy Head Pastoral. An electronic events log is maintained within the school's MIS system and this is used to record instances of negative **and** positive behaviour, or pastoral concern around the school. Along with the Form Tutors, the Deputy Head Pastoral monitors this log on a daily basis to identify patterns and individuals who may need additional support. Pupils identified are discussed in a weekly, pupil-focussed staff meeting (Welfare Minutes & Actions created), as well as overviewed each half term by the Deputy Head Pastoral. This document is maintained to monitor behaviour over time and is used in the handover process each year to aid transition from one year to the next. Consequences may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity.

Consequences 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.

Corporal punishment is never used as an acceptable sanction or as a threat of a sanction.

Furthermore, it is not acceptable to have pupils standing outside the staffroom, or similar, for an extended period of time. (Refer to the extract from DfEE document "Social Inclusion: Pupil Support" – Appendix 2).

Examples of consequences include: (Posters referring to these are displayed in every classroom and can be found at the end of this policy)

- A verbal reprimand.

- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks with a focus on re-education.
- Loss of privileges – for instance the loss of a prized responsibility for a senior pupil.
- Missing break time.
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Demerits
- Kit-demerits - which may be issued as a result of kit found to be left lying around the floor of the changing areas
- Confiscation of property that is being used inappropriately or without consideration (parents must be informed)
- Withdrawal from a lesson, school trip or team event.
- Deputy Head or Headmaster Detention
- Suspension for a specified period, removal from the school community or permanent expulsion.

It is important that any form of sanction should, where possible, fit the negative behaviour displayed by the pupil with the key focus on re-education and support rather than ‘punishment’.

For repeated offences or more serious offences, suspension or expulsion may be used by the Headmaster.

Examples of serious breaches of the rules and regulations include:

- Alcohol abuse
- Bullying, including cyber, racist, sexist or discriminatory bullying
- Drug abuse
- Fraud
- Gambling
- Improper behaviour towards a member of staff or another pupil, including malicious accusation
- Malicious damage
- Persistent disruptive behaviour
- Physical assault/ threatening behaviour
- Using pornography
- Racist abuse
- Sexual harassment
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English Law

For any of the above behaviours, the Deputy Head Pastoral will be responsible for maintaining a record which will be attached to the pupil’s record. It is the School’s policy to keep all serious sanction records securely until the pupil has reached the age of 25, when they will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations.

The School will ensure that guidelines in the Equality Act (2010) are followed for issues related to pupils with special educational needs/disabilities and reasonable adjustments are made for these

pupils. The Form Tutors, in conjunction with the Deputy Head and the SENCO, ensure that any such adjustments are communicated to all staff within the pupil-focussed staff meeting each week.

USE OF REASONABLE FORCE & PHYSICAL RESTRAINT

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”*

What is reasonable force?

- (i) 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.
- (ii) 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 or where a pupil needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) 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.
- (v) 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.

In accordance with the DfE publication – Use of Reasonable Force: July 2013, 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; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Any use of 'Reasonable Force' with a pupil should be reported to the Headmaster / Deputy Head, Pastoral and a record should be kept. Parents should be informed before the end of the day, or as soon as reasonably practicable.

POWER TO SEARCH WITHOUT CONSENT

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" in line with government guidelines (*DFE: Searching, screening and confiscation, Feb 2014*) :

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules. It is the policy of the school that if any of these items are found in a child's possession, they will be seized. Where illegal/controlled drugs are found, these will be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs will be disposed of. Alcohol and cigarettes will be seized and destroyed. Where stolen items are found, if the items have been stolen from within the school, the school will deal appropriately with the matter and parents of the child concerned will be notified. Where the stolen items have come from outside the school, the police will be notified and the matter dealt with appropriately, parents will again be informed.

Searching with consent

School staff can search pupils for "prohibited items" with their consent. The member of staff will consider the pupil's age and other factors when determining whether the pupil is capable of giving consent. Formal written consent is not required from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out their pockets or if the teacher can look in the pupil's bag or locker (if they have one) and for the pupil to agree.

Searching without consent

If a pupil refuses to give their consent to a search, they will be asked to say why they have refused. The School will be entitled to draw inferences from their response and general demeanour and the police may be informed if illegal activity is suspected. A pupil can be searched without consent if there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item (drugs or substances). This must be done by the Head or a member of school staff authorised by the Head.

Staff conducting searches

The member of staff conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they too, should be the same sex as the pupil being searched. There is an exception to this rule. A member of staff may carry out a search of a pupil of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The school is not required to inform parents before a search takes place or to seek their consent to search a child, nor is there a legal requirement to keep a record of a search. Parents will however be informed where alcohol, illegal drugs or potentially harmful substances are found, although there is no legal requirement to do so. Any complaints about searching will be dealt with through the normal school complaints procedure.

Staff may need to use '*reasonable force*' to control or restrain a pupil in specific circumstances. In-service training is used to ensure staff are aware of the circumstances in which reasonable minimum force may be used. 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.

Every member of staff will inform the Head in writing immediately after she/he has needed to use 'reasonable force'. Parents will be informed before the end of the day (or as soon as reasonably practicable) when it has been necessary to use 'reasonable force', and invite them to the school to agree a protocol for managing that individual pupil's behaviour. The School does not use or threaten the use of corporal punishment under any circumstances.

TEACHING AND LEARNING – SUPPORT SYSTEMS

Langley Preparatory School at Taverham Hall 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. With the Form Tutor as the first point of contact, pupils are encouraged to take responsibility for their own learning. Throughout the school there are posters illustrating "Who Can Help Me" with contact details where appropriate. Year 3 pupils are linked with a mentor from Year 8 to help guide them through their first year in the Prep School. 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.

COMPLAINTS

We hope that parents will not feel the need to complain about the operation of the Behaviour 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 Prep, Pre-prep and EYFS Departments (*and have been drafted to meet the specific requirements for EYFS pupils as described in the ensuing paragraph*) are on our website. Copies can be obtained on request. We undertake to investigate all complaints and to notify parents of the outcome of investigation within 28 days. We maintain records of complaints for three years after the pupil has left our school. There is a 3 staged process for dealing with complaints (see the Complaints Policy).

PRE-PREP & EYFS PROMOTING POSITIVE BEHAVIOUR

- Consider the school to be a large family where we share and care for one another.
- Enter and leave classrooms quietly
- Walk around the school.
- Show care and consideration for others at all times.
- Be helpful to visitors.
- Be polite and courteous.
- Show respect for other people's property.
- Hold doors open for others.
- 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.

PRE-PREP & EYFS PLAYTIME RULES

- Staff are allocated an area to supervise and **MUST** ensure that they are monitoring all activity in this area.
- When the whistle blows the children should stand still and listen for instructions
- At the end of playtime children are asked to tidy up the toys and then line up sensibly. Staff on duty should encourage them to do this.
- Class teachers should come and collect their class promptly at the end of playtime
- Weekly playtime checks are completed. Any items of concern should be recorded on a maintenance request reported to AMS
- All staff on duty are responsible for checking play equipment before children are allowed to go on it and reporting any areas of concern immediately.
- Staff on duty must also ensure that gates are shut and the playground is generally a safe place to be.
- In the event of a serious accident one member of staff should bring the child to the staff room for treatment or call for assistance from Matron if required
- In the event of a minor accident the member of staff on duty should ask a member of staff from the staff room to collect the child and administer the necessary medication
- The staff who witnessed the accident should record it in the blue medical book. If an accident is serious then Matron should complete the accident form.
- All Head injuries must receive a Head injury information leaflet and parents must be made aware.
- Staff must supervise children on how to play safely at all times particularly on the climbing equipment and around the swings.
- Year 1 and Year 2 only on the monkey bars
- Two children at a time on the swings and children must wait until those on the swings have dismounted before entering the area.
- Playground rules are discussed regularly with the children during assembly, within PSHE lessons and in the playground.

- Year 2 monitors should be responsible for the toys in the Shed and the staff on duty in the forest school area should check that this is tidy at the end of the playtime before locking the shed and awarding behaviour points
- Misbehaviour should be dealt with immediately. Class teachers should be informed immediately after playtime when the children are lining up. Major misdemeanours should be entered in the behaviour log and AMS should be informed. Three entries into this book will warrant a meeting with parents.
- Children should go to the toilet before going out to play. However, if a child wishes to go to the toilet at playtime they should ask a member of staff and not be encouraged to go in groups.
- If the children hear five short blows on the whistle they should run immediately to the staff member who is blowing the whistle. Regular assemblies are held to talk to the children about stranger danger.
- Children are able to bring one toy to school but this must fit into their book bag and staff are responsible for monitoring this. Toys brought into school are the child's responsibility
- Most importantly - Have a happy playtime!

The above code of conduct is our guide and all members of staff should reinforce this. Establishing good behaviour is achieved by maintaining a good relationship between pupils and staff on a day-to-day basis and it is essential that staff are consistent and fair in their dealings with pupils.

EYFS staff reinforce 5 principles of behaviour:

1. to be kind to your friends
2. to look after our toys
3. to always say please and thank you
4. to walk in the buildings
5. to share with each other

Playtimes

In cases where a child has become upset at playtime because of an unpleasant incident, the class teacher should be made aware of what has happened immediately after playtime.

The majority of discipline problems can be handled by the staff on duty, however if a child is sent in for any reason, the Key worker/Teacher/Head of Pre- Prep becomes involved.

Staff on duty at playtime and lunchtime record incidents of a serious nature on the behaviour log. Incidents such as rudeness, harm to another person or their property or deliberate defiance should be recorded. Incidents should also be recorded on individual records along with their follow up and a note should be made if parents have been informed.

The Year 7 children join the Pre-Prep Children on a Tuesday and Thursday as playground monitors. This gives them the opportunity to meet the children they will mentor in Year 8 and generally support in the Pre-Prep.

Pupils from the Prep School operate as Playground Monitors and feedback any positive or poor behaviour to the members of staff on duty so rewards and consequences can be issued by the members of staff.

Staff are on duty at all times during breaks according to correct ratios for EYFS. During wet playtimes the children play in their classrooms, duty staff cover.

Behaviour of Lunchtime

Before lunch, children should go to the toilet and wash their hands. They should be supervised whilst doing so in order to encourage good habits in toilet training.

At lunchtime Pre-Prep children sit with staff, who encourage good manners especially by example and demand an acceptable noise level.

Copies of individual childrens' dietary needs and food intolerance are kept in the Pre-Prep staff room and kitchen.

Rewarding positive behaviour in the Pre-Prep and EYFS

Praise is used to reward positive behaviour throughout the Pre-Prep and EYFS. In addition stamps, tokens, stickers and stars are used.

On Friday, the Deputy Head of the Pre-Prep takes a 'Star Of The Week' assembly where positive behaviour is celebrated. Kindness Leaves are given to one person in each class who has demonstrated particular acts of kindness.

All good behaviour is encouraged with the reward of behaviour tokens which are counted each half term and Mumbles the behaviour bear is then presented to the house captains of the winning team and will wear the house colour t shirt for that term.

Unacceptable behaviour in the Pre-Prep and EYFS

At all times our reaction to behaviour – both positive and unacceptable, is consistent and fair.

Physical Restraint

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.

In accordance with the DfE publication – Use of Reasonable Force: July 2013, 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; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

If there is a need to restrain a child this should be recorded on the behaviour log and the Individual record and the Head of Pre-Prep should be made aware as soon as possible.

Behaviour

We follow a 5 stage approach

All staff record on the behaviour log and inform the Head of Pre - prep

STAGE 1

Misbehaviour is reported to the class teacher if not in the classroom and the behaviour log is completed along with the same entry in the child's individual log. THE HEAD OF PRE-PREP is informed of entries into this log.

STAGE 2

When three entries of poor behaviour are entered on the log in one half term period then THE HEAD OF PRE-PREP will meet with the child. At this meeting a report card may then be designed ensuring that the child is very clear as to the expectations.

STAGE 3

If the behaviour persists then the child will move to stage three and they will be told that their parents will be contacted by letter. Incidents at this stage will be recorded on the serious incident record maintained by the deputy head. A plan of action will be put in place and withdrawal of privileges will happen

STAGE 4

Parents are contacted and meet with the Head and the class tutor. They are informed that unless their child's behaviour improves they will be asked to leave the school

STAGE 5

suspension

We do not permit any form of corporal punishment or threaten its use.

Bullying

Children are taught to be considerate to others at all times, bullying is not tolerated. A log is kept of any incidents of bullying and these are reported to the Deputy Head, Pastoral.

PASTORAL CARE FOR STAFF ACCUSED OF MISCONDUCT

DfE guidance outlines the need for “common sense and judgement” when applying allegation procedures. The guidance also emphasises the importance of the duty of care for employees subject to an allegation stating that employers should “act to manage and minimise the stress inherent in the allegations and disciplinary process. Support for the individual is key to fulfilling this duty”. There is a continual challenge to balance what is fair to staff members who the allegation is made against and protecting young people, particularly around suspensions.

The School provides a named contact that the accused staff member can contact (and will be contacted by) for support. The contact keeps the accused up to date as much as possible. The named contact is someone who they will feel comfortable with and is usually a member of senior staff which helps to maintain discretion. We also provide access to Employee Assist [confidential helpline] for support and using this support is always recommended

PUPIL CONDUCT OUTSIDE OF THE SCHOOL PREMISES

What the law allows: Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

The School will follow up on and apply the behaviour policy for any incidents of poor behaviour, occurring off the school premises, that bring the school’s name into disrepute or cause harm to other members of the school community. These include incidents such as: cyber bullying, misuse of social media, verbal, physical and emotional bullying, criminal activities. Criminal activities will be passed onto to the relevant external agencies. A pupil can only be disciplined when they are back on school premises (or elsewhere when the pupil is under the lawful control of a staff member).

BEHAVIOUR POLICY IN PRACTICE

We believe that at Langley Preparatory School at Taverham Hall, 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 **eight stage procedure takes place:**

A pupil may engage at any level. 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.

The Electronic Duty Log, is used to record transgressions and inform form tutors and other members of staff. All staff can access this from their computers to enable them to have an overview of their tutees. The Deputy Head (Pastoral) monitors these records and works with the Heads of Years (HOY) to ensure pupils do not continue along the stages.

At all stages the HOY and Form Tutor are kept informed of events. Copies of Incident Forms and Parental Contact Forms are distributed to the HOY and Form Tutor and the Deputy Head, Pastoral, 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

Stage 1 usually is taken in the form of a verbal reprimand. The member of staff must remain calm and in control at all times. This can be used by all members of staff for what would be seen as low level displays of negative behaviour.

Low level disruption: e.g. calling out, disturbing other pupils, not following instructions, talking when others are talking, boisterous behaviour, display of poor table-manners, (not an exhaustive list)

Any pupil at Stage 1 must be recorded onto the Duty Log.

Stage 2

Stage 2 will generally be reached through any form of repeat of Stage 1. For low level displays of negative behaviour (Stage 1) pupils will have received some form of verbal warning / reprimand. The repeat of the negative behaviour will then result in a loss of free time, which is overseen by the Duty Member of staff. The loss of time should be between 5-15 minutes depending the age of pupil and the negative behaviour displayed (see Appendix 3 'Stage 2 Detention Sheet'). Any pupil at Stage 2 MUST be recorded on the Duty Log and HOY and Tutors / Form Teachers informed.

Repeat of Stage 1 behaviour: pupils will have then received a warning (verbal reprimand); poor display of behaviour in corridors and changing rooms (a record on Duty Log)

Stage 3

Pupils will move to Stage 3 for the first instances unkindness towards another child or for further repeated displays of negative behaviour from Stage 1 & 2. A pupil who has moved to Stage 3 will be issued a Behaviour Demerit. This results in a loss of House Points and parents being informed by the Tutors / Form Teachers. A pupil at Stage 3 will also receive a break time detention with the Duty Member of staff for 15-30 minutes where some form of reflective work will be carried out (see Appendix 4 'Stage 3 Detention Sheet'). HOY and Tutors / Form Teachers will be informed and all details must be added to the Duty Log.

Repeat of Stage 2 behaviour; poor behaviour in the dining room; first instance of unkindness; rudeness towards adults; rough actions towards another pupil: **Demerit Issued** (All information recorded on Duty Log) **If a pupil continues to disrupt a lesson despite receiving a demerit a member of SMT can be called to remove that child from the lesson.**

Stage 4

Pupils move to Stage 4 for repeated negative behaviour from Stage 3, use of offensive language, physical harm to another pupil or repeated unkindness. This involves a full HOY Detention which involves a 30-minute period of reflective work (see Appendix 5 'Stage 4 Detention Sheet'). The Deputy Head, Pastoral, will contact parents and the HOY and Tutors / Form Teachers will be informed. All details will be recorded on the Duty Log.

Pupils can also move to Stage 4 for 3 Demerits within a short period of time (down to the discretion of the Deputy Head 'Pastoral'), usually within 6 weeks. This involves a full HOY Detention which involves a 30-minute period of reflective work (see Appendix 5 'Stage 4 Detention Sheet'). The HOY will contact parents and the Tutors / Form Teachers will be informed. All details will be recorded on the Duty Log.

3 Demerits in a short period of time (open to discretion of Deputy Head Pastoral), Use of offensive language; physical harm to another pupil; repeated unkindness.

Stage 5

Pupils move to Stage 5 for repeated negative behaviour from 4, or bullying, theft, racism or repeated physical harm of another pupil or member of staff. A pupil can move straight to Stage 5. This involves a full Deputy Head's Detention which involves a 30-minute period of reflective work (see Appendix 5 'Stage 4/5 Detention Sheet'). The Deputy Head, Pastoral, will contact parents and the HOY and Tutors / Form Teachers will be informed. All details will be recorded on the Duty Log.

Bullying; theft; racism; repeated physical harm of another pupil or member of staff; repeat of Stage 4

Stage 6

Pupils move to Stage 6 for what would be repeated negative behaviour from stage 5. A pupil can move straight to Stage 6. At Stage 6, pupils receive a Headmasters' Detention. This involves spending 1-2 hours with the Headmaster carrying out some form of reflective education looking at methods of preventing any form of repeat of the negative behaviour. Parents will be involved and will meet with the Headmaster (or Deputy in his absence). All pupils at Stage 6 will be recorded on the Sanctions Log with the Deputy Head, Pastoral in order to track any patterns. All information will be recorded on the Duty Log and individual pupil files. The Headmaster may also choose to withhold certain activities from a pupil who is at Stage 6 such as: withdrawal from a fixture, trip, lesson or particular activity / hobby. This will all be recorded and parents will be informed.

Repeated negative behaviour - bullying; theft; racism; physical violence towards another pupil or member of staff; repeat of Stage 5

Stage 7

At Stage 7, the Headmaster, Deputy Head, Pastoral and the HOY will 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 are discussed. Suspension, or fixed period exclusion, 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 6. During the suspension, the School will continue to set and mark all work completed by the pupil. In the event of an external suspension, it is the responsibility of the parents or guardians to ensure that the pupil remains at home during normal school hours.

Repeat of any Stage 6 (at the discretion of the Headmaster in conjunction with the Deputy Head, Pastoral) Serious Bullying / Violence / Alcohol / Drugs

Stage 8

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. All consequences at Stage 7 & 8 will only be considered in consultation and agreement with the Headmaster.

Repeat of Stage 7; serious bullying; violence towards other pupils or staff;

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 (permanently excluded).

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

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.*

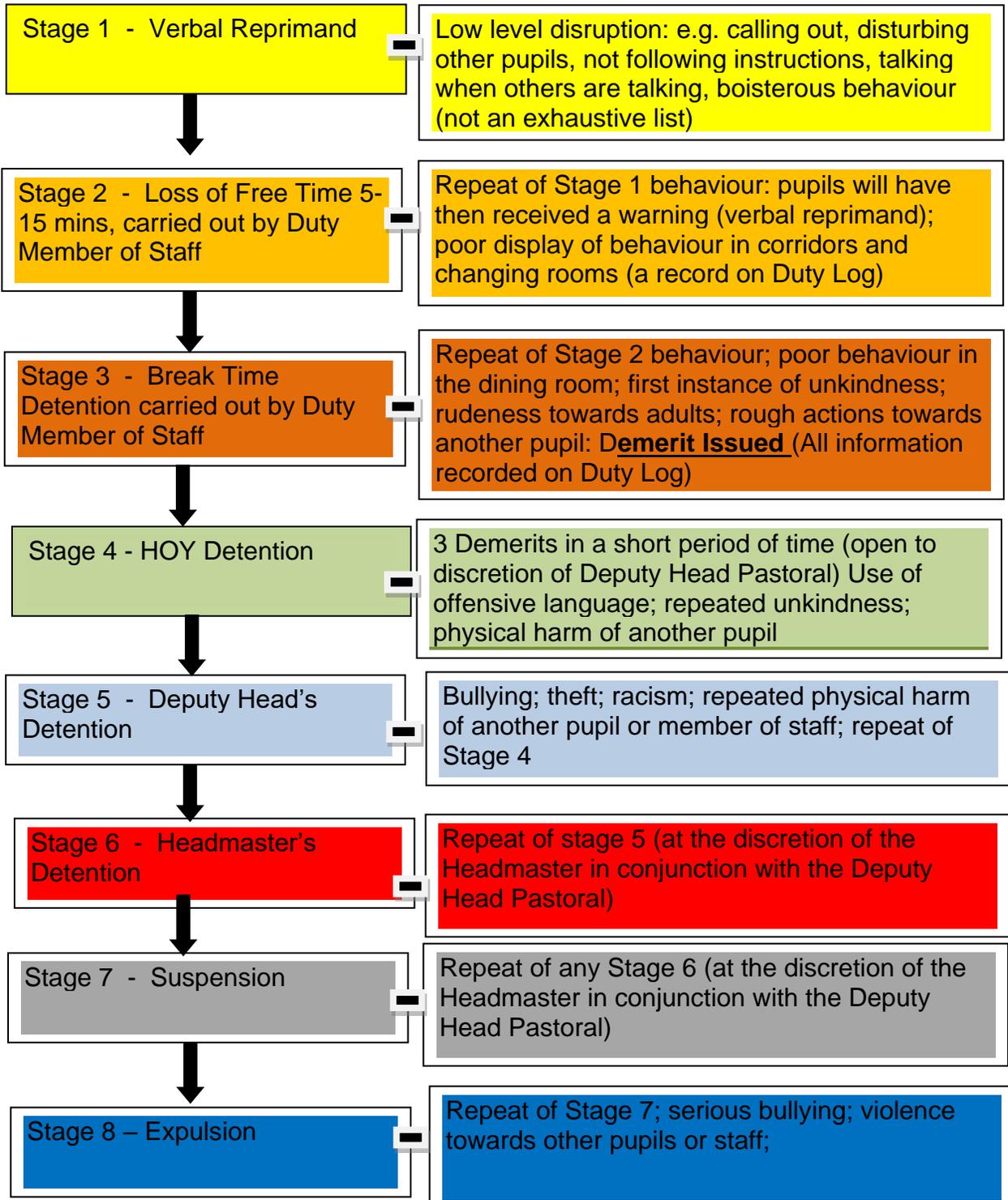
[The School needs the cooperation of parents who must inform the Head of any serious problems at home which may affect performance at school]

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 sanction. 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 a display of 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

Behaviour Flow Chart



The above examples are not an exhaustive list, they are there to give an example of the thresholds for each level. Parents should be informed of everything from Level 2 onwards. All levels must be recorded on the Duty Log along with any actions.

Appendix 3

Stage 2 Detention Sheet

The aim of the detention is to help improve your behaviour and actions so that you learn to become a kinder or better-behaved member of the school in line with the school's aims.

Name: _____ Form: __ Date: _____

Reason for being here.

What will you do to change your behaviour and avoid detentions in the future?

Pupil's Signature _____ Date _____

Teacher's Signature _____ Date _____

Stage 3 Detention Sheet

The aim of the detention is to help improve your behaviour and actions so that you learn to become a kinder or better-behaved member of the school in line with the school's aims.

Name: _____ Form: __ Date: _____

WHY?- In as much detail please explain why you are here?

What effects could your behaviour have on your learning and the learning of

others?

What will you do to change your behaviour and avoid detentions in the future?

Learner Signature _____ **Date** _____

HOY Signature _____ **Date** _____

Stage 4 Detention Sheet

The aim of the detention is to help improve your behaviour and actions so that you learn to become a kinder or better-behaved member of the school in line with the school's aims. This detention will be carried out with the Head of Year or a Deputy Head.

Pupil's Name: _____ Form: _____ Date: _____

<h3>Reason for my behaviour</h3> <div data-bbox="15 716 430 963"></div> <div data-bbox="15 996 430 1243"></div>	<h3>Description of my behaviour</h3>	<h3>Consequences of my behaviour</h3> <div data-bbox="1085 728 1492 1041">How do I feel?</div> <div data-bbox="1085 1064 1492 1377">How has my behaviour affected others?</div> <div data-bbox="1085 1388 1492 1680">Others consequence (s)</div>
<h3>Plan for improvement</h3>		<p>Pupil's Signature _____</p> <p>Teacher's Signature _____</p>

POSITIVE BEHAVIOUR CODE

Behaviour That Affects Good Manners

We choose to:

- be polite at all times
- show good table manners
- show respect to others
- be helpful and be a good role model at all times
- be honest and trustworthy

Behaviour That Affects Friendship

We choose to:

- include others in all that we do
- be tolerant of others and their differences
- think before we speak
- be kind and thoughtful to everyone
- support our friends and peers through good and bad times

Behaviour That Affects Wellbeing Around School

We choose to:

- radiate positivity
- walk around school
- eat healthily
- look after our belongings and keep them tidy
- respect our environment
- be smart and presentable at all times
- share our problems with the appropriate adults around us

Behaviour That Affects The Way That We Learn

We choose to :

- try our best and persevere at all times
- listen when our teacher and others are talking
- put our hand up in class to give everybody a chance to speak
- arrive promptly and be equipped for lessons
- complete the work set to the best of our ability and allow others to do the same

Covid 19 Behaviour Policy Addendum

Pre-Prep and Early Years

Langley School takes the safety of its staff and pupils very seriously and will endeavour to encourage the younger children to socially distance where it is possible to do so and does not effect the emotional well being of the child.

Pupils will be encouraged and supported to :-

- Follow the new routines in school for movement around the school and social distancing
- Wash their hands thoroughly, when instructed to do so
- Only socialise with their “bubble” group and should not come into contact with others
- Do not share equipment nor food and drink
- Follow good respiratory hygiene where possible
- Tell and adult if feeling unwell
- Use the toilets that they are instructed to use and should ask permission from an adult to go to the toilet

Prep School

Langley School takes the safety of its staff and pupils very seriously and will continue to issue significant school consequences, to those who present intentional harm to others. New rules have been added, to recognise the vital importance of safety in schools, during the COVID 19 Pandemic. Pupils must make sure that they:

- Follow the new routines in school for movement around the school and social distancing
- Wash their hands thoroughly, when instructed to do so
- Only socialise with their “bubble” group and should not come into contact with others
- Do not share equipment nor food and drink
- Follow good respiratory hygiene where possible
- Tell and adult if you are experiencing Coronavirus symptoms
- Must only use the toilets that they are instructed to use and should ask permission from an adult to go to the toilet, where possible

Pupils who do not follow these rules, will be issued a consequence in line with the school system.

The government has made it clear that schools must specify consequences where a pupil intentionally puts others in harm's way, in light of the new risks that Covid 19 may pose. Therefore, pupils who spit or cough on others intentionally, without making reasonable adjustments to move away from others or to follow respiratory hygiene, will be sent home for a period of reflection on Level 5 of the behaviour policy. If pupils intentionally put others in harm's way other than those stipulated, they will also be sent home for a period of reflection, in line with the school consequence system.