



FARLINGTON

BEHAVIOUR POLICY

This policy applies to all pupils in the school, including in the EYFS

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding and the requirements of the EYFS Framework 2017.

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Coronavirus (COVID-19)

Pupils and parents should be made aware that this policy and its sanctions apply if and when pupils are working in a virtual environment outside of the normal school setting.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

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In this context, the school has regard to the DfE guidance “Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies”.

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

General Approaches to behaviour management

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child’s behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school’s Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy (p9).

Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values

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Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Farlington expects a high standard of behaviour from our pupils, and all staff are expected to help maintain these standards, which form an important part of the ethos of the School. We wish pupils to enjoy freedom of action wherever and whenever possible, to develop independent thought and to strive to achieve excellence in all areas within a framework of courtesy and consideration for others at all times.

All members of the Farlington community are expected to show courtesy and consideration towards others.

Senior School

The expectations above form the basis of our Code of Conduct of which all pupils are made aware. The interpretation and implementation of the Code of Conduct is discussed during Life Skills lessons and pupils are asked to bring ideas for the improvement of current practice to Student Council. The Code of Conduct is on the Google Classroom.

Every pupil is expected to take part conscientiously in classes and extra-curricular activities. This involves politely and promptly obeying all directions of staff and prefects.

Merits

Merits are given for a variety of reasons from exceptionally good work to resourcefulness and kindness. If a pupil receives a merit they will be given a token by their form teacher. When they have done particularly well, a letter will be sent home to inform parents. Merits go towards the House Shield at the end of the year and the awarded tokens will be displayed in the School Library.

Sanctions

If a pupil misbehaves, swift remedial action should be taken by staff or prefects. Infringements of the Code of Conduct will lead to a half-hour lunchtime detention or community service supervised by Heads of Year. Pupils may not be excused because of an extra-curricular activity.

Serious offences are reported to the Assistant Head. Thorough investigations will be carried out, which may involve removing pupils from lessons pending the results of the investigation. Parents will be kept informed.

Punishment for a serious offence will be a detention which is held for one hour after school, and recorded in the detention book. Pupils may not be excused because of an extra-curricular activity.

In cases of more serious offences a Saturday detention, held by the Headmistress, or fixed term or permanent exclusion may result, depending on the level of seriousness. drugs

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Examples of behaviour which may lead to fixed term or permanent exclusion are possession of smoking materials, alcohol, drugs, bullying or theft.

Pupils' Code of Conduct

- All members of the Farlington community are expected to act considerately, and show respect towards each other.
- Pupils are expected to make full use of the opportunities available to them. Work should be completed to the highest possible standards and handed in on time.
- Pupils are expected to respect the rights and property of others. If you need to borrow something always ask the owner first and return it as soon as possible.
- All pupils should work towards improving the Eco status of the school. REDUCE, REUSE, RECYCLE.
- Every pupil should take responsibility for their own actions.
- If a pupil is to be absent from a lesson due to an extracurricular activity, they should fill in an 'Absence from Lesson' form and hand it to their teacher by the previous lesson at the latest.
- Commitment to teams, clubs and extra-curricular activities is important. Attendance at matches/meetings/ concerts is expected; if absence is unavoidable, a written letter of apology should be given to the teacher at least two days in advance.
- All pupils should look after school property, and not drop litter anywhere in the buildings or in the grounds.
- For their own safety, pupils must keep within the bounds when in the school grounds.
- Pupils are expected to suggest and support ways of helping others within and outside the Farlington Community.

Prep School

The Prep School's Code of Conduct is based on the 'Six Golden Rules' (Jenny Mosley, from the Quality Circle Time Model), which underpin all that we do. High standards of behaviour are expected from the pupils at all times and using the 'Six Golden Rules' makes it easy for all children to memorise.

- Do be kind and helpful – don't hurt people's feelings.
- Do be gentle – don't hurt anyone.
- Do listen – don't interrupt.
- Do work hard – don't waste your or other people's time.
- Do be honest – don't cover up the truth.
- Do look after property – don't waste or damage things.

The interpretation and implementation of the Golden Rules is done through whole school assemblies, form periods, weekly House assemblies, Personal, Social and Health Education (PSHE) lessons and Circle Time in class. The Golden Rules are displayed in every classroom throughout the Prep School. In our Reception class there are 9 'I can rules' that link to the Golden Rules. These are displayed in classrooms and referred to whenever needed to reinforce good behaviour:

- I can remember to keep my hands and feet to myself
- I can remember to be polite
- I can remember to listen carefully
- I can remember to share and take turns
- I can remember to put things away
- I can remember to help others
- I can remember to line up quietly
- I can remember to put my hand up
- I can remember to walk not run in the classroom

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Issues of behaviour are discussed at a weekly staff briefing. The main pillar of our behaviour management is to praise and reward good behaviour and apply sanctions as necessary. At all times pupils are made aware of our expectations and these are supported by the Six Golden Rules.

Serious incidents of misbehaviour are reported to the Assistant Head or, in really serious cases, directly to the Headmistress. A written report is produced detailing the incident and parents are always informed immediately if their child has been involved in a serious misdemeanour.

A serious incident is one that

- causes or threatens physical harm to another person or to themselves
- damages or interferes with another's property, including theft
- involves offensive or inappropriate language
- shows contempt or disrespect to a member of the School community
- involves bullying (see Anti-Bullying Policy for definition)

The Prep School has a House System: Aylward, Keller, Nightingale and Pankhurst. All pupils are put into a House on entering the Prep School. Commendations are given to individual pupils for good work, effort, helpfulness and sensible behaviour. Anyone may give these; Class Teachers, Teaching Assistants or Peripatetic staff. The commendation totals are collected and announced at a weekly House Assembly. The top scoring House is announced at the last assembly of term and is awarded the House Trophy.

Bronze, silver, gold and platinum certificates for commendations are awarded when a pupil reaches a certain number of commendations for each level.

Pre-Prep & EYFS (Reception – Prep 2)

Bronze 10 commendations
Silver 20 commendations
Gold 40 commendations
Platinum 50 commendations

Prep School (Preps 3 – 6)

Bronze 20 commendations
Silver 40 commendations
Gold 60 commendations
Platinum 80 commendations

The Houses are also used at Sports Day for team and individual races and for House sports events such as House Hockey, Netball and Cross-Country Competitions.

The Early Years Foundation Stage

At Farlington, all members of staff in the Early Years unit are familiar with the principles behind the Personal, Social and Emotional areas of development in the EYFS curriculum.

We all strive to lead our pupils towards the Early Learning Goals by providing positive role models and by practising minimum intervention with maximum observation. Intervention, when necessary, (e.g. when there is a danger of physical harm), can take several forms, according to the judgement of the adult. There could be a timer provided to allow the sharing of a toy; there could be an adult to listen to both children explaining their anger or frustration, or an adult leading a child to a different group of friends or alternative activity. These are examples of routine strategies.

The emphasis on rewarding the positive and on encouraging all children to see things from the other's point of view are both considered very important in our daily educative process.

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Any behavioural concerns about children, including medical, social, academic or friendship issues mentioned by parents, guardians or childminders, are shared by the Reception Class Teacher at the weekly staff briefing and with all members of staff who come into contact with children from the EYFS and for general information.

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

- Pupil daily subject report identifying areas for improvement
- Collaboration with parents

Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- new pupils'/boarders' handbook
- 'meet the teacher' and new parent/ pupil events
- buddy systems
- liaison with other schools, including participation in induction events
- taster boarding sessions for new boarders
- Form/Class teachers contact home in the first couple of weeks in the school year
- events for parents e.g informal tea

Whole School

Right to Search

Staff are entitled to search pupils' bags, lockers, dormitory furniture or clothes, if they have reasonable cause to believe they contain suspicious items such as drugs. Items of clothing should not be searched while they are being worn. Wherever possible, there should be a witness present throughout the search.

The following guidelines should be observed at all times:

- Remove the item and place it into a tamper proof evidence bag and seal the bag. The details on the outer bag should be completed. Record the time, place and circumstance when the item came into your possession. Depending on the nature of the item gloves should be worn e.g. drugs.
- Do not investigate the nature of the item, but do record its approximate size and appearance.
- When possible, have the recordings countersigned by a witness.
- Take the item immediately to the Headmistress or one of the Assistant Heads. Do not keep the item on your person or in a place of safe keeping; to do so may place you at risk.
- An official report should be completed, recording the time, date and circumstances of the findings.
- The Headmistress can choose to arrange for the Police to remove the item from the premises or may choose to dispose of it in an appropriate way.
- In the event of a discovery of any paraphernalia associated with substance abuse, especially needles and syringes, pupils should not be allowed to handle such items. All equipment found must be handled by adults with utmost care. The Headmistress must ensure that materials are placed in the 'sharps bin' in the Medical Centre to await collection by the appropriate service.

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Restraint - see Safeguarding Policy

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with malicious allegations against staff in the safeguarding policy.

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