



Marlborough House
Vinehall
A REPTON SCHOOL

BEHAVIOUR MANAGEMENT POLICY **(Prep School only)**

References:

- A. ISI Commentary on the Regulatory Requirements March 2023 – (www.isi.net).
- B. Statutory Framework for the Early Years Foundation Stage, DfE September 2023.
- C. 'Use of Reasonable Force' – DfE, July 2013:
- D. Searching, Screening and Confiscation, DfE January 2018

Introduction

Marlborough House Vinehall 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.

Marlborough House Vinehall 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 equipped to take their place in the modern world.

As a school we aim to:

- Provide an excellent all-round education both academically and through an impressive range of extra-curricular activities. There are opportunities for all and those who are especially talented can reach the highest levels of attainment.
- Develop in each child independence, commitment and enthusiasm.
- Foster a spirit of mutual respect and kindness and encourage everyone to do their best for the community.
- Encourage every child to participate fully in life and to learn about themselves and their place in the world.

A synopsis of this Behaviour Management Policy is provided in the Parents' Handbook, while the full document is available to parents on the website or on request from the School Office.

Code of Conduct

At Marlborough House Vinehall we see education as a partnership where governors, staff, parents and pupils work constructively together to promote the values of the School as enshrined in our aims and ethos. Our staff are committed to excellence, aiming to achieve a spirit of trust, respect and co-operation. We expect the highest 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 aim to raise the aspirations of all our pupils and to help them to appreciate that there are no barriers to their potential achievements either inside or 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.

We also aim to promote and reward good behaviour and self-discipline through praise and encouragement and by fostering a spirit of mutual respect. This is promoted through the House system, which is a powerful motivator for encouraging and promoting good work and behaviour, together with a scale of rewards and sanctions that accompanies it. The role of staff as positive role models for the pupils helps to reinforce the values of the School and cannot be over-stated.

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 Expectations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone at Marlborough House Vinehall has the right to feel secure and be treated with respect. Harassment and bullying will not be tolerated and the School's Policy for the Prevention of Bullying, which is available to parents on the website. The School is strongly committed to promoting equal opportunities for all.

We expect pupils to be ready to learn and to participate in the wide variety of activities and opportunities available at Marlborough House Vinehall. They should attend school and lessons punctually with the right equipment and follow the School's attendance and uniform policy.

We expect all pupils to show respect for the school buildings, grounds, equipment and furniture. We expect the pupils to respect the general environment and, above all, other members of the school community whether another pupil or adult.

We expect pupils to be safety-conscious whether in or out of the School buildings. This will involve observing any safety practices (for example in the science laboratories); moving around the School calmly, with an awareness of others; and using any equipment carefully and sensibly. This will also apply on any school trips or outings where pupils will be expected to listen to any instructions given by staff whether Marlborough House Vinehall staff or staff on site (for example on a residential trip or school outing).

Involvement of Parents and Guardians

Parents and Guardians undertake, when signing the Parent Contract, to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the community as a whole. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, co-curricular activities and homework.

The Head, for his part, undertakes to ensure that sanctions are applied fairly throughout the School, and, where appropriate, after due investigation has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity and at no time and for no reason will a member of staff administer any form of corporal punishment.

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 and school committees that meet twice a term.

School Rules and Expectations

Our aim is to reward and encourage good behaviour, while sanctions help us to set boundaries and to manage challenging behaviour. In this way, our intention is to help pupils understand what is expected of them and why sanctions may be imposed for inconsiderate and unacceptable behaviour.

It is not possible to set out every rule which must be obeyed and they are subject to change from time to time. Consequently, pupils at Marlborough House Vinehall are encouraged to use common sense at all times and to behave in a way which reflects the best interests of the whole community.

The Senior Deputy Head oversees the Behaviour Management Policy at Marlborough House Vinehall in consultation with the Head, the Deputy Head (Pastoral), Form Teachers and other members of staff. The sanctions available for breaches of school discipline will vary according to the severity of the incident and are set out below.

Positive Handling, Physical Intervention & Physical Restraint

Positive Handling will only be used as a last resort when all other behaviour management strategies have failed; when pupils, staff are at risk or there is a risk of significant damage to property.

Definitions

(a) Physical Contact

Situations in which appropriate physical contact takes place between staff and pupils, e.g. in games/PE or to comfort pupils.

(b) Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

(c) Positive Handling

This will involve the use of reasonable force when there is a risk to pupils, staff or of significant damage to property.

All such incidents will be recorded.

Use of Reasonable Force

See “Use of Reasonable Force; Advice for Headteachers, Staff and Governing Bodies” (DfE, July 2013)

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- prevent a pupil behaving in a way that disrupts a lesson, a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

It should be: Proportionate, Legal, Accountable, Necessary

Reasonable

Acceptable measures of Physical Intervention.

Positive handling can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent
- it is carried out as the minimum to achieve the desired result
- the age, understanding and the gender of the pupil are taken into account
- it is likely to achieve the desired result

If the use of positive handling can be anticipated (e.g. a child refusing to come into school) then a response team should be on standby.

Wherever possible, assistance will be sought from another member of staff before intervention.

The form of physical intervention may involve staff doing the following:

- physically interposing themselves between pupils
- blocking a pupil's path
- escorting a pupil
- shepherding a pupil away

This is not a definitive list and other strategies may be employed. Any such measures will be most effective in the context of the overall ethos of the school. Staff should take care to avoid injury to themselves and should guide a child to a restraining position on the ground, if they become a “dead weight” or drop to their knees. In a situation where positive handling is used, pupils should be removed from the hazard and isolated where possible.

Whenever positive handling is used, staff will keep talking to the pupil. Following the incident, the child will be debriefed, once calm, and encouraged to reflect on their actions.

Recording

Where positive handling has been used a record of the incident always needs to be kept.

All recording needs to be completed on the day of incident and needs to include the following:

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken
- attempts made to calm the situation
- names of staff using restraint
- nature of physical intervention technique used
- how incident was resolved and any consequence
- effectiveness of the intervention

Searching, Screening and Confiscation

Searching

School staff can search a pupil for any item if the pupil agrees.

Heads and staff authorised by them 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).
- Heads 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.

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.

Screening

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

REWARDS

House Point

+E (Empathy), +R (Respect), +C (Courage), +A (Ambition)

+W (Work), +S (Sport), +P (Performance), +H (Help)

House Points are awarded for good work and positive contribution around the school.

Each House Point carries a +1 for the House Race.

The House Points are put up on the school database by the teacher. There are end of term prizes for the individual with the most of each type of House Point over that term.

Good Person Break:

When pupils achieve a target number of House Points (25/50/75), accumulated over the year, they are invited to a special break time celebration at the Melon Garden.

Form Shields:

As well as counting towards the house totals, a weekly form shield is awarded to the form with the best average per pupil for that week. The Gordon Shield for Juniors and the Robinson Shield for Seniors are awarded at assembly and are displayed in the winning Form Rooms for one week.

House Rewards:

The weekly totals of House points are announced at assembly each week. There is a House Cup and a Winning House Treat at the end of each term.

Head's Commendation:

Significant effort or achievement (e.g. over and above a teacher's expectations)

- Commendations / Merits are recorded on the school database.
- Commendations / Merits are awarded in assembly each week.
- Children who win a number of Commendations over the year, are awarded a Book Prize at Prize-Giving.

House System

Each child is allocated to one of the four houses. This is a vertical grouping system and we aim to keep a balance of gender in each year group in each house. A shirt in the house colour is worn for house competitions and on Sports Day. There is a weekly house meeting with teachers who represent the house, at which house points and progress are discussed. The house system aims to encourage healthy and positive competition, co-operation, teamwork and loyalty.

House	House Colour
Ashton	Blue
Paxton	Green
Rushton	Red
Saxton	Yellow

Colours

Colours are the highest award that can be bestowed upon a pupil during their time in school. Colours can be awarded for Academics, Sport, Creative Arts or Performing Arts. Teachers will nominate a pupil, who they feel has met the Colours Criteria, and the decision to award colours to that child is reached, or not, by the colours committee. Half and Full colours are available for Years 7 & 8.

SANCTIONS

Good behaviour leads to good learning. Using positive reinforcement is one way staff at Marlborough House Vinehall develop a culture that is positive and affirming. However, sometimes staff must deal with behaviour that is more tricky. To do this, we use a system of coloured warnings which prompts pupils to take responsibility for their actions and to make the necessary changes. This system is used consistently across the whole Prep School.

1. Green

Status quo – everything is running fine. No warnings in place.

2. Orange Warning

These are given for incidents or patterns of behaviour where a clear warning needs to be given (e.g. when gentle warnings have been given but the poor behaviour continues).

3. Red Warning

These are given for incidents or patterns of behaviour where a significant warning needs to be given (e.g. when orange warnings have been given but the poor behaviour continues).

Red warnings are also given for more serious misbehaviours such as rudeness, unkindness, and the deliberate breaking of School Rules.

A detailed reason for the Red Warning is recorded on Engage by the member of staff. As soon as a Red Warning is recorded on Engage, a message is sent to the email of the relevant Form Tutor and to the Deputy Head (Pastoral). This enables the school to monitor the behaviour of the pupils closely. Form Tutor / Class Teacher may decide that parents should be informed.

4. Detention

Children will spend a break in Detention where the reasons for the sanction can be discussed with the Senior Deputy Head. The children may work through Reflection papers. Parents are informed by the Senior Deputy Head.

5. Head's Detention

This is a further step which may be used in more serious situations. The pupil/s will spend time with the Head reflecting on their behaviour which led to a specific incident. The parents of the pupil/s would be informed by the Head who will explain that after two such detentions this would lead to suspension from school. All Head detentions will be written up on Engage by the Head.

Monitoring Card

Where there are concerns about a pupil's deteriorating performance or behaviour, it may be agreed by the pupil's Form Tutor and the Deputy Heads that the pupil will be placed on a Monitoring Card. The Monitoring Card will target specific areas for improvement and will be shared daily with the pupil and Form Tutor and circulated to all staff involved with the pupil concerned. Parents will be advised by the Senior Deputy Head.

Individual Behaviour Plan

In exceptional circumstances, where a pupil does not appear to be responding positively to the normal system of sanctions and rewards, it may be agreed that an IBP (Individual Behaviour Plan) should be drawn up by the Deputy Head, Pastoral. The IBP will be circulated to all staff involved with the pupil concerned and shared with the pupil and parents.

Withdrawal from Class

It is not considered generally necessary for a child to be sent out of class at Marlborough House Vinehall. However, there are times when for the good of the child or the rest of the class such an action may be deemed necessary. The child will either be supervised by another member of staff, perhaps in the Learning Support. Staff should make an appropriate entry on Engage.

Exclusion

Although rare, there may be times when a fixed term exclusion (suspension) will be given for serious offences or for a lack of response to previous sanctions. A permanent exclusion or agreed withdrawal of the child from school is a last resort, in extreme circumstances. The Head will always consult the Chair of Governors before a pupil is expelled/permanently excluded.

All such punishments are recorded on Engage which provides a valuable record of ongoing misdemeanours, helps to establish any trends or patterns in a child's behaviour and gives crucial background information when dealing with parents.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children at a disadvantage compared to other children.

It is recognised and understood at Marlborough House Vinehall that if a child is repeatedly in trouble there may well be reasons behind the disturbed behaviour. Wide consultation is important, and counselling is available for the children when it is felt to be appropriate. Pupils are frequently discussed at staff meetings and staff can avail themselves of this valuable forum for constructive debate about support for individuals.

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 Parental Complaints Procedures (which apply equally to the Pre-Prep and Early Years Foundation Stage (EYFS)) are on our website and available from the School Office on request.

Related Documents:

School Rules and Expectations. Policy for the Prevention of Bullying. Parental Complaints Procedure. Positive Handling Policy. Rewards & Sanctions. Safeguarding and Child Protection Policy.