

Durston House

Behaviour Policy

Aims of the Policy

- to establish an ethos of positive values and behaviour at Durston House
- to promote good pupil behaviour in and around school
- to promote good pupil behaviour, in line with statutory and non-statutory advice

Objectives of the Policy

- to provide all pupils with
 - a clear understanding of what good behaviour is
 - a specific Code of Behaviour relevant to different aspects of school life
 - strategies to help improve behaviour
 - a secure and happy learning environment
- to provide all members of staff with
 - a clear understanding of what appropriate pupil behaviour is
 - strategies to help deal with inappropriate pupil behaviour
 - a secure and happy working environment
- to complement the **Pastoral Care Policy**, the **Anti-Bullying Policy**, the **Rewards and Sanctions Policy**, the **Exclusion Policy**, the **Safeguarding Policy**, the **Use of the Internet and Digital Technology Policy**, the **SMSC Policy** and the **Work Policy (in the School Handbook)**

Introduction

The Durston House **Behaviour Policy** is a stand-alone document, whose purpose is to promote good behaviour, infused with timeless, human values of honesty, respect for others, selflessness, compassion, justice and personal responsibility, often referred to as British Values. Rewards for good behaviour, and Sanctions when these are not evident, are detailed in the separate **Rewards and Sanctions Policy**. The **Behaviour Policy** reflects the guidance from the DfE, as stated in the document, **Behaviour and Discipline in Schools (Jan 2016)** and acknowledges the school's duty to take into account the needs of SEND pupils when promoting good behaviour (**Equality Act 2010**). This policy applies to all pupils at Durston House, including those in Reception (EYFS).

Promotion of the Behaviour Policy

The **Behaviour Policy** and its accompanying **Code of Behaviour** are promoted regularly throughout the school year, at Assemblies, Final Assemblies, through the system of Rewards in the school, and especially at points of transition, from one Form to another, and from one section of the school to another. At the beginning of the school year, all pupils and their Form Teachers go through the **Behaviour Policy** and **Code of Behaviour**, using it in such a way that is appropriate to the age and year group of the pupils. Pupils are clear about the principles of good behaviour at Durston House and the repercussions if they do not meet the accepted standards. Both the **Behaviour Policy** and the **Code of Behaviour** are displayed in all Form Rooms for ready reference.

In the Summer Term before any new school year, before pupils make the transition from Pre-Prep to Junior School, and from Junior School to Middle School, meetings are held for parents and appropriate senior members of staff to discuss all aspects of a pupil's transition, so that it is made as seamless as possible. In such meetings, the tenets of the **Behaviour Policy** and the **Rewards and Sanctions Policy**, as they apply in respective sections of the school, are discussed and clarified.

The Behaviour Policy is published in the document *Information for Current and Prospective Parents*, which is sent to all parents at the beginning of each school year. The policy is also available on the school's website.

Principles Underpinning Good Behaviour

At Durston House it is recognised that

- each person has the right to be **happy** and feel **satisfied**.
- each person has the right to feel **safe**.
- each person deserves to be treated with **kindness** and **consideration**.
- each person deserves to be treated **justly**.
- each person, no matter his/her age, culture, religion, sexuality, or special needs deserves to be treated with **respect**.

All boys, through the way they behave, have a part to play in maintaining this ethos. It is accepted that boys behave well and appropriately when

- they stop and think before saying or doing anything.
- they remember that they are capable of being positive.
- they understand that when they are kind and thoughtful, others will respond positively towards them.
- they understand that their interests are not necessarily more important than those of others.
- they think about others' needs before their own.
- they realise that aggression, both physical and verbal, is not how needs are met nor problems solved.

Code of Behaviour

A Code of Behaviour for pupils complements this policy. It details Good Behaviour (respectful, honest, helpful, kind, obedient) in different aspects of school life.

What is Good Behaviour?

Good behaviour is that which is **respectful, honest, helpful, kind** and **obedient**. If such behaviour occurs, pupils will thrive in a positive atmosphere at school, treat others well and others will treat them well.

Examples of Good Behaviour

Respectful

- treating other boys and members of staff with politeness and consideration of their feelings, rights and beliefs
- listening to a member of staff and responding politely
- touching or using other boys' possessions only with permission

Honest

- always telling the truth about what has been said, done or seen
- owning up to and taking responsibility for his actions or words
- reporting to a member of staff anything that he knows is wrong and potentially has a negative effect on others

Helpful

- being aware of the need of others boys and members of staff and giving a helping hand, when needed, without being asked
- helping willingly, and graciously, in any way, when asked by a member of staff
- seeing another boy struggling to carry all his things, offering to carry some for him

Kind

- being thoughtful towards other boys and members of staff, treating them as we would like them to treat us
- stopping to consider how it might make another person feel, when tempted to say something nasty
- making the effort to include another boy if he does not have many friends, or to say something to him in a friendly way

Obedient

- doing as a member of staff asks without question or argument, and in a positive fashion
- following the school procedures, which are in place to help each person function effectively at school
- adhering to class/subject procedures, as set out by the teacher

How Do Staff Members Deal With Good Behaviour?

Members of staff encourage good behaviour by

- praising and thanking pupils verbally when good behaviour is displayed.
- using a boy's good behaviour as a model for others.
- informing Form Teachers and other staff about such good behaviour.
- informing the Heads of Junior School or Prep-Prep or the Deputy Head about particular good behaviour displayed.
- publicly acknowledging good behaviour of individuals or groups, in Assembly.
- dispensing rewards as stated in the **Rewards and Sanctions Policy**, such as rewarding pupils with Plus Points.
- commenting on good behaviour in school reports or at Parents Evenings.

What is Inappropriate Behaviour?

Inappropriate behaviour is that which is disrespectful, dishonest, unhelpful, unkind and disobedient. It is sometimes deliberate, sometimes unintentional. Either deliberately or unintentionally, it is a failure to consider the effects such behaviour will have on other people, boys and members of staff.

Examples of Inappropriate Behaviour

Disrespectful

- treating other boys or members of staff impolitely, giving little consideration to their feelings, rights and beliefs and treating their possessions without care
- walking away or not stopping to listen when a member of staff is speaking to him
- being foolish or encouraging others to be foolish at inappropriate times and in inappropriate places, such as in Assembly or in Haven Green Baptist Church

Dishonest

- not telling the truth about what was said or done or seen
- giving false excuses for prep not being done or something not being handed in
- taking part in hiding other boys' possessions, as a joke or as a means to upset

Unhelpful

- ignoring the opportunity to give another person a helping hand when needed
- failing to carry out a task properly when having been asked to do so
- leaving possessions or mess created for someone else to clear up and sort out

Unkind

- not thinking of others when doing or saying something, hurting others in the process
- encouraging others to join in saying or doing things to annoy or upset a boy
- making fun of another boy by calling him names or commenting on his physical or intellectual attributes

Disobedient

- ignoring a member of staff having been asked by him/her to do something
- knowingly failing to adhere to the school procedures
- knowingly wearing the wrong uniform

How Do Staff Members Deal With Inappropriate Behaviour?

Members of staff deal with inappropriate behaviour by

- using sanctions as stated in the **Rewards and Sanctions Policy**, such as issuing Conduct Cards.
- reprimanding a pupil for inappropriate behaviour and demanding that it stop immediately.
- reminding a boy about ways to improve behaviour.
- recording on the Oasis Database any misbehaviour of note and any sanctions that have been used.
- informing Form Teachers about persistent inappropriate behaviour.

- informing the Head of Pre-Prep, Head of Junior School or the Deputy Head about seriously inappropriate behaviour.
- contacting parents about particular behaviour (in collaboration with the Form Teacher, as well as the Heads of Junior School or Pre-Prep, or the Deputy Head).

How is Behaviour Monitored?

Pupil behaviour is monitored by all staff, who accept collegial responsibility for it. Staff are kept informed at weekly briefings and through email sent from the database. Good or inappropriate behaviour is noted in the Prep Diaries, or Message Books in Pre-Prep, and if significant, is recorded on the school's database (see **Rewards and Sanctions Policy** and the procedures **Oasis Pupil Database Use**). At any type of Assembly, boys can be commended for good behaviour. For inappropriate behaviour, a boy may receive a Conduct Card, which is sent home to inform parents, and is also recorded on the database. The Form Teacher, responsible for the holistic care of each boy in the Form, monitors, records and liaises with boys and parents where necessary. He/she consults the Deputy Head, or the Heads of Junior School and Pre-Prep, and may collaborate with them in monitoring closely the behaviour of boys, so that boys may be helped and patterns of behaviour recognised. The behaviour of boys is noted in their Initial and Final Reports.

Evaluation of this Policy

This policy will be evaluated biennially by the school, amended where necessary and approved by SMT.

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