



JUNIOR SCHOOL BEHAVIOUR POLICY

Aims

- To provide a caring and supportive environment in which pupils are able to distinguish right from wrong;
- To develop a positive climate, based on care, courtesy and consideration for others, for the whole school;
- To provide an atmosphere in which pupils can learn well and teachers can teach effectively;
- To develop respect for school and personal property;
- To promote good relationships throughout the Junior School, both between adults and pupils and between pupils;
- To encourage pupils to take initiative and accept responsibility for their behaviour and progress;
- To show pupils that their work and good behaviour is valued, and to maintain high expectations;
- To ensure a consistent approach to rewards and sanctions so that pupils feel the systems are fair;

This Policy has been prepared in compliance with and is consistent with relevant sector statutory and non-statutory guidance including:

- Paragraph 9 of Part 3 (Welfare, Health, and Safety of Pupils) of the Education (Independent School Standards) Regulations 2014;
- The Independent School Standards: Guidance for independent schools (April 2019);
- Standard 15 (Promoting Positive Behaviour) in the National Minimum Standards for Boarding Schools (2022); and
- Behaviour in Schools: Advice for headteachers and school staff (DfE: July 2022)

The College will implement this Policy in accordance with its obligations under the Equality Act 2010 acknowledging that it is unlawful for the College to discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion, or belief, sexual orientation, gender reassignment, pregnancy or maternity.

The College will implement this Policy in accordance with its obligations under the Equality Act 2010 acknowledging that it is unlawful for the College to discriminate against a pupil or prospective pupil by

treating them less favourably because of their sex, race, disability, religion, or belief, sexual orientation, gender reassignment, pregnancy or maternity.

The Code of Conduct and Core Values

Whilst pupils in the Junior School are expected to adhere to the College Code of Conduct, particular emphasis is placed upon the Junior School's Core Values, which are displayed in classrooms and other communal areas within the Junior School.

The Core Values and our Core Values logo were based on designs by our pupils and are user-friendly and easier for younger pupils to remember. These Core Values lie at the heart of all that we do. They are:

- | | |
|------------------------------|---|
| Do the right thing | We make safe, sensible choices and use our common sense. We are honest and we stand up for what is right. |
| Care for others | We look after other people, our community, our school and the environment. We show respect by being polite, kind and tolerant. |
| Join in | We all contribute to the school community. We actively participate in lessons and activities and we lend a helping hand. Everyone's voice is heard. |
| Strive for excellence | We work hard in lessons and give of our best to all our endeavours. We focus on the progress we have made and the effort we have given. |

College and Junior School rules and policies

All pupils are expected to comply with:

- The College Rules (where relevant to the Junior School);
- The Junior School Playground Rules;
- The Dress Code;
- The ICT Acceptable Use Policy;
- The Junior School's Mobile Phone policy;
- The Junior School's Anti-bullying Policy;
- The School's Health and Safety rules.

Physical restraint

Dulwich College does not use corporal punishment. Physical restraint will only be used in the exceptional circumstances where it becomes necessary to restrain a pupil for their own protection or others' safety; this will be appropriately recorded and reported to the Head of the Junior School and parents. Any physical restraint used will comply with DFE and Local Authority guidance.

1. Rewards and sanctions

Praise and recognition are given to pupils who have worked well or behaved well. Pupils' achievements and efforts are regularly recognised in assemblies, reported on our website and in our weekly newsletter.

1.1 Rewards

Staff are strongly encouraged to reward pupils for high academic achievement and effort and also for particular acts of generosity, helpfulness, care and concern for others and good manners. The following rewards are available to the staff (in addition to verbal praise and encouragement).

- **House points:** These are used on a daily basis and are the most common form of rewarding the pupils. Each pupil carries with them a House Point Card for recording House points. These may be awarded by any member of staff by initialling one space on the card. Once completed, the card is handed in and a certificate awarded in the following Celebration Assembly. Every House point contributes towards the overall House competition. The Deputy Head logs completed House Point Cards and announces the winning House in the final assembly of each term. Gaining points for their Houses is a good incentive for pupils and fosters a sense of team spirit. Each pupil is responsible for looking after their House Point Card and it is taken home each evening so that parents can share in their child's success.
- **Commendations:** Commendations are awarded to pupils for particularly impressive attainment, progress or effort. Commendations are automatically worth three House points and are awarded less frequently than House points. The teacher who awards the commendation records it on ISAMS and the slip can be taken home to share with parents. The slips are signed by the Head and celebrated in Friday's Celebration Assembly.
- **Kindness Leaves:** Pupils may nominate one another to receive Kindness Leaves, which are awarded during Celebration Assemblies. In addition, staff may also nominate pupils. The prefects read out both the pupil's name and a brief description of the kind act for which he has been recognised.
- **Praise in public:** Staff are encouraged to celebrate achievements by pupils in assemblies and other public forums (e.g. House meetings).
- **Head's Award:** Staff are encouraged to send a pupil to the Head of the Junior School if he has produced a particularly outstanding piece of work or if he has committed an act, which demonstrates

particularly good citizenship. It is intended that this reward by the Head of the Junior School will be used sparingly. It will also be worth five House points and pupils will receive the Head's crest in their Prep Notebooks. In addition, they will receive a letter home detailing the reason for the Head's Award.

- **House colours:** Housemasters may reward a pupil for an outstanding contribution by awarding him House Colours. The pupil will be presented with a badge and certificate at a Junior School House meeting. House colours are generally awarded for consistent effort and contributions. Colours are usually awarded to pupils in Year 6 but may be awarded to pupils from other year groups in exceptional circumstances.
- **Termly Academic Prizes:** At the end of each term, one pupil from each Form will be awarded a certificate and book token for academic achievement and one pupil from each Form will be awarded a certificate and book token for academic effort. This selection will be at the discretion of the Form Tutor and will not necessarily relate to the House points chart.
- **End of year prizes:** A Speech Day takes place at the end of the Summer Term each year, at which a range of prizes are given out for academic and other achievements.

1.2 Sanctions

In order to achieve fairness and consistency, a progressive scale of sanctions is used to help staff distinguish between different levels of behaviour. Staff acknowledge that their response should be swift and they must have confidence in their own judgement and discretion in enforcing the appropriate sanction. Sanctions will always be accompanied by appropriate support, guidance and education in order to help the pupil learn from mistakes and avoid future misdemeanours.

Level 1: The Form Tutor

The majority of disciplinary matters are minor day-to-day offences and the College encourages such matters to be dealt with by the Form Tutor system. These may include minor offences in relation to prep, work and pastoral or social matters, which are not abnormal for pupils of this age. More often than not, misbehaviour at this level can be 'nipped in the bud' swiftly and relatively easily.

The Junior School will take into account those pupils who have particular learning and behavioural needs to ensure that they are not unfairly penalised.

Staff are encouraged to communicate with parents proactively and thus manage discipline as effectively as possible at this level.

Sanctions available

- Warning system (to apply to all areas of school life): If poor behaviour continues after (a) verbal reminder(s) then the pupil will be told that they are being given a Warning. Form Tutors in Years 3 and 4 may follow a “three strikes and out” system where pupils are given two chances to rectify their behaviour before being given a Warning. A further warning for a similar misdemeanour may result in a detention. A warning may be given without verbal reminders for a more serious misdemeanour. The details of the warning will be recorded on ISAMS, which sends notifications to the Deputy Head, the Form Teacher(s) and the Head. This notification will be emailed to the boy concerned with a reminder to tell their parents.
- Asking a pupil to return to the classroom during a break time to complete a piece of work or serve an ‘informal’ detention.
- Confiscation of items, which have been banned or which pose a risk to pupil safety.
- Apology Letter: There may be a number of different occasions when a member of staff feels that it would be appropriate for a pupil to write a letter of apology to the victim of his actions. This may be used in addition to another sanction.
- Communication with parents in person or online, or by email or telephone. A member of staff may feel the need to arrange a meeting with a pupil’s parent(s) or discuss behaviour. This may occur as a result of concern over attainment and attitude in the classroom or, as a result of persistent anti-social behaviour or a one-off act.
- In the rare circumstances when a member of staff feels the need to remove a pupil from the classroom, he should be taken to the Junior School Office or Deputy Head’s office by a peer (e.g. Form Captain) or a member of staff.

Level 2: The Deputy Head

A pupil may be referred to the Deputy Head if:

- He is guilty of misbehaviour that is regarded as more than minor; or
- The Form Tutor feels that sanctions imposed at Level 1 have not sufficiently improved the pupil’s behaviour or conduct.

Sanctions available

- Detention at lunchtimes as defined by the Deputy Head: The reason and date for the detention should be clearly recorded on CPOMS and iSAMS, which send automatic notifications to the Head and Deputy Head, as well as the Form Tutor if they have not issued the detention. The pupil’s parents

should also be contacted so that they understand the reason for the detention and any other action being taken. During detention pupils may discuss an incident in depth, and/ or write a letter of apology, a reflection, or complete community service. As a rule of thumb, three Warnings in one half term will warrant a detention.

Level 3: The Head of the Junior School

A pupil may be referred to the Head of the Junior School if:

- The Form Tutor or Deputy Head feel that sanctions at Levels 1 and/or 2 have not sufficiently improved the pupil's behaviour or conduct; or
- The pupil's offence is more serious than would normally be dealt with by the Form Tutor or Deputy Head.

If the incident is serious, the referral can be during a morning or lunchtime break or, more urgently, during a lesson. The Head Teacher will decide on a course of action in consultation with the Form Tutor and any other members of staff involved.

Sanctions available

- After-School Detention: This will be imposed when a pupil has either been given an unacceptable number of lunchtime detentions or for a single act of particularly poor behaviour which would not usually be dealt with at Level 1 and 2. After-School detention will be held from 4-5 p.m. The Head will write to the parents explaining the reasons for the detention. This letter will be kept on file. No set number of detentions will warrant an after-school detention. Each case will be considered individually after consultation between the Deputy Head and the relevant member of staff. However, in most cases after a pupil has served two lunchtime detentions, he will be warned by the Deputy Head that a third will result in an after-school detention. After school detentions are recorded electronically on CPOMS and iSAMS.
- If a pupil receives two After-School Detentions in an academic year then the Head of the Junior School will ask to meet with the pupil's parents to warn them that a failure to improve his behaviour may result in the intervention of the Deputy Master Pastoral.

Level 4: Head of Junior School alongside the Senior Deputy or the Master

Cases involving serious misconduct will be decided upon by the Head of the Junior School in conjunction with the Senior Deputy or the Master.

A Junior School pupil who is found guilty of serious misconduct may be liable to either fixed-term or permanent exclusion. (A fixed-term suspension may also be referred to as "suspension".)

Serious Misconduct

The following is a non-exhaustive list of behaviour that the College regards as serious misconduct:

- violent or threatening behaviour
- indecent, offensive, abusive, bullying or harassing behaviour
- involvement with illegal drugs, psychoactive substances or associated items (which includes testing positive for illegal drugs) – *see also the Drugs Policy*
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- criminal or illegal behaviour
- misbehaviour that deliberately or recklessly causes pain or injury to another person
- serious or repeated breaches of the College Code of Conduct
- serious breach of any of the College's rules, policies or procedures
- taking property belonging to another person (which may include the College) without consent
- deliberate or reckless damage to property
- cheating in an examination
- dishonesty with staff
- serious rudeness to a member of staff or other adult with whom the pupil has contact or dealings in the course of a College-related activity
- a serious or repeated refusal or failure without good cause to comply with a reasonable request or instruction given by a member of College staff
- breach of a behaviour contract signed by the pupil
- serious misuse of the College ICT facilities or equipment
- serious breach of the Acceptable Use Policy for Pupils

Furthermore, serious misconduct which affects the welfare of individual(s) within or outside the College community or which brings the College into disrepute (single or repeated episodes) on or off College premises may lead to the application of the procedures in this policy.

2. Monitoring, Communication and Recording

2.1 Monitoring

The behaviour of pupils is constantly monitored in order to identify patterns of behaviour and ultimately improve behaviour through new initiatives. Monitoring is carried out in the following ways:

- Individual notes made by Form Tutors. Form Tutors are, in the first instance, responsible for the pupils' pastoral care and are keen to establish a strong partnership with parents. This relationship is seen as essential in promoting maintaining good behaviour.
- Discussion between teachers at weekly Year Group meetings;
- Discussion between teachers at the weekly staff briefings;
- Discussion between the Head, Deputy Head and Director of Studies at the weekly SMT meeting;
- Informal conversations between teachers and the Deputy Head;
- Meetings between pupils and the College counsellor and parents and the College counsellor;
- Identification of those pupils whose behaviour constitutes a 'cause for concern'. Where appropriate, a record is put on CPOMS.
- Half Termly reviews of pupils identified as 'cause for concern' by the Deputy Master Pastoral, Head and Deputy Head.

2.2 Communication

There is an email template available to staff to pass on any pastoral concerns which allows all staff to let all other staff who teach that child as well as the SMT and the office of any incidents or issues, which may affect the child's education and wellbeing (this could be academic, pastoral, health or social). Children are also mentioned during briefing to remind staff of current or new issues.

2.3 Recording

- All Warnings are recorded on iSAMS. Detentions are recorded electronically on CPOMS and iSAMS.
- Incidents and communication concerning behaviour or pastoral welfare are logged electronically on CPOMS. Any safeguarding concerns are referred to a Designated Safeguarding Lead.
- Incidents of bullying are recorded on the *Child on child abuse form*. A copy of this form is emailed to the PA to the Deputy Master Pastoral and Co-curricular, who maintains a log and files the record on CPOMS.

- In order to ensure that pupil transition is smooth up to the Lower School, records of serious offences will be passed onto the Head of the Lower School. Other pastoral and behavioural details will be given during transition meetings between the Head of the Lower School and the Head of the Junior School.

Policy Owner: Head of Junior School
Last Reviewed: September 2022
Date of Next Review: As required (and no later than September 2023)