



# Elmhurst School

# Behaviour

# Management

# Policy

Updated November 2009

Revised Behaviour Policy – effective from Feb.2009

Reviewed annually by SMT after consultation with staff, parents and pupils in Autumn 2010

## **BEHAVIOUR MANAGEMENT POLICY**

This Behaviour Management Policy has been revised after consultation with management, staff and pupils and will take effect from February 2009. It will be trialled until the end of academic year 2008/09 and then reviewed and amended as necessary on an annual basis.

The policy takes full account of legal entitlements as laid down in DCFS document Circular 10/98 (Section 550A of the Education Act 1996) as well as the DCFS 'Guidance on the Use of Restrictive Physical Interventions for Staff'.

### **Introduction:**

Boarding is a new experience for most of the students who come to train at Elmhurst and, in response to their needs and expectations; we are committed to ensuring it is both a happy and positive one.

The aim of this policy is to

- give staff guidelines which will safeguard them against allegations of improper behaviour
- ensure that every member of the school community is aware of and understands
  1. expectations with regard to behaviour
  2. the full range of permitted sanctions in the event of behaviour problems
  3. which types of sanctions are prohibited

The policy takes full account of the legal entitlement as laid down in DCFS ***Guidance on the use of Restrictive Physical Intervention for staff.***

### **Philosophy**

To help create a happy school environment that fosters good relationships and encourages effective learning we should treat each other with consideration, courtesy and respect. We believe that all students and adults at Elmhurst school should be valued equally.

### **Positive reinforcement of acceptable behaviour.**

While taking account of individual capabilities, we should encourage those at Elmhurst to take as much responsibility as possible for their own behaviour as well as helping them to understand the consequences of their actions.

The quality of relationships between staff and students is the major determinant of good behaviour and a positive ethos. Good order is established by boundaries of behaviour being clearly defined and understood by staff and students alike.

Encouragement is vital to success and achievement in students' lives. The school aims to promote and encourage good behaviour, effort and development of a healthy lifestyle, and to marginalise bad or inappropriate behaviour.

Good behaviour is learned through positive reinforcement and therefore it is essential that good behaviour is praised and seen to be rewarded. This is done in a variety of ways including:

- Adoption of the behaviour management procedures
- Issuing of 'Praise' postcards – SMT only, on staff recommendation
- Praise in written or verbal form and specific to the particular behaviour
- Acknowledgement at assembly, green commendations, certificates of achievement
- Friendly gestures of acknowledgement - hand-shake, encouraging smile or a round of applause
- Public acknowledgement (e.g. special mention in assembly), House prize.
- Promotion of strong links between home and school.

### **Practice**

We should:

- Listen to other people's opinions
- Show respect for each other as individuals
- Be friends to those who look lonely or sad
- Respect other people's property
- Learn to live with those people whom we do not find it easy to tolerate
- Enjoy the success of others
- Be considerate of others
- Learn to do the right thing
- Stand up for anyone who is being treated badly.

### **We must not BULLY and by that we mean**

- Make hurtful comments, call people names, use abusive language, hit, pinch, bite or threaten others in any way.
- Influence people to do something which they feel is wrong.

The following list sets out the individual rights of students at Elmhurst. These rights align fully with our behaviour policy.

As a student at Elmhurst I have the right:

- To be valued as an individual
- To be treated with dignity and respect
- To be in a safe, caring environment In which I can develop as an individual
- To learn how to care for myself and others
- To know my feelings and my views and those of my family are important
- To education, with access to a curriculum appropriate to my needs
- To be supported in my contact with home and community
- To have equality of opportunity
- To receive medical attention in the event of illness or accident
- To play and to have recreation and other social activities
- To have the right of appeal if I don't feel that I'm being treated fairly
- To have access to a telephone

## **Discipline Procedures**

Staff should be fully aware that students are expected to conform to standards which maintain respect for others and their property.

**Any form of bullying will be treated very seriously.**

The needs of the victim have priority. Adequate support will be given so that they can overcome any trauma.

Parents will be informed in each case of bullying.

**It has to be acknowledged that from time to time breaches of discipline occur and in those situations the following sanctions and forms of control are permitted.**

1. Mild or more severe oral reprimands, followed by further sanctions as set out in this policy.
2. Sanctions should be appropriate, just and employed in a graded manner.

It is vital that boundaries on behaviour have been set and have been understood by the child. Staff must know the child well because all sanctions must be

1. Relevant to that child
2. Understood by that child
3. For that child only.

NB It is not acceptable for sanctions to be applied by the use of blanket punishment for certain individual "wrongs".

**Permitted sanctions are:**

- Red cards, which may be issued if the student, following a warning to stop the inappropriate behaviour, fails to do so – see red cards system.

- Miss all or part of school playtime
- Restriction of use of TV or video
- Restriction of use of Playstation or computer for leisure activity
- Restriction of use of CD player or music deck.
- Requirement to do an additional task
- Being sent to a senior member of staff to explain their behaviour
- Being put "On Report". Whilst being On Report might be an aspect of other disciplinary procedures it is never of itself seen as a punishment or disciplinary sanction. It is used principally as a monitoring device and can be seen as very positive and could lead in turn to a commendation.
- Purple Cards may be issued by the Principal only for the most severe misdemeanours. Parents are informed and invited to a meeting with Principal, House staff and other relevant staff. Possible outcomes of this meeting might include negotiated improvement in behaviour, suspension, withdrawal by parental consent or, in extreme cases, expulsion.

Elmhurst has an agreed Sanctions Ladder (attached) which clearly demonstrates the consequences of inappropriate behaviour under the Red Card system.

### **Prohibited Sanctions**

At Elmhurst School it is fundamental that, in line with our beliefs and those of the Children Act, the following sanctions are prohibited:

- Corporal Punishment: this means the intentional application of force as a punishment such as slapping, punching, pushing, prodding, throwing missiles and any rough handling
- Verbal Abuse: the use of inappropriate language when talking to a Student.
- Deprivation of food or drink.
- The use or withholding of medication, medical or dental treatment
- The intentional deprivation of sleep
- The restriction or refusal of visits/communications from parents/guardians, close family friends.
- The use of locked rooms as a punishment
- Imposition of Fines

## **GREEN, RED AND PURPLE CARDS**

Green, red and/or purple cards are the principal means used as a reward or sanction respectively to individual students up to and including Year 11. The system aims to promote good standards of behaviour within a balanced framework. It refers to a student's behaviour and achievement in pastoral, vocational and academic faculties.

Attached is

- Appendix A : commendations system (Green Cards)
- Appendix B : stages of sanctions process (Red Cards)
- Appendix C : Sanctions Ladder
- Appendix D: WAP (Work, Attitude and Progress) Report, requested by SMT and completed by involved staff in order to give an overview of the particular student.

The intention is that the student should be rewarded for behaving appropriately and should understand the outcome if their behaviour is inappropriate. In the latter case, the student will always be given a warning before a red card is issued – this allows the student to choose to stop the behaviour which has been deemed inappropriate by the staff member.

Purple cards are issued by the Principal for the most serious misdemeanours, examples of which might include:

- Physical/sexual misdemeanours
- Theft
- Bullying
- Misuse of prohibited drugs and alcohol.
- Damage to property
- Unauthorised absence (off-site)

## **Physical contact Between Students – please see attached policy also @ Appendix G.**

*(Parents are requested to read the following three sections and the policy with their son/daughter. They draw an important distinction between friendships and relationships – both are accepted as a normal part of growing up but it is important to understand the appropriateness of relevant behaviour in a school setting.)*

### **(i) Appropriate friendships – advice to students.**

1. A friendship respects both individuals, it does not include any sexual contact - kissing, prolonged hugs, touching body parts( including massage) or reference to body parts.  
You would greet friends by a brief hug at most – to do more in a public space is inappropriate and may embarrass an on-looker.
2. You should respect another person's personal space and privacy; this includes gaining permission to enter their boarding room.
3. Young people develop physically and emotionally from 12-19 while at school; friends respect that this happens and is normal.
4. You should recognise that it is not appropriate to gossip about someone's physical development or make sexual references to it.
5. You should recognise that while dancing you may need to have closer physical contact, this is something you learn to do as part of dance, it is not a sexual experience.
6. You should know that you have the right to say when and how people should touch your body – this includes students as well as adults. If you are not comfortable, with the way you are being touched, you should tell an adult – your parents/school staff – as soon as possible.
7. A friend would seek help from a supportive adult at school if they thought anyone was showing inappropriate sexually harmful behaviour to any other person.

### **(ii) Appropriate Relationship Behaviour**

1. Elmhurst accepts that personal relationships are an important part of growing up BUT
2. It is not appropriate for any Elmhurst student to engage in sex under the age of 16 as this is not legal and never appropriate in the school property.
3. It is not appropriate to engage in looking at pornography or encourage others to do so, it is illegal under the age of 18.
4. It is equally inappropriate to engage in prolonged physical contact, intimate touching of body parts and full sexual acts.

**Elmhurst recognises that developing relationships beyond friendships is a normal part of growing up but the school wants to create a safe environment for all and such relationships are therefore not appropriate in school.**

5. Sixth form students have a role in modelling appropriate relationship behaviour, ensuring that they have appropriate friendships at school and keep appropriate relationships for out of school time.
6. Relationships should always be based on mutual respect and consent of both individuals.

### **(iii) Inappropriate Sexually Harmful Behaviour**

1. **Sexually harmful behaviour is never appropriate at any age.**
2. Sexual behaviour that does not involve the full consent of both people is sexually harmful.
3. Consent is based on choice, it is active and is only possible when there is equal power. (age, size, physical strength) Forcing someone 'to give in' is not consent, going along with doing something 'because of wanting to fit in is not consent.'
4. It is sexually harmful to remove or displace someone's clothing exposing intimate body parts.
5. It is sexually harmful to make someone engage in a sexual act without their full consent, including watching others and pornography.

## **Physical contact with students *by staff* during Dance Classes**

In taking classes it is sometimes necessary for staff to touch a student, for example to correct a position or guide a movement. Whilst students should expect an appropriate 'hands-on' approach as part of their dance training, there are some basic guidelines about touching children, which teachers should aim to follow. The following guidance is given to all staff:

- Think about whether the correction you are making or the point you are trying to explain could be made clear in another way, e.g. by you or another student demonstrating. If it can, it is always preferable to use the alternative approach instead of physical contact.
- Children and young people must always be treated with respect and dignity. If it is necessary to touch a child therefore, it is important that there is an understanding and agreement to this taking place. With children and young people attending a ballet class or rehearsal for example, an explanation of the teaching approach should be given to parents/carers and children, perhaps at the start of an individual rehearsal period or at the beginning of each academic year.
- A touch can be misconstrued, so it is important that the child understands the intention behind your action. You should make sure that you touch in a firm, unambiguous manner – it is important that you are neither too rough nor too delicate, both of which can be misunderstood.
- It is the student's responsibility to indicate to their tutor or any staff member at Elmhurst if they are not comfortable with such physical contact; however, be sensitive to a young person's feelings – if a child or young person says they do not want you to touch them, or if you sense that this is the case, respect the young person's feelings and find different approaches to teaching them. There could be many reasons for such a reaction – a child may have been bullied or abused for example, and young people going through the hormone changes of adolescence can be very embarrassed by touching.

## **Physical contact with students at other times**

Physical contact with students must be kept to a minimum. There are occasions when it will be necessary to have physical contact with a student for example during dance or instrumental tuition or when administering First Aid. In such cases, you should tell the student what you are going to do before making contact.

However, there may be an occasion when it is necessary to restrain a student in the following instances:

- Where action is necessary in self-defence or because there is an imminent risk of injury, e.g.
  - if a student attacks another student or a member of staff
  - students are fighting
  - deliberate vandalism
  - misuse of dangerous objects.
- Where there is a developing risk of injury, or significant damage to student or property, e.g. a student is running in a corridor in a way which might cause an accident.

- Where a student is behaving in a way that is compromising good order and discipline, e.g. a student persistently disobeys an order to leave a classroom.

In such instances, reasonable force may be used to restrain a student. (NB There is no legal definition of “reasonable force”; this will always depend on all circumstances of the case.)

**The following guidelines are taken from DCFS Circular 10/98:**

The degree of force must always be in proportion to the particular incident which warrants it. Never use restraint as a substitute for good behaviour management.

Before intervening, you should tell the student to stop, and what will happen if he or she does not stop. Stay calm; keep communicating with the student throughout the incident; make it clear that physical contact may be necessary. A calm and measured approach is necessary; never give the impression that you have lost your temper, are acting out of frustration, or wish to punish the student.

If you have to make contact with a student, you should avoid anything which may be considered indecent.

**The following applications of force are acceptable:**

- Physically interposing between two students
- Blocking a student’s path;
- Use of holding, pushing or pulling
- Leading a student by the arm
- Shepherding a student away by placing a hand in the centre of the back.

**The following applications of force are not acceptable:**

- Holding a student round the neck or by the collar or by any other way which might restrict the student’s ability to breathe
- slapping, punching or kicking
- twisting or forcing limbs against a joint
- tripping up a student; holding a student by the hair or the ear
- holding a student face down to the ground.

**Recording incidents**

If you have had to restrain a student, you must tell the Principal or a senior member of staff what happened immediately and provide a written report as soon as possible afterwards. You should include the following details:

- the name(s) of the student(s) involved, and when and where the incident took place
- the names of anyone else who witnessed the incident
- the reason that force was necessary

- how the incident began and progressed, including details of the student's behaviour, what was said, what steps were taken to defuse or calm the situation, the degree of force used and for how long
- the student's response and the outcome of the incident
- details of any injury suffered and of any damage to property

After any incident where physical intervention has become necessary, staff should be provided with support. They may need time to reflect upon their involvement in the incident and calm themselves before continuing with their duties.

Similarly students involved in an incident will need time to calm down and reflect upon their part in it. It is only when students are provided with the opportunity to consider alternatives to the behaviour that caused the incident that any learning will take place.

It is important to acknowledge that staff can sometimes misjudge certain situations and act wrongly. Thorough, honest and supportive debriefing following an incident can result in important learning experiences and positive outcomes for all concerned.

#### **Related publications**

The following publications are available in school for further reference:

- ❖ ***Working together to Safeguard Children*** 2006 published jointly by DfEE, Dept for Health, Home Office
- ❖ ***The Use of Force to Control or Restrain Students*** DCFS Circular 10/98 Section 550A of the Education Act 1996:
- ❖ ***Running a School Boarding House – A Legal Guide for Housemasters and Housemistresses.*** Boarding Schools Association publication
- ❖ ***The Children Act 1989: The Welfare of Children in Boarding School*** (Practice Guide) HMSO
- ❖ ***The Children Act 1989: Guidance and Regulations Volume 4 Residential Care*** HMSO
- ❖ ***The Children Act 1989: Guidance and Regulations Volume 5 Independent Schools*** HMSO
- ❖ Birmingham Area Child Protection Committee [ACPC] ***Procedures***

## **Appendix A**

Green cards are collected during the course of an academic year and may not be 'carried over' from one year to the next.

A record of green card awards will be kept on the student's file.

### **Green Card Commendation System**

5 referrals = Certificate in Assembly

10 referrals = Cert. + letter home

15 referrals = Cert. + letter home from DK or DM or JH

25 referrals = Cert. + letter home – signed by Principal and SMT

30+ referrals = Gift Token + Cert. + Presentation at Prizegiving

**Appendix B**

**STAGE 1**

**Sanctions initiated by Staff Member**

| <b>Artistic</b>                               | <b>Pastoral</b>   | <b>Academic</b>                               |
|---|---|---|
| 1. Verbal warning<br>Date:                    | 1. Warning<br>Reason:<br>Date:                                      | 1 Verbal warning<br>Date:                     |
| 2. Detention – 10 mins (break)<br>Date:       | 2. Loss of privilege<br>Reason(s):<br>Date(s):                      | 2. Detention – 10 mins (break)<br>Date:       |
| 3. Detention – 30 mins. (lunch-time)<br>Date: | 3. Detention/Extra Duties<br>Reason(s):<br>Date(s):                 | 3. Detention – 30 mins. (lunch-time)<br>Date: |
|   | 4. Gated/Go home at weekend after classes<br>Reason(s):<br>Date(s): |   |
|   | 5. Red Card submitted<br>Date:                                      |   |

**STAGE 2**

**First Red Card**

**JH (Pastoral)  
DK (Artistic)  
DM (Academic)**

First Red Card initiates a letter to parents, stating reason for red card referral and warning that 3 red cards = automatic 1 day internal suspension

**STAGE 3**

**Second red card – recorded**

Letter to parents stating reason for second card referral

**STAGE 3**

**Third red card – recorded**

Letter to parents + 1 day's internal suspension

Pupil must sign re-entry Code of Conduct

Pupil is monitored for 1 week

Parents are notified of outcome of monitoring.

**STAGE 4**

**Fourth Red Card**

Pupil referred to Principal.

Letter to parents

2 days external suspension

Re-entry Code of Conduct.

1 week's monitoring overseen by Principal

Parents informed of outcome of monitoring

**STAGE 5**

**Fifth Red Card**

Referred to Principal

**1 week's external suspension**  
**+ re-entry interview and Code of Conduct with Chair of Governors and Principal.**

**N.B. Serious incidents will be dealt with by the Principal and will constitute a 'Purple Card' offence. The Principal will then determine the length of the suspension, usually in consultation with the Chair of Governors. Serious incidents may involve**

- **Sexual misdemeanours**
- **damage to property**
- **extreme verbal or physical attacks**
- **unauthorised absence (off-site)**

## SANCTIONS LADDER

Permanent Exclusion



Fifth red card – referred to Governors  
= 1 week's external suspension



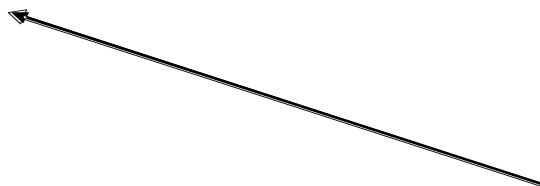
Fourth red card=referred to Principal  
=2 days' external suspension



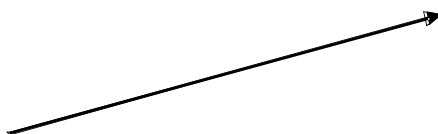
Third red card=1  
day's internal  
suspension



Second red card=letter to parents



First red card=letter  
To parents



Teacher initiates sanction

# Appendix D

ELMHURST SCHOOL - Return by .....

## Work-Attitude-Progress (WAP) Report

Pupil \_\_\_\_\_

Year \_\_\_\_\_

Member of Staff \_\_\_\_\_ Subject \_\_\_\_\_ Requested by SMT \_\_\_\_\_

Reason for report request:

| <u>Work</u>       | Good | Satisfactory | Poor | <u>Comments</u> |
|-------------------|------|--------------|------|-----------------|
| Attendance        |      |              |      |                 |
| Classwork         |      |              |      |                 |
| Homework          |      |              |      |                 |
| Correct equipment |      |              |      |                 |
| Presentation      |      |              |      |                 |

| <u>Attitude</u>     | Good | Satisfactory | Poor | <u>Comments</u> |
|---------------------|------|--------------|------|-----------------|
| Attitude to work    |      |              |      |                 |
| Working with others |      |              |      |                 |
| Independent work    |      |              |      |                 |
| Arriving on time    |      |              |      |                 |
| Meeting deadlines   |      |              |      |                 |

| <u>Progress</u> | Good | Satisfactory | Poor | <u>Comments</u> |
|-----------------|------|--------------|------|-----------------|
| Achievement     |      |              |      |                 |
| Effort          |      |              |      |                 |

| <u>Conduct in Boarding</u>       | Good | Satisfactory | Poor | <u>Comments</u> |
|----------------------------------|------|--------------|------|-----------------|
| Ability to obey house rules      |      |              |      |                 |
| Contribution to House activities |      |              |      |                 |
| Attitude to Staff                |      |              |      |                 |

## **APPENDIX E**

### **AWARDING COMMENDATIONS – ACADEMIC EXAMPLES**

Outstanding work

Outstanding effort

Outstanding contribution to discussion

Particularly helpful behaviour

Particularly thoughtful behaviour

Taking additional responsibility over a period of time – e.g. helping with the school magazine, etc.

Taking on a one-off commitment – e.g. tidying a classroom at lunch time, selling raffle tickets, etc.

Using initiative in any one of variety of circumstances – e.g. to tackle new work, befriend another student, etc.

## APPENDIX F –

### AWARDING COMMENDATIONS – PASTORAL EXAMPLES

|    | <b>Criteria</b>          | <b>How this can be evidenced</b>   |
|----|--------------------------|--|
| 1  | Room keeping             | Consistently tidy room<br>Significant improvements in room keeping                   |
| 2  | Extra duties             | Tidying communal areas<br>Collecting weekend supplies                                |
| 3  | Organisational skills    | Organising an activity or event  |
| 4  | Leadership               | Running events, leading an activity, leading a team                                  |
| 5  | Creative skills          | Making something for the good of the house: display, cooking                         |
| 6  | Mentoring                | Mentoring of younger students by existing ones                                       |
| 7  | Service towards visitors | Stewarding, ushering, helping with induction of new students                         |
| 8  | Consistently helpful     | Giving support & helping to plan or prepare activities                               |
| 9  | Team work                | Co-operating as part of a team in sporting activities                                |
| 10 | Consideration for others | Act of particular kindness, such as supporting another student at a time of distress |

\* Commendations will NOT be given out by the Artistic Dept. It is felt that rewards/praise needs to be given in a more immediate and different format during dance lessons.

The artistic tutors are, however, free to award commendations at other times and for other reasons NOT CONNECTED WITH PROGRESS IN THE DANCE CLASS. E.G. Helpfulness at other times.

## Appendix G

### Policy on Personal Contact between Students

The school recognises that genuine feelings of affection may exist between students; however, students should refrain from inappropriate intimate behaviour whilst on the school site or at a school related event. Inappropriate behaviour in this regard may result in disciplinary consequences. The Principal or Child Protection Officer has the right to inform the relevant authorities, where necessary.

Every individual has a responsibility to behave in a way that is not offensive to others. If a student has any concerns, about him/her self or indeed anybody else, s/he should discuss this with a trusted adult, who will then refer the matter to the designated Child Protection Officer (currently Mrs Hinds or Nurse Peavot.)

For clarity, as a student of Elmhurst, you should know that :

1. Public kissing, fondling, intimate touching makes other people feel uncomfortable and is therefore not appropriate behaviour.
2. Extended physical contact beyond a brief greeting hug is similarly not appropriate
3. Students should not go into the bedrooms of another student without the express permission of all occupants. The Houseparent has the right to forbid inter-room visiting.
4. No student should interfere with another student's clothes,
5. Students should not give massages to another student – they do not have the relevant training and may cause injury.
6. The law surrounding sexual relationships between students under the age of 16 is very clear – this is illegal.
7. **Sixth Form Only :**
  - We expect all Sixth Form students to set a good example to all lower school students.
  - The School accepts that students over the age of legal consent will form strong personal relationships. However, all the statements from 1-8 above will still apply whilst students are on school property.
8. Students are reminded that a relationship is based on consensual agreement between two parties – there should never be a question of force or persuasion.

Each student should read this policy carefully and take very seriously the consequence that failure to adhere to the above could result in suspension and might endanger your place at Elmhurst School for Dance.