



6.1 BEHAVIOUR MANAGEMENT POLICY

Introduction

The Downs 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.

The Downs 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 in order that they can make an effective contribution to the modern world.

Behaviour and Discipline in schools (2020)

The Downs School follows these recommended guidelines:

- a) Duties under the Equality Act 2010, including issues related to pupils with special educational needs/ disabilities and how reasonable adjustments are made for these pupils
- b) Support systems for pupils
- c) Liaison with parents and other agencies
- d) Managing pupils' transition
- e) Disciplinary action against pupils who are found to have made malicious accusations against staff

Code of Conduct

The Downs community of governors, staff, volunteers, parents and pupils adhere to an established routine and code of conduct, rather than to lists of rules (Code of Conduct for Staff including Contact with Children). The Downs sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. The school expects the highest values and 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 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 regulations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at the Downs, particularly the vulnerable. Harassment and bullying will not be tolerated. Our anti-bullying policy is on our website and in the Pupil Parent Handbook. The School is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation, physical disability or learning difficulty.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. The school expects pupils to behave at all times in a manner that reflects the best interests of the whole community.

Involvement of Parents and Guardians

Parents will have access to this policy via the website.

Parents and guardians who accept a place for their child at the Downs undertake to uphold the School's policies and regulations, including this policy when they sign the Parent Contract. They will support the School's values in matters such as attendance and punctuality, behaviour and respect, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

Unexplained Absences

The School will always telephone the pupil's home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is the School's policy usually not to allow holiday to be taken during term.

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 from time to time and via the School Council which meets regularly.

School Rules and Regulations

The School's rules and regulations are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through positive reinforcement and the use of house points. Sanctions help us to set boundaries and to manage challenging behaviour. Policies on Sanctions, Rewards and Positive Reinforcement will be found in the Staff Handbook and can be requested from the School Office. These may change from time to time. Parents and guardians undertake, when signing the Parent Contract, to support the authority of the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Head undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include:

- detention break times, after school and/or on Saturdays);
- withdrawal of privileges;
- confiscation of property that is being used inappropriately or without consideration;
- assistance with domestic tasks, such as sweeping and collecting litter;
- withdrawal from a club, school trip or team event;
- suspension for a specified period, removal or expulsion.

Corporal punishment is not threatened or used under any circumstances at The Downs School.

The School's policy on Sanctions, Exclusion and Expulsion may be found on the school website. All parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Head can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include the 'Cardinal Rules':

- drug abuse; including over the counter medication
- Legal highs
- knives
- alcohol and tobacco abuse;
- theft;
- bullying;
- physical assault/threatening behaviour;

- fighting;
- sexual harassment (including “Upskirting”)
- racist or sexist abuse (including “Upskirting”);
- sexual misconduct (including “Upskirting”)
- damage to property;
- persistent disruptive behaviour; and/or
- parental behaviour.

Addendum – As of 1 June 2020, in line with DfE guidance in wake of the Covid-19 pandemic, the deliberate act of spitting or coughing at or towards another pupil shall be included in this list until otherwise advised.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

Physical Restraint

Like all schools, we reserve the right for our 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 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 or 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"

All of our staff are aware of the circumstances in which reasonable minimum force may be used. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Staff take into consideration the following points before using reasonable minimum force.

- "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 he/she has needed to restrain a pupil physically. The school 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 that individual pupil's behaviour in the future.

Teaching and Learning

The Downs aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and 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. A new system of our behaviour path to success was implemented in September 2021. See Appendix 1.

Monitoring

The behaviour of the children is monitored on an ongoing basis by all those employed at the school. The Leadership Team regularly evaluate behaviour from informal feedback, observation and the scrutiny of trends.

Timescale

There will be an annual review of this policy and all procedures within carried out by the Assistant Head Prep and Pre-Prep.

This policy was updated on	Signed on behalf of the School	Date for review
<i>25/10/21</i>	<i>T Westray</i>	<i>01/11/22</i>

Overview required by R&R Committee - date	Policy upload to ISI Portal - date	Policy uploaded to website(s) - date
<i>01/11/21</i>	<i>01/11/21</i>	<i>01/11/21</i>

