



## **DORSET HOUSE SCHOOL**

### **Behaviour and Discipline Policy**

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## 1. POLICY STATEMENT

This policy applies to the whole school including EYFS and boarding. The school's main aims are firstly, to provide an excellent all-round education for pupils aged 4 to 13 years in a calm and stimulating environment. Secondly, to treat each child as an individual encouraging them to develop their strengths and to overcome any weaknesses with the support of dedicated and experienced staff. Dorset House aims to allow pupils to emerge as well-rounded young men and women who are eager to embrace the opportunities of life. We believe that our healthy, nurturing and ultimately challenging community prepares pupils for a demanding future.

We aim to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust, mutual respect for everyone and we believe good manners and common courtesy in a secure learning environment play a crucial part in the development of motivated, interested and curious pupils.

The school has succeeded in maintaining a caring and supportive environment based on respect for and care of others. While the school is non-denominational, the Christian ethos is at the heart of the school's pastoral care programmes.

Good behaviour, hard work and self-discipline are rewarded. Good manners and respect for adults and peers are key parts of school life. Discipline is firm and appropriate.

Dorset House School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

Everyone has the right to feel secure and to be treated with respect; particularly the vulnerable. Harassment and bullying will not be tolerated (see our Anti-Bullying Policy). The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability. We acknowledge our duties to these young people as set out under the Equality Act 2010 (see our SEND Policy). We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

This policy follows the DfE's Guidance: *Behaviour and discipline in schools – advice for Head Teachers and school staff (January 2016)* and *Getting the simple things right: Charlie Taylor's behaviour checklists*.



## **2. THE CODE OF CONDUCT**

The Dorset House school community of Governors, staff, parents and pupils adhere to a code of conduct rather than to lists of rules. DH does not wish to operate according to an exhaustive list of school rules. Instead, the school observes what is a Mission statement: To Be The Best We Can Be.

This statement includes the following expectations:

- Being kind and inclusive to everyone in the school community
- being punctual
- being polite
- maintaining a neat and tidy appearance
- observing good table manners
- safeguarding the fabric, décor and furniture of the school
- always acting as a good ambassador of the school
- not disrupting the work, privacy, sleep or general well-being of others

## **3. UNACCEPTABLE BEHAVIOUR**

There are certain specific types of behaviour that we feel are unacceptable under any circumstances:

- Bullying
- Theft
- Vandalism
- Violence

Should a child be involved in any of the above they will place their future at Dorset House in jeopardy.

There are three other areas which will also be regarded as very serious:

- Persistent disobedience
- Knowingly or carelessly jeopardizing the safety and well-being of oneself or others
- Lying or blatant dishonesty

If a child is upset or hurt by another child they should report the incident to a member of staff who will deal with the matter appropriately.

Children are encouraged to be tolerant and to resist the temptation to retaliate if hurt.

## **4. DISCIPLINE AND EXCLUSION**

Dorset House has a clear philosophy on discipline and we recognize that teachers' powers include the following key points as stated in the DfE guidelines (January 2016):

- Teachers 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 authority also applies to all paid staff (unless the Headmaster says otherwise) 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 misbehavior occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

We believe that children require clear guidelines within which to develop. These guidelines, which need constantly to be reinforced, should be enforced, not through fear and rigid sanctions, but through explanation and example. Expected standards of behaviour should be reinforced again and again, firmly, consistently, but with a smile if at all possible. This does not mean that we are against punishment - merely against fear. We have a range of sanctions so that we can respond appropriately to any given incident.

A child's form teacher might be the best point of first contact in the event of a disciplinary problem, but the Deputy Head has overall responsibility for school discipline. She will always discuss issues with the Headmaster, who will always be involved when the most serious rules are contravened. The Deputy Head will keep a record of such matters and, if the offence merits a letter home, she will draft and send an appropriate letter or email **with copies going into pupil files**.

For more serious offences, parents are often contacted. Parental support on such occasions is vital. Violence is never tolerated, no matter what the provocation. We might understand such behaviour, but we will never condone it.

For on-going day-to-day issues, we have a range of rewards and sanctions so that we can respond appropriately to any given event.

## 5. THE REWARD SYSTEM

### The House System

The primary role of the House system is to reward pupils for their efforts and achievements throughout the school week. The aim of the scoring system is to encourage academic performance and also to foster a helpful and cooperative atmosphere in the community.

Each pupil is in a House (Hutchinson, Munro, Sims and Wilkinson) and each child will try and accumulate as many points as possible for themselves and their House.

The points have a Latin name: O=Optimus. Every week the House points are added up and the House with the most points wins. These points are also added up over the course of the weeks, creating both half-termly and termly winners. At the end of the summer term the House Cup is awarded in Prize-giving to the House that has accumulated most Os throughout the year.

Each form teacher keeps a weekly record of the Os that have been awarded to children in their form. This record is then entered onto the Engage management system so that the member of staff in



charge of the House system can see it before the Friday morning whole-school 'Rewards' assembly.

A good piece of academic work will receive an Academic O. All pupils can achieve Os because teachers reward effort and achievement based on the individual pupil's ability and effort. Academic Os are also awarded for music performances and a pupil who is learning three instruments has an advantage over a pupil who doesn't play any instruments because they will receive three times as many points if they practise all three instruments.

Os can also earn individual pupils' badges. 100 Os earns a bronze badge, 200 earns a silver badge and 300 earns a gold badge.

### **Special Mentions**

Special Mentions are also awarded in Friday assemblies. Teachers may nominate a pupil for an award for a particularly good piece of work, or behaviour that best embodies 'DH Spirit'. These 'Special Mentions' are rewarded with tuck vouchers. Tuck vouchers are currently exchanged at breaktime on Friday. The Gap students organise the wealth of tuck to give out to the lucky pupils.

Students themselves can also suggest nominations to staff for acts of kindness and other noteworthy behaviour.

## **6. SANCTIONS**

### **Sanctions within the House System**

#### **The Pre-Prep**

A traffic light system is used to manage behaviour in the Pre-Prep for all children in Reception to Year 3. If a child behaves in a way that is inappropriate they move their name to the orange "thinking" face and have time to think about how to change their behaviour. This gives children important reflection time and the teacher will find time to explain why the child's behaviour is not appropriate. If the behaviour does not improve the child may have to move their name to the red "sad" face which will result in a sanction or missed play time. In the Pre-Prep it is important that children are talked through their behaviour and given guidance on how to deal with the problem, should it arise again. More serious offences and repeated poor behavior will result in the child having to see the Head of the Pre-Prep or the Deputy Head to explain their behaviour.

#### **The Prep**

Ds (D = detention) are given to pupils as punishment for inappropriate behavior, lack of work or a lack of general sensitivity to other people in our community. Teaching staff giving Ds should also provide a suitable punishment for the child concerned (perhaps a letter of apology or a break time detention). Ps (P = Pessimus) are given for more serious offences and result in the pupils having to take their P slip to the Headmaster to explain their actions.

All disciplinary incidents that merit Ps or Ds are logged. The slips are first passed on to the relevant form teacher by the member of staff issuing either Ds or Ps. The form teacher will then pass these slips to the Deputy Head. Any issues arising are discussed at the weekly morning staff meeting. This ensures all staff are aware of any child who is having a particularly troubled time. The Deputy Head is



responsible for keeping a record of the log.

In the unusual case of a pupil being given a second P within the space of a half term, the matter should be referred to the Deputy Head. A third P within a half term is a matter for the Headmaster, who will then issue a Saturday detention.

If a child is badly behaved for whatever reason a judgment of how serious it is will be made. The following sanctions are imposed in order of severity:

- **Firstly, talking with the child**

This should always take place and there are many occasions when this may be sufficient. This is an important part of our pastoral care and 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 such as via the School Council meetings.

- **A small punishment**

Where possible this should be immediate and useful. The writing of lines should never be given as a punishment and children with any form of learning difficulty should not normally be given a written task as a punishment. Most punishments will need supervision or checking by the member of staff involved. Staff must make sure that the child is free to do the punishment and not involved in another activity. Punishments should not clash with activities etc. unless they have been agreed in advance with the member of staff concerned.

- **Report Card**

If a child continues to accumulate Ds then a weekly Report Card may be issued by the Form Teacher in consultation with the Deputy Head.

- **Referral to the Deputy Head**

Although all staff are expected to take responsibility for most behaviour, and to deal with it accordingly, they may wish to refer a child to the Deputy Head. This can be used to defuse a difficult situation, to explore the sanctions options available in a particular case or when the behaviour is such that the Deputy Head or Headmaster is likely to consider contact with parents.

- **Direct Referral to the Headmaster**

This should be a rare occurrence, reserved for the most serious of offences.

### **Unacceptable sanctions**

No child should be belittled or humiliated particularly by being reprimanded in front of other children or adults.

Adults should refrain from shouting at children, particularly in a pejorative way. It is usually more effective to speak quietly and calmly to individual children or groups.



## 7. SUSPENSION AND EXCLUSION

**Internal suspension** is a serious sanction. Children will normally be withdrawn from all school activities for a period of time and, where possible, work will be found for them. Parents will always be informed. This can be used for boarders or day children.

**Suspension at home** is normally used for more serious offences or where the child is unable to co-operate with internal suspension. There may be times when a pupil remains at home but is not suspended. A pupil may be sent, or released, home for a limited period either as a disciplinary sanction or pending a Governors' review.

**Expulsion** is retained as the ultimate sanction and is only taken after consultation with the Chairman of Governors. A pupil may be formally expelled from the School if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Headmaster shall act with procedural fairness in all such cases. The Headmaster's decision shall be subject to a Governors' Review if requested by a parent. Parents will be given a copy of the review procedure current at the time.

**Malicious allegations against staff:** Where pupils are found to have made malicious allegations against staff the school will apply an appropriate sanction. This sanction could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

**Governors' Review:** The parents may request a review by Governors of a decision to expel or require the removal of the pupil from the School (but not a decision to suspend the pupil unless the suspension is for 11 School days or more, or would prevent the pupil taking a public examination). The request shall be made as soon as possible and in any event within seven days of the Headmaster's decision being notified to the parents. The parents will be entitled to know the names of the Governors who make up the review panel and may ask for the appointment of an independent panel member nominated by the Governors / Chair of Governors and approved by the Parents, such approval not to be unreasonably withheld.

**Removal in other Circumstances:** Parents may be required, during or at the end of a term, to remove their child, temporarily or permanently from the School if, after consultation with the pupil and/or parents, the Headmaster is of the opinion that by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School. The same applies if the parents have treated the School or members of its staff unreasonably, or if in the opinion of the Headmaster the parents have not remained fully committed to the ethos and values of the School. In these circumstances, parents may be permitted to withdraw the pupil as an alternative to removal being required. The Headmaster shall act with procedural fairness in all such cases, and shall have regard to the interests of the pupil and parents as well as those of the School.



## 8. SUPPORTING PUPILS

We recognize that good pastoral care lies at the heart of supporting pupils. Good pastoral support is concerned with academic attainment and developing pupils' ability to become good citizens – it is not just about behaviour. We achieve good pastoral care through utilizing the role of the form teacher, PSHE lessons, assemblies, the School Council, Parents' Evenings and surgeries, visiting speakers (and, on occasion, the Independent Listener) and academic assessment and monitoring. The school's code of conduct is designed to encourage positive behaviour.

On occasions, supporting pupils may involve working with external agencies. The agencies most often called upon are educational psychologists and Speech and Language Specialists. Other agencies could include Education Welfare Officers, Local Authority Designated Officer (LADO), Child and Adolescent Mental Health Services and the school's independent listener.

Should behaviour ever become an issue, the school's sanctions are to help us to manage challenging behaviour. Parents and Guardians undertake 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. Parents are encouraged to attend school meetings and events so that they are made aware that learning and teaching cannot take place without a strong framework of discipline and understanding. We aim to develop a spirit of co-operation with parents. All parents should be confident that we deal with behaviour problems patiently and positively.

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 in some cases on a Saturday morning, withdrawal of privileges, assistance with domestic tasks, such as collecting litter, suspension for a specified period of time, removal or exclusion.

**Complaints:** We hope that children or parents do not have any complaints about the operation of our Behaviour and Discipline policy; but copies of the school's Complaints Procedure can be sent to you or collected from the school office.





## Appendix 1: Restraint Policy

### POLICY STATEMENT

The school does not allow any form of physical (corporal) punishment against pupils, but recognizes that in **extremely rare** cases physical restraint may be necessary to ensure the health and safety of pupils and colleagues and defuse an incident of extreme behaviour. In EYFS physical restraint may be used to intervene when children are learning how to share and there is a danger of a child being hurt.

The school abides by the advice given by the DfE.

### Circumstances When Restraint Could be Used:

- **Planned physical interventions (where incidents are foreseeable)**  
Occasionally, it may be considered in the best interests of the pupil to accept the possible use of restrictive physical intervention as part of a therapeutic or educational strategy. For example, the best way of helping a pupil to tolerate other children without becoming aggressive might be for an adult to 'shadow' the pupil and to adjust the level of any physical intervention needed according to the pupil's behaviour.
- **The use of force in emergency situations (which cannot reasonably be anticipated)**  
Emergency use of restrictive physical interventions may be required when pupils behave in ways that have not been foreseen by a risk assessment. The use of force by staff can be justified if reasonable to use it to prevent injury or serious damage to property, or to prevent a pupil engaging in any behaviour prejudicial to the maintenance of good order and discipline in the school. The force used must be reasonable. It should be commensurate with the desired outcome and the specific circumstances in terms of intensity and duration. Before using restrictive physical intervention in an emergency, the member of staff concerned should be confident that the possible adverse outcomes associated with the intervention (for example, injury or distress) will be less severe than the adverse consequences which might have occurred without the use of a physical intervention.

### DfE Guidance

DfE Guidance (July 2013) on this area states examples of use of reasonable force as being to:

- remove disruptive children from the room where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts 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
- restrain a pupil at risk of harming themselves through physical outbursts.



Schools cannot:

- use force as a punishment - **it is always unlawful to use force as a punishment.**

It is good practice for a member of staff who has used physical force to report the matter to the Headmaster as soon as possible and for the Deputy Head (or appropriate member of staff such as Housemaster) to decide whether to speak to the parents about the incident. Factors to consider:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age.

***Complaints about use of physical force:***

Any complaint should first be investigated by the line manager of the member of staff concerned and the Deputy Head should be informed. The matter need not be automatically judged as a child protection or disciplinary issue, since the member of staff may well have acted reasonably and lawfully.



## Appendix 2: Arrangements for Searching Pupils and their Possessions

### POLICY STATEMENT

Dorset House is committed to safeguarding and promoting the welfare of the members of its community. Accordingly, there may be occasions when it becomes necessary to search the person, the belongings or, in the case of a boarder, the room of a pupil. Although the general high standards of pupil behaviour and the very good relationships between pupils and staff make it unlikely that searching pupils will be necessary, on occasions when it might be this policy should be followed.

These instructions set out the circumstances in which such searches can be carried out and the means by which it should be done, in accordance with the Education and Inspections Act 2006 and DfE Guidance for Schools on Screening, Searching and Confiscation (February 2014) and DfE Behaviour and Attendance.

The fundamental principles are:

1. Act with due care, consideration and sensitivity and remain mindful of the need to respect privacy; particular thought should be given to boarders for whom, during term time, the School is their 'home'.
2. Remember that the need to protect persons/property from injury/damage and from loss is paramount and that this duty of care can in certain circumstances override all other protocols.

The people in the school who can carry out any such search are the Headmaster, members of SMT or, in the case of a boarder, the House master/House Tutor/Matron of the pupil concerned. (In exceptional circumstances, such as a school trip, the Headmaster may authorize others to carry out such a search)

### Search of a Pupil

- In all circumstances the consent of the pupil to any search should be requested.
- A second adult witness should always be present.
- Incident reports must be submitted about any such search, listing all the main details:
  - o The reason for the search taking place
  - o The date and time of the search
  - o The results of the search
  - o All staff involved
  - o Other agencies involved
  - o The outcome (including any disciplinary action taken in respect of that pupil)
- Affected pupils' parents should always be contacted after any search, regardless of the outcome.
- School staff can search pupils with their consent for any item which is banned by the school rules.
- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his/her pockets or if the teacher can look in his/her locker/bag/cupboard/room
- If the pupil refuses to comply, this is not necessarily an admission of guilt; however the matter should be referred to a senior member of staff if appropriate.



- Items that can be searched for under these powers include any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property (referred to as prohibited items).
- The search should always be carried out in the presence of another adult witness. Every attempt should be made to ensure that one member of staff present is the same gender as the pupil.
- The search may be carried out if you have reasonable grounds of suspecting that a pupil is in possession of a prohibited item.
- If a pupil is suspected of carrying a prohibited item he/she should be asked, in the presence of a second adult witness, to empty his/her pockets.
- Staff should not touch the pupil but are allowed to ask him/her to remove any outer clothing in order to conduct the search. (Outer clothing refers to any item which is not immediately touching the skin.).
- If this fails and possession of such items is still strongly suspected, he or she should then be told that the police will be called, who are allowed to conduct a personal search if they believe that a crime has been committed. (Parents will be contacted as appropriate).

### **Search of a pupil's possessions**

- There may be circumstances in which staff wish to search a pupil's personal property, such as a bag, mobile phone or locked box.
- Under common law powers, if a pupil consents any item may be searched for.
- If a pupil does not consent to a search, it is only possible to search for the prohibited items listed earlier.
- Any such search must be witnessed by a second adult and, ideally, the pupil. Proper records should be kept.
- Those authorised to carry out searches may search school property, such as a pupil's locker or desk, if they believe prohibited items to be stored there.
- Prior consent can be sought, but individuals should be made aware that the school may still proceed with a search even if consent is refused.
- The decision to go ahead in such circumstances would have to take into account the likelihood of an offence having been committed.
- A second adult witness should always be present and, if possible, the pupil concerned.
- For less serious items, the same rules apply as above, but the extent and nature of the search should be proportionate to the value of the item sought and the likelihood of the item being found.
- Great care must be taken to avoid persistent targeting of individuals where allegations of victimisation or discrimination might arise.
- Forcible entry into locked school property is only justified in extreme circumstances and would also need the authorisation of the Headmaster.

This policy on searches of pupils and their belongings applies at all times, irrespective of whether the pupil is on the school premises or on a school trip.

If the latter occasion arises, the adult in charge of the trip should make an effort to contact either the Emergency Contact (a designated member of SMT) to obtain authorization. If this proves impossible and the circumstances are such as to make a search necessary, the adult in charge is empowered to carry out such a search, following all the above procedures. A second adult should act as a witness. Full notes must be kept and an incident report submitted in due course. This will be kept by the DSL



(Deputy Head) in the Child Protection file.

### **Confiscation**

The same applies to confiscation: such items found in school or on a pupil's person may be confiscated for a time. Any valuable item confiscated should be kept safe and the details of the confiscation (item, date, time, location, owner, reason, etc) logged. An indication should be given at the time of confiscation to the pupil by the member of staff who has confiscated an item of when the item is likely to be returned. The duration of a confiscation should be reasonable and proportionate and, as in all matters, not unduly (or necessarily at all) punitive. 48 hours might be a reference-point for a confiscation period. Consideration should be given to the possible consequences of keeping the item and the pupil apart (for instance travel safety in the case of a confiscated mobile 'phone).