



Rye St Antony School
O X F O R D

9a BEHAVIOUR MANAGEMENT POLICY

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BEHAVIOUR MANAGEMENT POLICY

Rye St Antony is committed to educating the whole person in a happy, caring community. It aims to establish an expectation of high standards amongst its members with regard to habits of work and behaviour, mutual support and courtesy displayed to one another and to members of the wider community.

Good relations are fostered by:

- valuing others and their opinions, and treating them with kindness and consideration
- respecting all personal property
- looking after the School working environment, both inside and outside the classroom
- upholding the reputation of the School by doing nothing to bring it into disrepute, including when travelling to and from school, on school trips and when using the internet and e-technologies
- acting fairly and equally in relation to each other

The Role of the Pupil

Pupils should help each other and contribute fully to the life of the School by:

- agreeing to follow school rules and the Code of Conduct, including those related to rewards and sanctions (the School Rules and Code of Conduct can be found in the Planner)
- working hard and not preventing others from doing their work, or the teacher from teaching
- taking every opportunity to represent the School and take part in extra-curricular activities
- attending school with all the necessary equipment and being organised for lessons
- wearing their school uniform/Sixth Form dress correctly and with pride
- not participating in any kind of behaviour that is dangerous to themselves or others
- not being in possession of any items that could be misused to cause harm to self or others

The Role of the Parent

Parents should support their children in all that they do at school by:

- encouraging them to be independent and self-disciplined
- ensuring that they understand and follow the School Rules, Code of Conduct and *Behaviour Management Policy*

REWARDS

Rye St Antony aims to promote good behaviour, self-discipline and respect for others. Pupils are encouraged to adopt a positive attitude and approach towards learning. Pupils generally take pride in their work and gain intrinsic reward from their achievements.

There are various forms of extrinsic rewards including House Points, Praise Postcards and other celebrations of achievement at school assemblies, and the awarding of certificates and trophies.

House Points are given by staff at both departmental and whole school level (in written or stamp form). In Prep School, stickers are stuck on the allocated pages of the Planner or in exercise books. Pupils typically receive House Points for the following:

- excellent effort
- excellent work

Pupils can qualify for a Bronze, Silver or Gold Certificate after gaining the requisite number of House points. These are awarded in assembly and announced in the Newsletter.

A number of other **department-based rewards** are also awarded for excellent work/effort. These complement the School's overarching rewards system.

Colours are awarded by the Music and PE Departments for specific outstanding contributions and achievements in those areas. These colours are awarded at special assemblies usually at the end of term.

House Points are also awarded by staff Heads of House for the contribution pupils make to the work of the House, including participation and success in competitions, helpfulness and leadership.

Prize Giving

Prize Giving is an opportunity to formally recognise and reward outstanding achievements. It is a highlight of the School year; all senior pupils and their parents are invited to attend to celebrate their achievement and mark the end of school year. Prizes are also awarded to pupils for their achievements in subjects, for sport and for their contributions to the life of the School. Prize Giving is held at the end of the Summer term.

Prep School Prize Giving

Prep School Prize Giving is an opportunity to recognise academic achievement, academic progress and contribution to school life in a variety of arenas (sport, music, drama, arts, DT, helpfulness and courtesy) for pupils throughout the Prep School. It takes place at the end of the summer term.

The Role of the Staff

It is the role of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour. They need to take into consideration the particular needs of pupils, for example those with SEND and be prepared to talk through and engage with issues of behaviour directly with the individual concerned before considering the use of sanctions.

All members of staff play an important role in communicating with pupils the School's expectations in all aspects of behaviour and approach to academic work. They also provide a 'listening ear' for pupils and work to help navigate them through school life so that they can fulfil their potential.

To encourage this, all staff must:

- Have high expectations
- Model exemplary behaviour
- Treat all pupils and adults with respect
- Build pupil confidence and self-esteem through positive enforcement
- Avoid using critical or sarcastic language
- Recognise pupil achievements and keep parents informed
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour

The School will not accept the following Behaviour:

- Failing to report to morning registration
- Disruptive, anti-social or rude behaviour at any time
- Being disrespectful of other people or their property
- Acts of aggression or intimidation
- Racist, sexist or homophobic comments
- Vandalism
- Inappropriate use of mobile devices or social media
- Lateness to lessons
- Lack of engagement in lessons
- Not meeting prep deadlines or insufficient effort
- Failure to bring the correct books or equipment to lessons

In any case of poor behaviour, the following procedure must be followed:

In the first instance, the behaviour must be discussed with the pupil by the member of staff who has recognised a concern. Resolving the concern should be achieved at the lowest possible level through support and behavioural management. The incident must be logged on iSAMS (academic concerns) and MyConcern (pastoral concerns) and the Form Tutor and appropriate Deputy Head must be linked in to the log of the incident. The Deputy Heads are responsible for tracking all incidents pertaining to their area to identify patterns of behaviour and ensure preventative measures are put in place to resolve the issues before they escalate.

If there is no change to the behaviour:

- **For academic concerns:** If the behaviour continues after support has been put into place, inform Head of Department (HOD) and agree the sanction at department level. Discussions about concerns may also be raised at department meetings. The incident and the action must be logged on iSAMS and the Form Tutor and Deputy Head Academic must be linked in to the log of the incident.
- **For pastoral concerns:** If the behaviour continues after support has been put into place, the incident and the action must be logged on MyConcern by the relevant member of staff. The Deputy Head Pastoral will ensure the Form Tutor and other relevant staff are linked in to the incident.

Persistent poor behaviour will result in the parents being called into school for a meeting with the appropriate senior member of staff. If this is not possible, a conference call must be arranged.

Misconduct outside School which affects the welfare of members of the School community or the reputation of the School will be subject to the same disciplinary procedures.

Physical Restraint

The School reserves the right for staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use “such reasonable force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do “ any of the following:

- "Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"
- "Causing personal injury to any person (including the pupil themselves)"
- "Causing damage to the property of any person (including the pupil themselves)"
- "Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"
- "Any other person whom the head teacher has authorised to have control or charge of pupils"

A member of staff's right to use reasonable force applies whether on school premises or elsewhere (during a school visit), but staff are advised always to use their voices first and use the minimum force necessary to restrain a child for the shortest possible period of time. Factors to be considered when reading a judgement as to whether the use of physical restraint is appropriate are set out in the ATL's Guidance "Restraint" that include:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"
- "The chances of achieving the desired result by other means"
- "The relative risks associated with physical intervention compared with using other strategies"

Every member of staff will inform the Head immediately after it has been necessary to restrain a pupil physically and a log will be maintained for the use of restraint – *Restraint, Searching, Screening and Confiscation Log*. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the School, so that we can, if necessary, agree a protocol for managing their child's behaviour. Parents of children who are in the School's EYFS setting will be informed of the incident on the same day or as soon as is reasonably practicable.

Searching pupils and confiscation

The Head and staff authorised by her 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).
- The Head 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.

The School also has the right to examine data or files on a mobile device or computer, when they suspect the device has been used to commit an offence or cause harm to other pupils or staff eg sexting, cyber-bullying etc.

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.

Any search will be carried out in line with this DfE guidance (2018)

Sanctions

The School's policy works to support and respect the individual, helping pupils to learn and understand how they can put right any behaviour that falls short of the School's expectations. Praise and encouragement of positive behaviour by all staff fosters a respectful community. Staff have high expectations of pupils' behaviour, work and relationships with others so that poor behaviour, work and relationships are challenged in a consistent, clear and fair way. The age and needs (such as SEND) of individual pupils are taken into account in applying this policy.

Tutors and other staff are available to support pupils whose behaviour has fallen short of the standard expected at Rye. The aim of this policy is to encourage good behaviour and respect for others. Very often, time spent talking to a member of staff or a pupil mentor can help a pupil to modify their future behaviour.

Parents are kept informed about anything more than minor misdemeanours and their support in establishing good behaviour is welcomed.

Once poor behaviour has been recognised, there are four levels of sanctions available for staff to use. At every sanction level, every effort will be made to support the pupil and keep them informed of the process.

In some circumstances, depending on the severity of the incident or for serious misconduct, a pupil may go directly to Level 2, 3 or 4.

A behaviour code for all residential visits is issued to participating pupils and their parents. The Visit Leader has the right to exclude the pupil temporarily or permanently and to arrange for the pupil to return home at the parents' expense. Please see the EVC policy for more information.

The School does not tolerate the use of corporal punishment under any circumstances.

Sanction Level 1

Level 1 incidents are one-off or low level behaviours.

Level 1 incidents may include:

- Failure to report to morning registration
- Lateness to lessons
- Low level disruptive behaviour eg. talking over a teacher or peer, not following instructions
- Not meeting prep deadlines and poor engagement
- Failure to bring the correct books or equipment to lessons

Level 1 Actions and Support

In the first instance, the teacher will speak with the pupils to find out if there is a reason for the incident. Pupils may be mentioned in a departmental meeting or brought up by the Form Tutor in meetings with the appropriate Deputy Head. At this point, an action may be implemented to support the pupil. An appropriate sanction may be enforced and parents may be informed by the relevant member of staff. Level 1 incidents must be recorded on iSAMS (academic concerns) or MyConcern

(pastoral concerns). The member of staff may decide to give an additional sanction depending on the situation.

Level 1 sanctions may include:

- Discussion with teacher and/or form tutor about behaviour
- Note in planner to parents about equipment and organisation
- Organisation plan to be implemented and reviewed with tutor and/or Deputy Head

Sanction Level 2

Level 2 incidents may be Level 1 incidents that have become persistent or more serious matters which go straight in at Level 2, this level is dealt with by one of the Deputy Heads, depending on the incident.

Level 2 incidents may include:

- Regularly failing to report to morning registration
 - Persistent lateness to lessons
 - Leaving the School premises without permission or adherence to School guidelines
 - Disruptive, aggressive, bullying, intimidating or anti-social behaviour, including rudeness to staff
 - Being disrespectful of other people or their property
 - Inappropriate use of mobile device or social media
 - Persistently not meeting prep deadlines or poor engagement
 - Persistent failure to bring the correct books or equipment to lessons
 - Missing lessons or School without permission
- Level 2 sanctions may include:
- Receiving an orange stick for Years 2 & 3
 - Departmental detention (academic concerns)
 - Lunchtime detention
 - Writing a letter of apology
 - Being denied access to the School's computer system and WiFi system
 - Community service in school for a period of time
 - Behaviour or academic report to tutor with weekly review by the appropriate Deputy Head

Level 2 incidents and sanctions must be recorded on iSAMS (academic) or MyConcern (pastoral) and parents informed via email by the relevant member of staff. When a behaviour continues with no significant effort to improve, parents will be called into school for a meeting to discuss the situation and support for the pupil moving forward.

Support strategies could include:

- Conversation in Years 2 and 3 how to redress behaviour and moving to another table
- Targeted reports
- Supervised Prep
- Target setting
- Mentoring
- Counselling

Sanction Level 3

Level 3 incidents may include:

- Continued Level 2 behaviours despite support and sanctions
- Failure to adhere to the Alcohol, Tobacco and Misuse of Drugs Policy
- Theft, blackmail, physical violence, intimidation, humiliation or persistent bullying
- Racist, sexist, homophobic or any form of discriminatory comment

- Cheating in external examination, course work or plagiarising another pupil's work
- Other serious misconduct towards a member of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises
- Persistent attitudes or behaviour which are inconsistent with the School's ethos
- Vandalism or computer hacking
- Possession of pyrotechnics including fireworks
- Behaviour which puts the safety of the individual or others in jeopardy

Level 3 sanctions may include:

- Receiving a red stick in Years 2 and 3, leading to a meeting with the Academic or Pastoral Lead in the Prep School and parents
- Fine with the money donated to a relevant charity
- Referral to the Head
- Temporary exclusion in or from School

In all cases, the Deputy Heads will be informed and will oversee the management of the incident. Parents/guardians will also be informed and will be called into school for a meeting.

Support strategies include:

- Bespoke behaviour management contract signed by pupil and their parents
- Internal mentoring
- Counselling

Sanction Level 4

Level 4 incidents may include:

- Continued Level 3 behaviours despite support and sanctions
- Possession/use of certain drugs and substances. Any pupil caught supplying, or inciting the use of illegal drugs, or being in possession of them with the intent to supply
- Possession of a weapon
- Anything that may be regarded as a potential criminal offence

In cases of very serious behavioural issues at Level 3 or 4 external agencies may be involved. The School maintains links with Children's Social Care, Early Help Services and CAMHS. If a criminal offence may have been committed the School will contact the local police and maintain a working relationship with the local Police School's liaison officer.

Serious misconduct or persistent behavioural trend at Sanction Level 3 will involve referral to the Head and may result in permanent or fixed term exclusion.

Sanctions in the Boarding Houses

Staff in both boarding houses explain clearly at the start of each year or visit the expectations for behaviour within a boarding environment. In the event of a pupil not meeting the expectation in the first instance, a member of staff will offer a warning so that the pupil has the opportunity to rectify their behaviour.

In the event of continued disruptive or disrespectful behaviour the Senior Housemistresses may follow the guidance below.

Level 1 incidents are one- off or low level behaviours.

Level 1 incidents may include:

- Late for meals, prep, to bed or back to School late
- Disturbing others after lights out/ in another pupil's room
- Late to a meeting point on a trip
- Failure to complete house duties in full

Level 1 Actions and Support

In the first instance, the Senior Housemistresses will speak with the pupil to find out if there is a reason for the incident.

Level 1 Sanctions in boarding may include:

- Early bedtime
- Loss of personal time
- Additional kitchen duty

Sanction Level 2

These may be Level 1 behaviours which become persistent or more serious matters which go straight to Level 2.

Level 2 incidents may include:

- Persistent lateness for meals, prep, bed or in returning to School
- Persistent issues with signing in and out
- Disruptive behaviour in the boarding houses

Level 2 sanctions in boarding may include:

- Week of breakfast duty
- Earlier bedtimes or meeting times
- Gating for a specified period of time
- Signing in and out with duty staff hourly

Sanction Level 3

Level 3 incidents may include:

- Leaving site without the correct permissions • Bringing alcohol, drugs or tobacco into School.

Level 3 sanctions may include:

- Gating and withdrawal of year group privileges
- Fine with the money donated to a relevant charity
- Temporary or fixed exclusion from School
- Referral to the Deputy Heads and the Head in line with the Level 3 School Sanction

Safeguarding

In line with the School's Safeguarding policy, disciplinary action will be taken against pupils who are found to have made malicious accusations against staff. This will take place once the incident has been fully investigated.

Behaviour outside the school premises or during the holidays

The Head also has the statutory power to discipline pupils for misbehaving outside of the school premises; for example on school trips or during the holidays. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." For example, behaviour that:

- could have repercussions for the orderly running of the school or
- poses a threat or causes harm to another pupil (e.g. cyberbullying, physical threats) or member of the public or
- could adversely affect the reputation of the school.

Fixed or Permanent Exclusions

Rye has a separate Exclusion Policy which outlines the School's response to serious breaches of this Behaviour Policy. Only the Head or, in her absence, the Deputy Head - Pastoral can exclude a pupil for a fixed term. Parents do not have a right of appeal against a fixed term exclusion.

The decision to permanently exclude a pupil can only be taken by the Head after consultation with the Chair of Governors. Parents have the right to appeal against a permanent exclusion.