



Spring Grove School

BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

This document is a statement of the aims, principles and strategies for Spring Grove School. A separate policy is available for EYFS pupils, available on our website or by request.

Spring Grove 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 have 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.

We are an inclusive community and 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.

AIMS

- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self discipline
- To ensure appropriate behaviour and language throughout the school encouraging mutual respect
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to behaviour and discipline which is used and approved by all staff in the school – teaching and non-teaching staff
- To ensure that parents are informed and aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try to reverse habitual and continuous offenders by using assertive discipline techniques
- To prevent bullying – (please refer to the Anti-bullying Policy)

PRINCIPLES

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the governors, parents and carers and others in the community.

CODE OF CONDUCT

Spring Grove's community of governors, staff, parents and pupils adhere to an established routine and code of conduct, rather than to lists of rules. Spring Grove School 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 Spring Grove, particularly the vulnerable. Harassment and bullying will not be tolerated. Our anti-bullying policy is on our website. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender or sexual orientation or 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 and guardians who accept a place for their child at Spring Grove 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, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

The school is always happy to consider suggestions from parents and hope that parents find the school responsive and open-minded.

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 governors' 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, form 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. Sanctions help us to set boundaries and to manage challenging behaviour. Copies of the rules and regulations are set out on the website and may change from time to time. Parents and guardians undertake, when signing the Parent Contract, to support the authority of the headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

All the rules have been devised over a period of time and form a part of the 'hidden curriculum'.

- We should respect each other and treat others in the way we would like to be treated
- We should accept that everyone is different but equally important
- We should behave in a way that is not aggressive or deliberately annoying
- We should always be polite and avoid using language that might offend
- We should allow others to work without disruption
- We should care for our environment and respect each other's property
- We should respond helpfully if someone is in difficulty

The headmaster for his part 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 within the school day
- withdrawal of privileges;
- confiscation of property that is being used inappropriately or without consideration;
- assistance with domestic tasks, such as collecting litter;
- withdrawal from a lesson, school trip or team event;
- suspension for a specified period, removal or expulsion.

The school's policy on discipline and exclusions is set out on the website and all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- theft;
- bullying;
- physical assault/threatening behaviour;
- fighting;
- sexual harassment;
- racist or sexist abuse;
- sexual misconduct;
- damage to property;
- Found to have made malicious accusations against staff
- persistent disruptive behaviour; and/or
- parental behaviour.

In applying sanctions, especially those with serious consequences, we undertake reasonable steps with pupils with special educational needs/disabilities to avoid placing these pupils at a disadvantage and reasonable adjustments are made for these pupils.

DISCIPLINE PROCEDURES

At Spring Grove we are concerned with providing the firm foundations upon which the children develop their school careers and enhance their academic and personal potential. That is why Spring Grove is “a great place to grow!”

In the school there is a set of rules which provides the necessary expectations of behaviour. These guidelines are positively reinforced in class, House Meetings and School assemblies, for instance, by emphasizing the two golden rules:

- Exercise common-sense at all times.
- Look after your neighbour.

We aim to show common sense in the way we act towards each other and to remember that our actions, good or bad, can affect the way others behave.

SANCTIONS

Our discipline system encourages children to think about the consequences of their actions; to think about what they could and should do in any situation and then make the right choice.

We use a yellow and red card system that enables the child to see when behaviour crosses the line of acceptability. The yellow card is a warning that the child needs to correct their behaviour; the red card will be given only after a suitable warning is given. A detention is given as a result of a red card.

Our form teachers carefully monitor and record all instances of antisocial behaviour and also work closely with parents when a child requires help.

An offence may be serious enough or repeated often enough for the offender to be sent to a higher authority. The referral system works thus:

Staff member – Form Teacher – Department Head (Mrs Clarke /Mr Dankert) Deputy Head (Mrs Saxby) – Headmaster

The incident must be recorded and details provided in the Form Diaries (for Forms up to Year 2) and in the main centralised Behaviour Book/Sanctions imposed.

The book is kept in the staff room to record behaviour to give a clear picture of patterns and trends.

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” (that would be a criminal act for an older person)*
- *“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 trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. 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. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL’s Guidance entitled ‘Restraint’ which includes:

- *“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 headmaster 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 regime for managing that individual pupil’s behaviour.

Corporal punishment is prohibited.

TEACHING AND LEARNING

Spring Grove 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.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the nursery department, because it is part of an independent school, parents should be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. They can download the Ofsted leaflet: ‘Complaints to Ofsted about Schools: Guidance for Parents’ (reference 080113) from www.ofsted.gov.uk

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 complaints procedures, which apply equally to the nursery department, (have been drafted to meet the specific requirements for EYFS pupils as described in the ensuing paragraph), are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for three years after your child has left our school.

Bill Jones
Headmaster
June 2015