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## SECTION 2.8 – BEHAVIOUR MANAGEMENT POLICY

### “Reinforcing Positive Behaviour - Managing Negative Behaviour”

#### Introduction

In keeping with the school's ethos and traditions, Frensham Heights places greatest emphasis on individual responsibility, respecting others and learning to work as a positive member of the community. In the classroom setting we believe that a student's learning is best achieved in a collaborative, supportive environment where high expectations are fostered and any “sanctions” are used as a last resort. Reinforcing positive behaviour is concerned with responding to negative behaviour with a view to then changing future behaviour. By adopting an understanding approach, fostering the importance of a mutually respectful relationship, and having high expectations, one can then be the catalyst for changes in future behaviour. Underpinning all of the school's expectations is a belief in reinforcing positive behaviour and only responding using the process for managing negative behaviour when the other steps have not been successful.

At the heart of Frensham ethos is an understanding that students are individuals and have individual needs that may be taken into account in changing behaviour. This includes age (including EYFS), SEND, EAL, religious and cultural beliefs, as well as the individuals emotional wellbeing and stage of development. We apply this ethos to help students to learn the lessons necessary for improved behaviour, improving their positive contribution to the community or improving their academic levels of success.

Under no circumstances do we threaten or give corporal punishment to any child or threaten any form of punishment which could have an adverse impact on the child’s well-being

#### Good Work and Behaviour

Frensham has never used competition between members of the community, or cups, prizes, points as a reward for good behaviour. Rather we seek to encourage the individual to set their own targets for improvement, in the belief that the best form of competition is with oneself. Each student should aim to monitor their own behaviour and to aim for the highest standards/achievements that they are capable of as an individual. These efforts and achievements should be acknowledged by:

- Personal congratulations, positive comments on work, or positive feedback to tutors, pastoral staff.
- Public recognition at Notices, in 'School' assemblies or within a tutor group session.

- Examples of good behaviour or work should be communicated widely. Departmental recognition via postcards or positive feedback being sent to Parents etc.
- When a student meets their agreed targets they should be congratulated.
- A teacher can make time for more 'formal' positive reinforcement at the end of a lesson, or during notices.
- A tutor, Head of School or any member of staff should look to commend those who are consistently positive members of the community.
- For exceptional work or behaviour, students can be commended to the Head for inclusion within the Commendations Book (held on Schoolbase). This should be requested via an email to the Head's PA.

### **Academic Work or Behaviour which does not meet the required Standard/Expectations:**

#### **Approach to Learning (AtL) For Year 7-13**

These guidelines are for responding to late or poor work, low levels of attainment or poor behaviour against the expectations for **that** student. All teachers should follow this process in order to give a consistent response.

- Initially, discuss the issue with the student to try to identify the reasons behind the problem. The aim should be to ensure that the student understands their actions, why they are unacceptable and why more appropriate work or behaviour is expected of them.
- Should the problem continue (typically within one week, or a repeated "quiet chat") then **the teacher** must hold a more formal interview with the **student** using the AtL pro forma as a guide. In this conversation stress your expectations and why the student must change their attainment level or behaviour. These expectations should be emailed to the Head of School, who in turn will coordinate and communicate to others as appropriate.
- If the tutor or Head of School or Housemaster/mistress know that this is a pattern of concern across a range of subject areas then they should communicate to parents, seeking support and discussing strategies to make positive changes.
- If the level of attainment is still too low to meet your expectations, (typically week 2 or 3) the **teacher** will hold a formal interview with the **student and their Head of Department**. During this conversation it is important to clarify the historic concerns, reiterate that targets have been agreed and not met and discuss appropriate steps to then take for improved future work. The Head of Department may discuss and agree with the student using a period of free time to catch up with the work during a student's own time, or to communicate their concerns to parents seeking active parental support. A record of this meeting and the targets set should go to the Head of School, coordinate and communicate to others as appropriate.

- If, after all of these stages, (typically week 3 or 4) no positive change has been seen then the Head of School) should meet to discuss the student's progress and response. An ATL Level 3 meeting will take place with an Assistant Head of School – or Head of School.

Strategies to be explored may include the use of Report Cards, calling a case review of all the student's teachers to discuss appropriate responses, meeting with the student and parents, or further support of the student through restricting their choices with their free time and mapping out tasks / work that needs to be completed, or some "catch up" time (after school or during lunch times)

- If a "Saturday Academic" is required, as an opportunity to catch up work that is seriously behind, the Deputy Head must be consulted. Parents must be informed of the "Saturday Academic" in writing – via email from the students Head of School, by at least 4.30 pm on the previous Thursday. This is best completed through Schoolbase, which will automatically keep a record of the email on the student file.
- If, after the Head of School has tried to support a student, a student is still failing to make positive changes, then a Deputy Head will get involved in supporting and challenging the choice made. Depending on the circumstances and student, the Deputy Head responsible for taking a final "lead" will vary.

**Yr7-13 Approach to Learning Flow chat is available as an appendix to this document**

### **Removing students from Lessons**

Removing a student from a lesson is unlikely to be necessary but if it is used sparingly, in order to remove them from a difficult situation, or to reinforce a particular expectation you have of them in their behaviour, then this exclusion from the lesson must only be for a brief time. Outside of the classroom explain your reasons for excluding the student and send them to the Head of School's office; where they can work and wait until their arrival. A brief record of the exclusion should be kept and the tutor should be notified. This is best communicated through an email to the tutor (cc'd to the Head of School). It is not appropriate to exclude a student for long periods of time or multiple lessons.

If a student is being sent to Main House for an exceptional situation (eg breaking school rules, or violent behaviour) a call must be made to Reception directly to let them know to expect a student, so that they in turn can contact a member of the Senior Management Team.

### **Misbehaviour during School Hours.**

If a teacher encounters inappropriate behaviour either during a lesson, around the school site, in the village or on a school trip then these guidelines should be followed in order to give a consistent response (this policy should be read in conjunction with the discipline section of Section 3.1 of the Staff Handbook).

- In the first instance a teacher or the staff member should admonish the student, explain why their behaviour is inappropriate and either email the Tutor/Head of School for information , The Head of School may decide, in discussion with the student, that they should learn from their behaviour by making a positive contribution to the school community, such as being an extra helper after lunch in cleaning the dining room, or after break, cleaning an area of the school, helping to keep our environment beautiful, or undertaking a period of gating.
- If the misbehaviour is such that the teacher feels an immediate response is required then the student should be taken to the Head of School, where the teacher can explain their concerns and the Head of School can then decide an appropriate response. The Head of School should discuss the behaviour, explain why the school cannot accept their behaviour as suitable and then inform parents of the incident and outcome as appropriate.
- The Head of School may also decide, in discussion with the student, that they should learn from their behaviour by making a positive contribution to the school community, such as being an extra helper after lunch in cleaning the dining room, or after break, cleaning an area of the school, helping to keep our environment beautiful, or undertaking a period of gating. Any sanction that includes gating should be reported via the Daybook (Daybook), so that the information is stored centrally.
- Any **serious misbehaviour** (that is likely to incur a week's gating or longer) should be reported to the Deputy Head immediately. The Deputy Head will investigate the matter and recommend appropriate responses to the Head, and Head of School. Any misbehaviour at this level must be communicated to parents either by the Head of School or the Deputy Head, seeking their support for improving the students' behaviour in the future. The school's response may include internal suspension, loss of free time ("Gating"), a "Saturday Community" or suspension from the school for fixed period. Again, any sanction involving Gating or a form of suspension from the Deputy Head, should be recorded in Schoolbase (Rewards and Sanctions)

**It should be noted that any behaviour which is felt to be extreme can be dealt with immediately by sending the student(s) directly to the Deputy Head or Head.**

### **Misbehaviour in the House**

In the first instance, this is the responsibility of the Duty Staff/Housemaster/mistress concerned. The usual responses to minor misdemeanors such as Failing to Sign in, disruptive and thoughtless behavior are; reporting in early, gating (loss of free time in the evenings) or loss of privileges(e.g. TV), or extra chores. Serious matters will be discussed with Deputy Head making sure that the appropriate Head of School is informed as soon as reasonably possible. All serious matters (involving a gating or suspension of any description) should be recorded on Schoolbase. All House related sanctions should be recorded in the House log book.

### **Vandalism and Damage**

If a student causes damage to school property, or that of another student, either accidentally or deliberately, written details should be given to the Head of School/ House Master/Mistress (with a copy to the Deputy Head) who will investigate the matter further. Where the damage is to school fabric or furnishings, the incident must be reported to the Bursar as soon as possible. It is important that parents are notified in writing, setting out the investigation that has taken place and alerting them to the costs that may be incurred. All such damage must be paid for either by students themselves or on end of term bills.

## **Junior School Section of the Behaviour Management Policy**

### **Statement of intent**

In Junior School we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. This includes the EYFS. *Paragraphs in Italics refer specifically to the EYFS.*

### **Aim**

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

### **Methods**

The Head of the Junior School has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

The Head of the Junior School has overall responsibility for issues concerning behaviour:

- keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
  - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and to
  - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
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- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the Junior School team.
  - We require all staff to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
  - We familiarise new staff with the Junior School behaviour policy and its guidelines for behaviour.
  - We expect all members of Junior School - children, parents and staff - to keep to the guidelines, requiring these to be applied consistently.

- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by a member of staff. We work with parents to address recurring inconsiderate behaviour, to help us to understand the cause and to decide jointly how to respond appropriately.

### **Strategies with children who engage in inconsiderate behaviour**

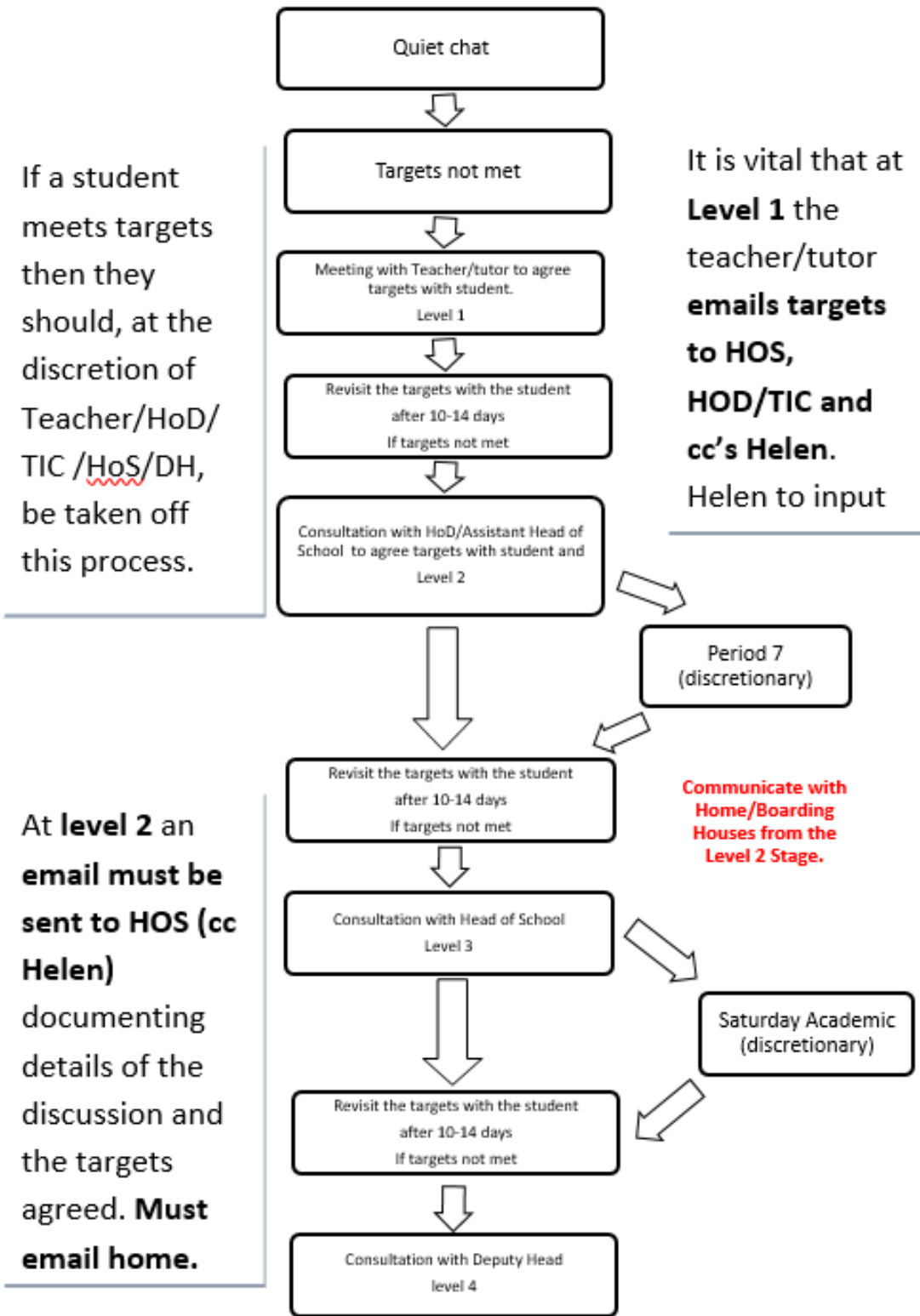
- We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include: acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure, wherever possible, that there are enough resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour. We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head of the Junior School and are recorded. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

### Appendices:

1. AtL Flow Chart
2. Junior School BMP Flow Chart

**Appendix 1 –AtL Flow Chart Yr7-13**

**FLOW CHART TO ASSIST STUDENTS APPROACH TO LEARNING**



**Junior School (N-6) AtL Flow Diagram**

If a student meets targets then they should, at the discretion of CT, HoS, be taken off this process.

