



The Downs School

Behaviour Management Policy

Date of last review: February 2021

Date of next review: February 2022

Version: 2

Monitoring and Evaluation:

The policy will be reviewed annually and reported to governors. Monitoring of its effectiveness will be through the termly behaviour and attendance report, including feedback from student focus groups, and the responses of staff and students given in the annual whole school survey

The Downs School is committed to the safeguarding and welfare of its students and young people

Status: Statutory

Purpose:

Every student has the right to feel safe at school and to learn. Our ethos is 'Learning together, learning for life', which emphasises a partnership based on trust and respect between all members of the school community.

The purpose of this policy is to continue to ensure that the school is a place where all students are able to achieve their potential as learners and leaders, with relevant support, care and guidance from appropriate staff. This will be achieved by incorporating therapeutic approaches to dealing with behaviour into the school's procedures for promoting good behaviour amongst its students.

Our behaviour policy is based on Rights, Responsibilities and Rules which are common to all. The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The school believes that students with different needs should be provided with the support they need to achieve individual success, while still operating within the framework of the school's behaviour policy.

The information contained within this policy and the appendix are of equal importance. For relevant information please ensure you review the policy in its entirety.

Safeguarding:

The Downs School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Consultation and communication:

Students, staff and governors were consulted on the policy and the code of conduct.

Relationship to other policies:

Teaching and learning, anti-bullying, exclusion, SEN, Home School Agreement, attendance, Physical Intervention

Roles and responsibilities:

Responsibilities of the School

All members of the school community are responsible for encouraging good behaviour by:

- Establishing therapeutic approaches when interacting with other members of the school community:
 - Creating positive experiences inside and outside the classroom for all members of the school community, so that students enjoy their learning and make rapid progress
 - Building respectful relationships with other members of the school community
 - Recognising the difference between equality (treating everyone the same regardless of their individual needs) and equity (providing individuals with additional needs with the support they require to receive positive outcomes), and acting in a way that promotes equity
 - Using consequences that help people displaying anti-social behaviour understand the impact of their behaviours on other people, so that they stop behaving in an anti-social way (developmental consequences); and using consequences to keep people safe (protective consequences)
 - Dealing with pro-social and anti-social behaviours in a way that ensures students have consistently positive experiences across the school, while still recognising that people with additional needs will need further support

- Ensuring that outstanding teaching and learning is achieved by adhering to the school's minimum expectations for teaching and learning
- Being positive role models for members of the school community to follow
- Creating a calm, safe and well-ordered environment in which high quality teaching and learning flourishes and in which all members of the school community feel physically and emotionally safe
- Creating an atmosphere in which all members of the school community are treated as individuals whose rights, values, beliefs and cultures are respected
- Recognising all kinds of bullying and unkindness when they occur and taking the necessary steps to deal with these behaviours so that all members of the school community feel safe (see Anti-Bullying Policy)

To ensure the success of the behaviour policy, the Headteacher, Senior Leadership Team and Governors should;

- Establish a positive school ethos by creating a safe, secure and well-maintained school environment, where all members of the school community have positive experiences that support students to enjoy their learning and make rapid progress
- Establish a system of praise and consequences which promote good behaviour, ensuring that no pupil will be discriminated against regarding race, religion, culture or other individual need and ensuring the safety of all
- Provide regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school (see 'Home-School Agreement')
- Regularly monitor and review behaviour throughout the school
- Record and monitor incidents of a serious nature, taking steps to ensure that they do not re-occur
- Ensure there is an effective programme of staff training, including induction for new staff, that addresses both individual and whole-school training needs
- Ensure that staff are fully supported with implementing the behaviour policy.

To ensure the success of the behaviour policy, all staff should work towards the school's aims by;

- Being good role models and following the staff code of conduct
- Adopting therapeutic approaches to dealing with student behaviour, including the use of de-escalation techniques
- Providing students with additional needs with the support they need to achieve positive outcomes, paying due regard to guidance in the Pupil Alert Booklet and in students' Challenge and Support Plans
- Proactively liaising with other colleagues if they have concerns about a student's behaviour
- Informing the Head of Year or relevant SLT member of serious incidents, such as extreme cases of disobedience, bullying, rudeness and abusive or threatening behaviour to students or members of staff
- Ensuring that the minimum expectations for teaching and learning are achieved
- Using positive behaviour management techniques to encourage pro-social behaviour and create experiences for students inside and outside the classroom
- Providing opportunities for students to take an increasing responsibility for their own learning and conduct
- Following the school's system for praise and consequences, using the Downs Diamond to ensure that students receive the same positive experiences across the whole school
- Helping students, including those who are new to the school, to shape their understanding of what is outstanding behaviour for learning, supported by the Downs Diamond and the minimum expectations for teaching and learning, leading to a strong understanding of individual rights and responsibilities
- Liaising with parents about matters which affect their child's wellbeing, progress and behaviour by keeping the parents well informed and attending meetings when requested.

Discipline in The Downs School – Legal Powers of Staff;

- Teachers [this is a legal term that includes other members of staff working with young people in schools] in schools have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school
- Teachers have a power to impose detention outside school hours
- Teachers can confiscate pupils' property.

To ensure the success of the behaviour policy, all students should work towards the school's aims by;

- Contributing to the minimum expectations for teaching and learning
- Taking active responsibility for the school environment and for their own learning and behaviour
- Taking personal responsibility for their own actions and understanding the consequences of them
- Understand that each individual has rights but also responsibilities and follow the "rules" of the school
- Behaving in a pro-social way that has a positive impact on other members of the school community and also the wider community outside school
- Agreeing to the Home School Agreement at the beginning of each year.

To ensure the success of the behaviour policy, parents should work towards the school's aims by;

- Accepting and supporting the school's behaviour policy and its related documents
- Accepting responsibility for the conduct of their children and offering praise and consequences when appropriate
- Agreeing to the Home School Agreement when their child is admitted to the school
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Power to discipline beyond the school gate

The school has the power to discipline beyond the school gate all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. (Education and Inspections Act 2006). This includes any poor behaviour when the student 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 of the school.

Or, misbehaviour at any other time, whether or not the conditions above apply, that

- could have repercussions for the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

In all these circumstances the Headteacher should also consider whether it is appropriate to notify the police of the actions taken against the student. In addition, school staff should consider whether the behaviour may be linked to the child suffering, or likely to suffer, significant harm. In this case the school staff should follow its child protection policy.

Searching pupils

School staff can search students with their consent for any item which is banned by the school rules. Headteacher's and staff authorised by the Headteacher have the power to search students or their possessions without consent where they suspect the student is in possession of prohibited items.

It is essential to read the additional guidelines on screening, searching and confiscation. See Appendix 3

Use of reasonable force

The law and the school's policy on reasonable force is summarised in the Physical Intervention Policy and guidance, which all staff should be aware of.

Guidelines for Behaviour Management at the Downs School

Positive approaches to behaviour and rewards

We actively promote good behaviour in school by modelling the behaviour we want to see, by communicating clearly our expectations of behaviour and by praising good behaviour throughout the school. To ensure students have the same positive experiences across the whole school, students and staff have devised the Downs Diamond. This is displayed in all classrooms and followed by both teachers and staff (**see Appendix 1**). To further support staff with behaviour management a consequences ladder has been produced. This gives a list of student behaviours and the types of consequences that might be appropriate. (**See Appendix 2**).

Other Praise Systems

Praise Assemblies:

Students who have achieved high levels of success are invited by their Heads of Year to attend praise assemblies, in which their achievements are celebrated. These are attended by Heads of Year and members of the Senior Leadership Team.

Faculty Praise Weeks:

Each faculty has a praise week twice every year. In the praise weeks, teachers identify the students in their classes who have attained highly, made excellent progress, made excellent contribution to lessons or who have shown outstanding attitudes to learning. Postcards are sent home, praising the student and informing parents of their children's success.

Additional support for students with behavioural difficulties

If the approaches already outlined do not help a student to modify his/her behaviour it might be necessary to draw up a **Challenge and Support Plan** to provide more targeted support to help the student to improve his/her behaviour. At first this may include the Head of Year, parents and senior member of staff when appropriate. It may also be necessary to involve other agencies such as Educational Psychologists.

Report Cards

The school operates a system of report cards for students who are experiencing behavioural difficulties or have just returned from a fixed term exclusion. This is a supportive measure and a way of working in partnership with parents to ensure that the student's behaviour is modified. It allows close monitoring by staff and parents on a daily basis.

The different types of Report Cards are as follows:

- Tutor Report Card – used for low level disruption (this can be issued by the tutor following a discussion with head of year)
- Positive Report Card – used for students with behavioural concerns who display a lack of confidence and low self-esteem (this is issued by the head of year).
- Head of Year Report Card – for students who are exhibiting more serious behavioural concerns
- Head of Department Report Card – used for students who are only disrupting in one subject (this is issued by the head of department following a discussion with the head of year)
- SLT Report Card – for students who have returned from a long fixed term exclusion and/or at risk of further fixed term exclusions (this is issued following a discussion between the relevant Head of Year and member of SLT).

Students should be on report cards for a minimum of two weeks. It is good practice for parents to be notified when the student is issued with a report card and the procedure explained. There should be a maximum of two targets on the report cards that should be focused on improving the student's behaviour, attitude and progress.

Supporting Victims of bullying

Refer to the guidance in the anti-bullying policy.

Internal Exclusion

For more serious offences such as verbal/physical aggression to students or staff or persistent low level disruption, the student could face a period of time in the internal exclusion room. The decision to place a student in this room will be taken by the Head of Year in consultation with the relevant members of SLT. Members of staff other than Heads of Year or members of SLT should not send a student to the Internal Inclusion Room, unless there are exceptional circumstances.

Students Who Are Repeatedly Internally Excluded

Students who more than two separate internal exclusions within two months, may be required to attend sessions of Saturday School. These sessions are staffed by members of the Senior Leadership Team. Failure to attend Saturday School will result in the student being given an internal or fixed term exclusion, as appropriate.

Investigation of Incidents

This applies to all incidents that could occur in the school, not only incidents relating to an infraction of the school's behaviour policy. Members of staff are expected to investigate incidents thoroughly and will ensure, when relevant, that written evidence is produced by both staff and students. Students will be expected to co-operate fully with all investigations, including by producing written statements when requested to do so by members of staff, even if the student has not been directly involved with the incident his or herself. Members of staff will take all necessary precautions to ensure that the anonymity of the

student's producing written statements is preserved, unless this is incompatible with the nature of the investigation.

Students who make malicious false allegations about members of staff may receive consequences in accordance with the seriousness and possible impact of the allegations made.

Fixed term/Permanent exclusion

The Headteacher decides whether to exclude a student, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community. (See Appendix 2).

Depending on the type of exclusion, parents have the right to make representations to the governing body, however if the exclusion is less than 5 days the governors cannot direct reinstatement. In all cases of exclusions that are more than 15 days or in the case of a permanent exclusion the governors' disciplinary committee must meet to consider the Headteacher's decision.

In some circumstances, the consequence of Saturday School may be used as an alternative to internal exclusion.

EXPECTATIONS DIAMOND

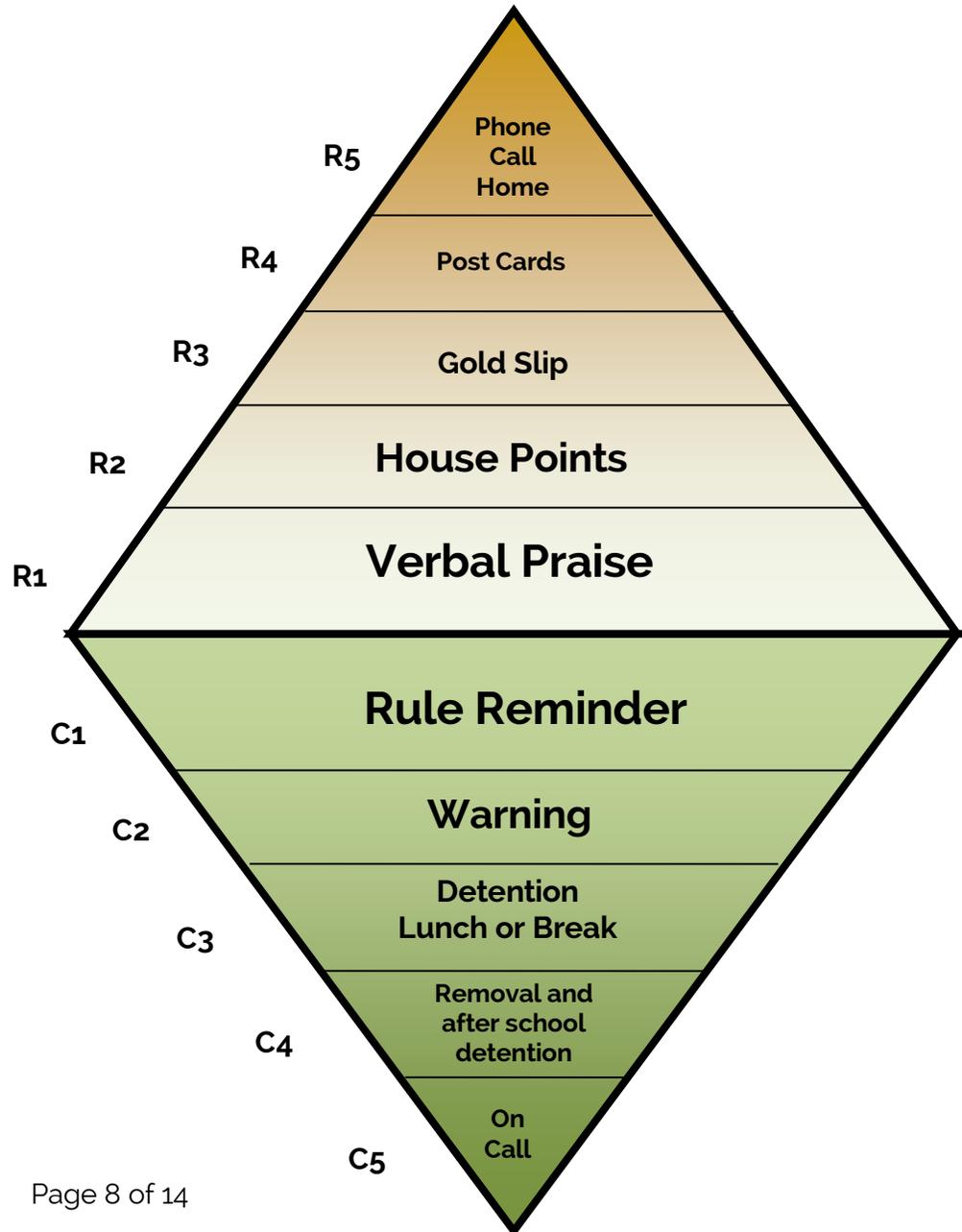
Dress and equip yourself correctly

On time

Work to full potential

Now stay focused

Show respect



APPENDIX 2: Ladder of Consequences

Behaviour	Staff Involved	Appropriate Response
Missed homework	Teacher then HOD/HOF then HOY	Break/lunch/after school detention
Missing equipment (pen, books, PE kit etc)	Teacher then HOD/HOF then HOY	Break/lunch/after school detention
Electronic equipment used around school – unless specifically being used in lessons at teacher's request	All staff then reception staff	A three-day confiscation unless parent comes into school to claim the item. Item should be packaged with student's name then given to reception staff, who will lock it in the reception safe. If the student then misuses electronic equipment a second time, the item will be confiscated for five days, at the end of which time parents will be invited into school to collect the item.
Jewellery	All staff, with form tutor checking in morning registration	Deal as with electronic equipment. Students who fail to remove jewellery will be internally excluded at break and lunchtime until it is removed.
Unacceptable uniform	All staff, with form tutor checking in morning registration	Students who are not wearing correct uniform should go immediately to the SSC. They will then receive a uniform detention. Persistent problems will lead to more serious sanctions.
Non-attendance of break or lunch detention	Teacher then HOD/HOF	The next most serious sanction should be given, such as ASDT
Non-attendance of after school detention	HOY	Student will attend a two hour SLT ASDT. Failure to attend this will result in internal exclusion.
Rudeness, failure to work to acceptable standards, uncooperative behaviour and disrupting the behaviour of others.	Teacher then HOD/HOF then HOY	Many situations can be dealt with by a verbal warning. Depending upon the severity and persistence of the behaviour, remove should be used, followed by after school detention. Persistent problems will lead to more serious sanctions, including the use of Departmental or Pastoral reports, and internal or external exclusion.
Truantiing	All staff, but primarily SSM then HOY	After school detention in first instance. More serious sanction, such as internal exclusion, if repeated.
Swearing at staff	Staff then HOD then HOY	Remove followed by internal or external exclusion as appropriate.
Bullying	All staff then HOY	Sanction as appropriate depending upon severity of bullying. In extreme cases, if bullying persists despite repeated intervention by members of staff, permanent exclusion could be used.
Smoking or vaping	All staff then HOY	Depending on the context, after school detention, internal exclusion or fixed term exclusion.
Not getting report signed or failure to meet expectations on report	All staff	The staff member placing the student on report should give him or her a break or lunchtime detention. Persistent failure to meet expectations while on report could lead to more serious consequences, such as internal exclusion.
Achieving large numbers of negative behaviour points within a period of two months	HOY then SLT	Student may be required to attend Saturday School
Receiving large numbers of after school detentions within a period of two months	HOY then SLT	Student may be required to attend Saturday School

Receiving more than two internal exclusions within a period of two months	HOY then SLT	Student may be required to attend Saturday School
Incident involving substance or alcohol misuse	HOY then SLT then Head	Internal or external exclusion (fixed or permanent); students who are not permanently excluded may be required to participate in a drug testing programme as part of their reintegration
Physical aggression	HOY then SLT then Head	Internal or external exclusion (fixed or permanent)
Damage to school equipment or property	HOY then SLT then Head	Internal or external exclusion (fixed or permanent)
Theft	HOY then SLT then Head	Internal or external exclusion (fixed or permanent)
Racist or homophobic incidents	HOY then SLT then Head	Internal or external exclusion (fixed or permanent)
Criminal acts	HOY then SLT then Head	May result in permanent exclusion
Extremely serious offences or offences that form a sustained pattern of disruption and defiance	HOY then SLT then Head	May result in permanent exclusion

- The list of behaviours and appropriate responses is not exhaustive and is intended to provide guidance to staff on how to respond to behaviour in a consistent manner, while still recognising that different approaches, such as restorative practices, may be more appropriate when dealing with certain behaviours, and that students with additional needs may need to be treated in different ways
- Staff should always remember that consequences are intended to be either developmental or protective: developmental consequences help people displaying anti-social behaviour understand the impact of their behaviours on other people, so that they stop behaving in an anti-social way; protective consequences are put in place to keep people safe
- Staff should avoid applying developmental consequences for whole classes, as whole-class consequences are not therapeutic
- Best practice is to inform and involve parents as often as possible. This is the responsibility of classroom teachers, not just HOD/HOFs and HOYs.
- The consequences are in an ongoing process of review. We welcome your ideas on what works well and what needs to be improved.

APPENDIX 3

Guidelines on Screening, Searching & Confiscation

School staff can search pupils with their consent⁴ for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

School staff can search pupils **with their consent** for any item which is banned by the school rules.

Searching without consent

What the law says:

What can be searched for?

- 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
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Can I search?

Yes, if you are a Headteacher or a member of school staff and authorised by the Headteacher. But:

- a. you must be the same sex as the pupil being searched; and
- b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

During the search

Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing;
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves;
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags;
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks

Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.

After the search

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon or child pornography it must be passed to the police.
2. Staff have a defense to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

APPENDIX 4: Covid-19 Addendum

Measures in place COVID-19 pandemic

Purpose

- This addendum has been produced to clarify the adjustments that have been made to the behaviour policy during the COVID-19 pandemic
- The COVID-19 pandemic has brought about unprecedented levels of change to our normal way of life; while every effort has been made to anticipate all eventualities that could occur within school, the exceptional nature of these circumstances may require other adjustments not outlined in the Behaviour Policy addendum to be made
- All adjustments, whether planned in advance or made in response to unforeseen circumstances, have been made to ensure that the school remains a safe environment for all students and staff, in which all students are able to learn effectively while still adhering to the protective measures put in place by the school and Government
- The addendum is temporary, intended to be in place for the duration of the pandemic, and will be regularly reviewed and updated
- The addendum complements rather than replaces the main Behaviour Policy

Responsibilities of staff

- The school is committed to providing its students with the best education possible under the challenging circumstances of the pandemic; this means that every effort will be made to open the school so that face-to-face learning can continue, provided it is safe to do so
- School staff will make sure that they have read and understood the school's risk assessment
- School staff must model the protective measures required by the school and Government
- School staff must be vigilant and proactive, monitoring students to ensure that they adhere to the protective measures required by the school and Government, and taking appropriate action if any student fails to adhere to these protective measures.

Responsibilities of students

- If students have any symptoms of coronavirus, then they must not come to school
- If they develop symptoms while they are in school, they must inform members of staff and follow their instructions
- Students must come to school with all necessary equipment (as spare equipment cannot be given out), food for the day and a filled water bottle
- Students must understand that opening the school during the pandemic is extremely challenging but is happening because the school is committed to providing students with face-to-face learning
- Students must understand and adhere to the protective measures required by the school and Government, both in school and on the journey to and from school
- Students must recognise that it is even more important than normal for behaviour in lessons to be exemplary, so that no learning time is lost while members of staff deal with students not behaving in accordance with the school's expectations
- Students must work with one another and the school staff to ensure that the school remains a safe environment for all students and staff, in which all students are able to learn effectively.

Responsibilities of parents and carers

- Parents and carers must keep their children at home if they have any symptoms of coronavirus, adhering to the current Government guidance
- Parents and carers must collect their children from school if they display symptoms of coronavirus
- Parents and carers must model the protective measures required by the school and Government
- Parents and carers must make sure their children come to school with all necessary equipment (as spare equipment cannot be given out), food for the day and a filled water bottle

- Parents and carers must ensure their children understand the importance of adhering to the protective measures put in place by the school and Government
- Parents and carers must accept and support the school's behaviour policy and its related documents (including the COVID-19 addendum)
- Parents and carers must accept responsibility for the conduct of their children and offering praise and consequences when appropriate.

Addendum to Ladder of Consequences

Behaviour	Staff Involved	Appropriate Response
One-off or minor failure to adhere to protective measures	All staff then HOY	Initial warning and communication home
Persistent disruptive behaviour during pandemic	All staff then SLT	Internal or external exclusion (fixed or permanent)
Repeated or serious failure to adhere to protective measures	All staff then SLT	Internal or external exclusion (fixed or permanent)
Misuse of technology during lessons, including remote lessons	All staff then SLT	A range of consequences depending upon the nature of the incident; could include internal or external exclusion (fixed or permanent)

- The protective and developmental consequences put in place by the school under normal circumstances, such as after school detention, will continue during the pandemic but will happen in accordance with social distancing measures
- As the safety of students and staff during the pandemic is the most important priority, the school will have no choice but to use the consequences of internal and fixed term exclusion if students behave in a way that is unsafe or harmful to the learning of other students.