



BEHAVIOUR MANAGEMENT POLICY **(Prep School only)**

A Legal Requirement and ISI and Ofsted Reporting Standards for all schools,
including EYFS settings

References:

- A. ISI Commentary on the Regulatory Requirements March 2023 – (www.isi.net).
- B. Statutory Framework for the Early Years Foundation Stage, DfE September 2023.
- C: 'Use of Reasonable Force' – DfE, July 2013:
- D. Searching, Screening and Confiscation, DfE January 2018

Introduction

Vinehall 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. The School aims to teach trust and mutual respect for everyone. It believes 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. The School develops qualities of team-work and leadership through its extensive programme of extra-curricular activities.

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

As a school we aim to:

- Provide an excellent all-round education both academically and through an impressive range of extra-curricular activities. There are opportunities for all and those who are especially talented can reach the highest levels of attainment.
- Develop in each child independence, commitment and enthusiasm.
- Foster a spirit of mutual respect and kindness and encourage everyone to do their best for the community.
- Encourage every child to participate fully in life and to learn about themselves and their place in the world.

The School's ethos is encapsulated in our motto: 'pro aliis optimum agere' - to do our best for the benefit of others.

A synopsis of this Behaviour Management Policy is provided in the Parents' Handbook, while the full document is available to parents on the website or on request from the School Office.

Code of Conduct

At Vinehall we see education as a partnership where governors, staff, parents and pupils work constructively together to promote the values of the School as enshrined in our aims and ethos. Our staff are committed to excellence, aiming to achieve a spirit of trust, respect and co-operation. We expect the highest 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 aim to raise the aspirations of all our pupils and to help them to appreciate that there are no barriers to their potential achievements either inside or 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. The School's teaching staff offer every child a high level of individual attention together with consistent and helpful advice. In return, the School expects every pupil to co-operate and to work hard.

We also aim to promote and reward good behaviour and self-discipline through praise and encouragement and by fostering a spirit of mutual respect. This is promoted through the House system, which is a powerful motivator for encouraging and promoting good work and behaviour, together with a scale of rewards and sanctions that accompanies it. The role of staff as positive role models for the pupils helps to reinforce the values of the School and cannot be over-stated.

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 Expectations (see A1) and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone at Vinehall has the right to feel secure and be treated with respect. Harassment and bullying will not be tolerated and the School's Policy for the Prevention of Bullying, which is available to parents on the website or on request from the School Office, is set out in A4. The School is strongly committed to promoting equal opportunities for all.

We expect pupils to be ready to learn and to participate in the wide variety of activities and opportunities available at Vinehall. They should attend school and lessons punctually with the right equipment and follow the School's attendance and uniform policy.

We expect all pupils to show respect for the school buildings, grounds, equipment and furniture. We expect the pupils to respect the general environment and, above all, other members of the school community whether another pupil or adult.

We expect pupils to be safety-conscious whether in or out of the School buildings. This will involve observing any safety practices (for example in the science laboratories); moving around the School calmly, with an awareness of others; and using any equipment carefully and sensibly. This will also apply on any school trips or outings where pupils will be expected to listen to any instructions given by staff whether Vinehall staff or staff on site (for example on a residential trip or school outing).

Involvement of Parents and Guardians

Parents and Guardians undertake, when signing the Parent Contract, to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the community as a whole. They will support the School's values in matters such as attendance and

punctuality, behaviour, uniform/dress and appearance, standards of academic work, co-curricular activities and homework.

The Head, for his part, undertakes to ensure that sanctions are applied fairly throughout the School, and, where appropriate, after due investigation has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity and at no time and for no reason will a member of staff administer any form of corporal punishment.

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 school committees which meet twice a term.

School Rules and Expectations

The School Rules and Expectations are set out in A1, together with the Code of Conduct, a copy of which is placed in each form room and gone through with the pupils at the beginning of each term by their form tutor. Together, they are designed to encourage positive behaviour and self-discipline.

Our aim is to reward and encourage good behaviour, while sanctions help us to set boundaries and to manage challenging behaviour. In this way, our intention is to help pupils understand what is expected of them and why sanctions may be imposed for inconsiderate and unacceptable behaviour.

It is not possible to set out every rule which must be obeyed and they are subject to change from time to time. Consequently, pupils at Vinehall are encouraged to use common sense at all times and to behave in a way which reflects the best interests of the whole community and which supports the School motto: 'to do our best for the benefit of others.'

The Deputy Head oversees the Rewards and Sanctions Policy at Vinehall in consultation with the Head, other members of SMT, Form Teachers and other members of staff. The sanctions available for breaches of school discipline will vary according to the severity of the incident and are set out below.

Positive Handling, Physical Intervention & Physical Restraint

Positive Handling will only be used as a last resort when all other behaviour management strategies have failed; when pupils, staff are at risk or there is a risk of significant damage to property.

Definitions

(a) Physical Contact

Situations in which appropriate physical contact takes place between staff and pupils, e.g. in games/PE or to comfort pupils.

(b) Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

(c) Positive Handling

This will involve the use of reasonable force when there is a risk to pupils, staff or of significant damage to property.

All such incidents will be recorded.

Use of Reasonable Force

See “Use of Reasonable Force; Advice for Headteachers, Staff and Governing Bodies” (DfE, 2013)

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- prevent a pupil behaving in a way that disrupts a lesson, 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.

It should be:

- Proportionate
- Legal
- Accountable
- Necessary

Reasonable

Acceptable measures of Physical Intervention.

Positive handling can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent
- it is carried out as the minimum to achieve the desired result
- the age, understanding and the gender of the pupil are taken into account
- it is likely to achieve the desired result

If the use of positive handling can be anticipated (e.g. a child refusing to come into school) then a response team should be on standby.

Wherever possible, assistance will be sought from another member of staff before intervention.

The form of physical intervention may involve staff doing the following:

- physically interposing themselves between pupils
- blocking a pupil’s path
- escorting a pupil
- shepherding a pupil away

This is not a definitive list and other strategies may be employed. Any such measures will be most effective in the context of the overall ethos of the school. Staff should take care to avoid injury to themselves and should guide a child to a restraining position on the ground, if they become a “dead weight” or drop to their knees. In a situation where positive handling is used, pupils should be removed from the hazard and isolated where possible.

Whenever positive handling is used, staff will keep talking to the pupil. Following the incident, the child will be debriefed, once calm, and encouraged to reflect on their actions.

Recording

Where positive handling has been used a record of the incident always needs to be kept.

All recording needs to be completed on the day of incident and needs to include the following:

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken
- attempts made to calm the situation
- names of staff using restraint
- nature of physical intervention technique used
- how incident was resolved and any consequence
- effectiveness of the intervention

Searching, Screening and Confiscation

Searching

School staff can search a pupil for any item if the pupil agrees.

Heads and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
- Heads and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

Screening

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Rewards

At Vinehall, we encourage the establishment of good teacher/pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment in which each individual feels valued and proud to be part of their school community. Our system of rewards includes:

- Good Copies
- Credits
- Good Copy Tea
- Merit Badges
- House Winners' Outing
- Success Awards
- Colours

Good Copies (+1 house point)

Good copies are awarded for hard work and effort, as per the individual departmental policy, for example after three stars have been accumulated. Stars are given for individual pieces of work that show real effort. On the award of the third star, a Good Copy is written in the work book or equivalent. The good copies are then converted to house points on the overall totals. The winning house each term wins a trophy and a special trip (see House Winners' Outing).

As well as counting towards the house totals, a weekly form shield is awarded to the form with the best average per pupil for that week. The Gordon Shield for Juniors and the Robinson Shield for Seniors are awarded at assembly and are displayed in the winning Form Rooms for one week.

There is an end of term Good Copy prize for the individual with the most good copies in that term.

Credits (+1 house point)

Credits are awarded for spontaneous acts of kindness and helpfulness. One credit will add one point to the house totals. There is an end of term prize for the pupil with the most credits for that term.

Good Copy Break

When pupils achieve a target number of points, set by the Head, in a given period, they are invited to a special break time celebration.

Merit Badges

Merit badges are awarded at assembly to individuals who have been recommended by the staff as having shown a quality of character befitting our School motto. The badge is worn for one week and is recorded for inclusion on the pupil's shield.

House System

Each child is allocated to one of the four houses. This is a vertical grouping system and we aim to keep a balance of gender in each year group in each house. A shirt in the house colour is worn for house competitions and on Sports Day. There is a weekly house meeting with teachers who represent the house, at which house points and progress are discussed. The house system aims to encourage healthy and positive competition, co-operation, teamwork and loyalty.

House	House Colour
Ashton	Blue
Paxton	Green
Rushton	Red
Saxton	Yellow

The pupils' efforts in the classroom are measured through good copies and bad copies. Their behaviour (incurring credits and drills) also counts towards the house points totals. Good copies, bad copies, credits and drills are recorded on the Form Teacher reports each term and are displayed on a weekly basis on the house notice boards in the front hall and in the library.

Pupils are discussed as a matter of course at weekly staff meetings, Junior department meeting and at the weekly Welfare Team meeting.

House Winners' Outing

At the end of each term the house with the greatest points' average per pupil is treated to an outing organised by the house staff, usually on the Wednesday of the last week of term. The boy and girl with the highest number of points in each year group from the other houses may be invited to join the outing. Pupil(s) from the winning house with a large number of drills may be excluded from the outing.

Good copies and credits are signed up by staff directly onto Engage. Reports are produced by the Academic Administrator each week and given to the Form Tutors who meet with their forms each week and given to house staff who meet with their houses each week. This provides a further

opportunity to praise children who have contributed positively whether through their good work or through their behaviour.

Colours

Colours are the highest award that can be bestowed upon a pupil during their time in school. Colours can be awarded for Academics, Sport, Creative Arts or Performing Arts. Teachers will nominate a pupil, who they feel has met the Colours Criteria (see addendum), and the decision to award colours to that child is reached, or not, by the colours committee. Junior colours are available in Yr5&6 and Senior Colours in Yr7&8.

Sanctions

While we recognise, encourage and reward good behaviour and work, there will inevitably be occasions when sanctions need to be given for lapses in behaviour, where warnings have been given but gone unheeded; when rules have been broken; for poor organisation; or for occasions when work is unsatisfactory through poor effort and application despite the help given.

It must be understood and accepted by the pupils and their parents that good behaviour is expected whether on school premises or away from school for example on a school outing or residential trip. Pupils must also be aware of the School's policy on the Prevention of Bullying (including cyberbullying) at A4. Pupils are also asked to sign the Acceptable Use Policy at the start of each year.

More serious indiscipline is dealt with in liaison with the Form Teacher, Housemistress, Deputy Head or the Head as appropriate. Sanctions generally involve no more than depriving children of spare time or privileges. Boarders may also be put on 'early bed' (refer to Boarders' handbook).

The teacher is responsible in the first instance for dealing with minor infringements of school rules or expectations. Our system of sanctions includes:

- Bad Copies (-1 housepoint)
- Yellow Drills (0 housepoints)
- Red Drills (-1 housepoints)
- Detention (usually during morning break time on a Monday) (0 housepoints)
- Confiscation of property that is being used inappropriately or without consideration
- Withdrawal from a lesson, school trip or team event
- Withdrawal of privileges
- Head's Detention

There also exists an escalation policy managed by the Deputy Head.

- A pupil receiving 2 yellow drills in a 7 day period is escalated to a red drill.
- A pupil receiving 2 red drills in a 7 day period is escalated to a break time detention.

Bad Copies

Bad Copies are given for lack of effort with work. These are used very sparingly and are usually preceded by a warning – which is recorded on Engage. The child will generally be required to repeat the work and appropriate improvements will be expected. If this does not occur then a Bad Copy will be given, which is taken to the Head to be registered and counts against the house totals. A pupil not showing enough progress from a bad copy will be placed on an Academic Monitoring Card "Daily

Report Card” with appropriate targets for improvement which is to be signed by the staff each lesson and taken to the Form Tutor (usually) each day for one week.

Academic Monitoring Card may also be given to pupils who need a “boost” in their work.

Yellow Drills

These are given for organisational failings (e.g. leaving kit lying around the changing room, arriving at lessons without the right equipment etc.). In addition, they are given for low level behaviour in the classroom that disrupts learning of an individual or a class and will usually follow a few minutes after a single clear warning if the warning is not acted upon. (Examples can be found in the table below, however yellow drills are not limited to the examples)

A brief reason for the Yellow Drill is recorded on Engage. There is no deduction in housepoints unless a pupil received 2 yellow drills in a 7 day period at which point they are escalated to a red drill and the appropriate deduction in housepoints is made. As soon as a yellow drill is recorded on Engage a message is sent to the homepage of the relevant form teacher.

Red Drills

These are given for more serious misbehaviour such as rudeness, unkindness and the deliberate breaking of School Rules. A full reason for the Red Drill is recorded on Engage. Red Drills count against House totals to the value of one point.

As soon as a red drill is recorded on Engage a message is sent to the email of the relevant form teacher and members of the SMT. This enables the Form Teachers to monitor the behaviour of the pupils in their class closely and to provide help and support to those pupils who might be struggling with their organisation.

If a child receives two Red Drills in a week then he/she will automatically spend a break in detention where the reasons for the drills being given will be discussed. The children work through Detention Papers. If a pupil receives two or more Red Drills the following week, or four in one week, s/he will be given a Behaviour Card which requires the pupil to have it signed at regular intervals during the course of the day and to show it to the Deputy Head/Form Tutor on a daily basis. Their parents will also be informed. Boarders have their cards signed by the boarding staff at the end of each day and day pupils will have their cards signed by their parents.

It is at this stage (Stage 1) that some free time, usually morning break is taken away from the pupil concerned if there are further instances of poor behaviour whilst on a behaviour card. If there is still no improvement, then all free time is removed from the pupil (Stage 2). If, despite these measures, there is still no improvement in behaviour, more serious measures are considered. These can include temporary or permanent exclusions (Stage 3). For serious incidents, exclusions can be used as a first sanction. -Parents are informed as a matter of course where a pupil has accumulated 8 Red Drills in the course of a term.

Withdrawal from Class

It is not considered generally necessary for a child to be sent out of class at Vinehall. However, there are times when for the good of the child or the rest of the class such an action may be deemed necessary. The child will be supervised by another member of staff, perhaps in the Learning Support or in the Boarding House. Staff should make an appropriate entry on Engage.

Head's Detention

This is a further step which may be used in more serious situations. The pupil will be required to come into school on a weekend. The pupil/s will spend time with the Head reflecting on their behaviour which led to a specific incident. The parents of the pupil/s would be informed by the Head who will explain that after two such detentions this would lead to suspension from school. All Head detentions will be written up in the Serious Misdemeanours File, held with the Head.

Exclusion

Although rare, there may be times when a fixed term exclusion (suspension) will be given for serious offences or for a lack of response to previous sanctions. A permanent exclusion or agreed withdrawal of the child from school is a last resort, in extreme circumstances. The Head will always consult the Chair of Governors before a pupil is expelled/permanently excluded.

Examples of serious offences that might lead to suspension include: wilful damage to staff/school/other pupils' property; stealing; using strong language; entering the dormitories of children of the opposite sex; sexual misconduct; aggressive or violent behaviour; fighting; bullying; drug or alcohol misuse; vandalism; persistent misdemeanours.

Examples of incidents that could lead to withdrawal/expulsion are: frequent examples of suspendable incidents; ongoing bullying; failure to respond to school support systems and continuing on a course of behaviour that undermines the smooth-running of the School community; drug/alcohol abuse or breach of terms of the Parent Contract.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children at a disadvantage compared to other children.

All such punishments are recorded on Engage (see policy on Pupil Sanctions Records at Annex 32) which provides a valuable record of ongoing misdemeanours, helps to establish any trends or patterns in a child's behaviour and gives crucial background information when dealing with parents.

It is recognised and understood at Vinehall that if a child is repeatedly in trouble there may well be reasons behind the disturbed behaviour. Wide consultation is important, and counselling is available for the children when it is felt to be appropriate. Pupils are frequently discussed at staff meetings and staff can avail themselves of this valuable forum for constructive debate about support for individuals.

Guidelines for Staff on the Application of Rewards and Sanctions

Guidelines for staff on the application of rewards and sanctions are given at Appendix 1.

Complaints

The School hopes that parents will not feel the need to complain about the operation of its Behaviour Management Policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Parental Complaints Procedures (which apply equally to the Pre-Prep and Early Years Foundation Stage (EYFS)) are on our website and available from the School Office on request.

Related Documents:

School Rules and Expectations. Policy for the Prevention of Bullying. Parental Complaints Procedure. Positive Handling Policy. Rewards & Sanctions. Safeguarding and Child Protection Policy.

Appendix: Criteria for the awarding of colours.

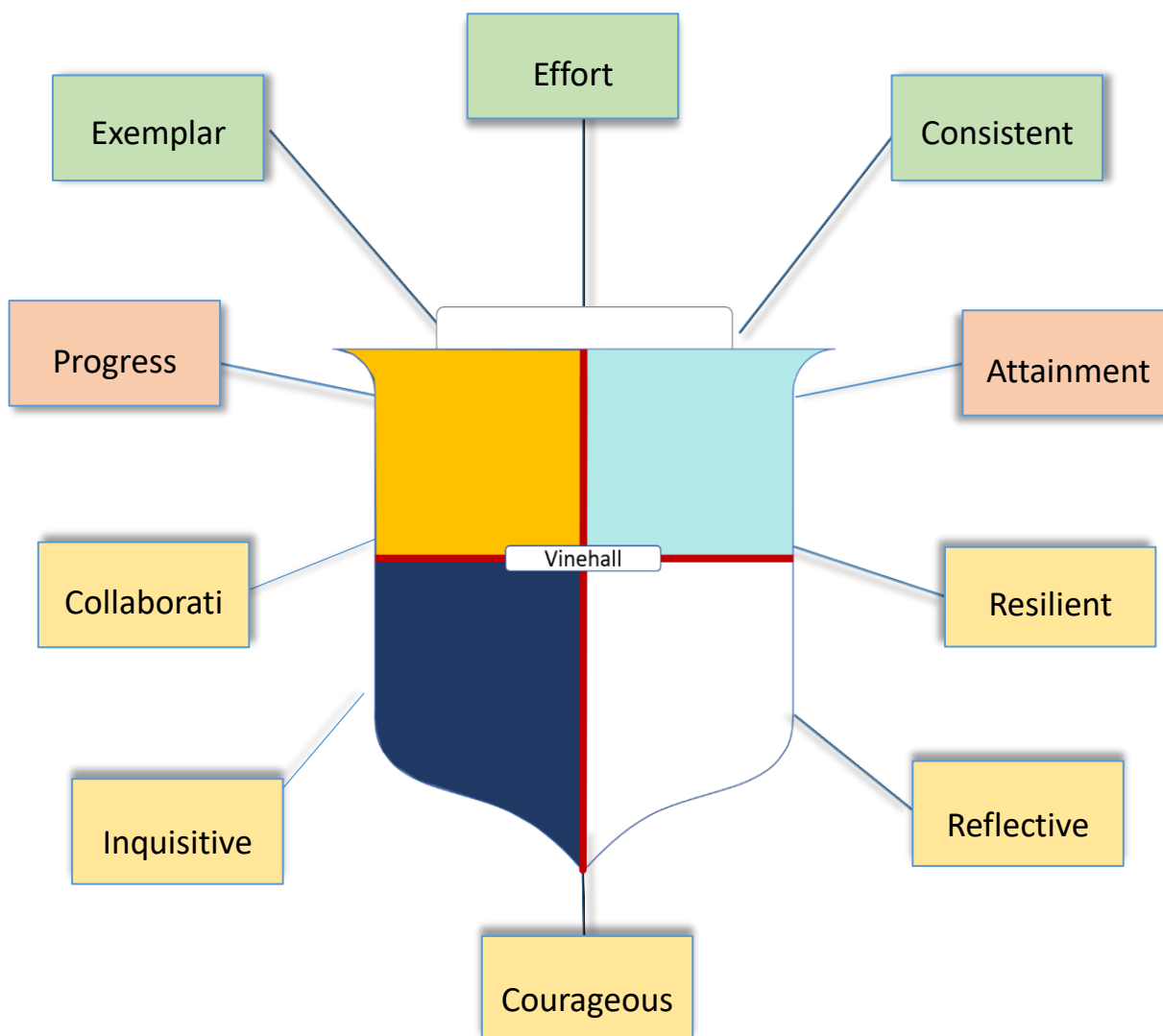
COLOURS

Colours may be awarded in the following areas of school life;
Academic, Performing Arts (Music & Drama), Creative Arts & Sport

Junior Colours may be awarded to any pupil at the end of Yr5 or during Yr6.

Colours may be awarded to any pupil in Year 8, and in extraordinary circumstances in Year 7.

If a pupil is awarded colours in Year 7, they may be awarded Honours in Year 8.



To be awarded colours a pupil should show the following;

Core Values
e.g. Effort

Character
e.g. Collaborative

Performance
e.g. Progress