

# Behaviour Policy

*'We intend to establish a school for the Lord's service. In drawing up its regulations, we hope to set down nothing harsh, nothing burdensome. The good of all concerned, however, may prompt us to a little strictness in order to amend faults and safeguard love.'* (Rule of St Benedict Prologue 45-47)

## Principles

Expectations of good behaviour at Downside are rooted in the vision of Christian living provided by the Gospel and the Rule of St Benedict. Good behaviour emerges from the daily life of work and prayer that characterises an ordered, Benedictine community. The good of the person and the community is found in our turning towards God and our neighbour in a spirit of love. Desire for the good of the other characterizes our community and, as St Benedict says, all must:

foster [this] with fervent love: they should each try to be the first to show respect to the other, supporting with the greatest patience one another's weaknesses of body or behaviour, and earnestly competing in obedience to one another. No one is to pursue what he judges better for himself, but instead, what he judges better for someone else.....Let them prefer nothing whatever to Christ, and may he bring us all together to everlasting life. (RB, 72: 3-7, 11)

The Downside School Behaviour Policy is designed to ensure an acceptable standard of behaviour in and around the school and on any school activity. It is based on clear values which the school promotes; these include self-discipline, a sense of responsibility, a proper regard for authority, respect for and celebration of difference in others, and a sense of service to the community. It places emphasis on the positive behaviour to be expected and rewarded, as well as prevention of what is unacceptable. At its heart is the promotion of a good learning and teaching atmosphere in which all pupils can realise their potential. The policy safeguards and promotes the welfare of all pupils, protecting them from all kinds of discrimination and harassment. It recognises the duty of the school to promote race equality and to take action to tackle inequalities and discrimination of any kind that are identified. It relies on a culture of mutual respect between parents, pupils and staff,

and it has been drawn up in consultation with the school community. It will be subject to regular review.

The Behaviour Policy has seven elements:

- Living at Downside
- Expected Behaviour at Downside School – a code to be promoted, taught and enforced
- A System of Rewards for Achievement, Effort and Good Behaviour
- Sanctions Policy
- A Statement of Roles and Responsibilities
- The School's Policy on Searches
- The School's Policy on Restraint

It is important that this policy be read and applied in conjunction with other school policies and programmes, published separately in the Staff Handbook and Parents' Handbook.

Specifically these are:

- Child Protection Policy
- Regulations
- Anti-Bullying Policy
- Alcohol, Drugs and Smoking Policies
- Problems and Complaints Procedure for pupils (Blue Book)
- Complaints Procedure for Parents (Parents' Handbook)
- Procedure for Appeal against Expulsion (Expulsion policy)
- PSHCE Programme
- Pastoral Care Handbook
- Action to be taken in the event of classroom misbehaviour
- Detentions

## **Living at Downside**

'Let none follow what seems good for himself, but rather what is good for another.' (*The Rule of St Benedict*, Chapter 72.)

1. The highest values are love of God and love of neighbour. As 'a school of the Lord's service', Downside is a place where you come to learn and to work. St Benedict tells us that 'idleness is the enemy of the soul': the better the work, the more satisfying your life will be.

2. Gratitude is due to God, who has given us the things of this world for the service of one another and for his glorification. Take pride in keeping the school tidy and clean, and in avoiding any needless work.

3. Courtesy is expected of everyone at Downside. Respect is due to younger pupils as much as to your elders.

4. Friendliness and respect have long distinguished the relations that exist between adults and pupils at Downside. Downside pupils are particularly noted for the open and spontaneous way in which they greet adults. Everyone at Downside should be addressed with courtesy and with the correct title. In that way they will conform to the Rule, which says: "They should try to be the first to show respect for each other." (RB63,17)

#### *The Abbot and the Monks*

The Abbot should be addressed in speech as 'Father Abbot' or 'Father'. Monks who are ordained priests are addressed as 'Father N.' or 'Father'. Other monks are addressed as 'Brother N.' or 'Brother'. There is also an old Downside custom amongst pupils of addressing all monks as 'Sir'.

#### *The Academic Staff*

Academic Staff should be addressed by their surname and appropriate title, e.g. Dr N., Mr N., Mrs N., Miss N. Alternatively male staff should be addressed as 'Sir' and female staff as 'Ma'am' (pronounced as 'jam' not 'farm').

#### *Non-academic staff*

The same principles apply to non-academic staff as to academic staff. Nursing staff may be addressed as 'Sister N'.

#### *Pupils*

Pupils should normally be addressed by their Christian or Forenames, except when common sense indicates otherwise. Roll-calls are more easily conducted with surnames.

5. If you are seated, you should rise to meet any adult who wishes to speak with you. On stairs and in doorways, you should stand back to allow an adult to pass. Do not run in the corridors because this is not only dangerous but also threatening to other people.

6. If visitors to the school seem to be lost, be quick to greet them or to offer help. Remember to treat visitors with consideration and

friendliness, not only when they are on their own but also when they are in the company of the Head Master or a member of staff. Call to mind Our Lord's words: 'I was a stranger and you welcomed me.' (Mt. 25:35)

7. Good manners are especially noticeable when the school is gathered in large numbers at Mass or the Head Master's Assembly, when it forms an audience at debates, in the theatre or on the playing fields. Appropriate behaviour in the Abbey Church is particularly important. St Benedict tells us that the oratory must be 'simply a place of prayer' (RB 52). Avoid unnecessary noise or conversation in the Abbey Church, where the only sounds should be those of praise. Each person is responsible for ensuring that others are free to use the Abbey Church for prayer.

8. Dressing well is a mark of self-respect and shows consideration for others. Take pride in wearing the school uniform properly.

9. Respect is due to other people's property. Any misuse of others' belongings destroys the trust that is essential for a peaceful community. Always report suspected instances of vandalism or stealing, so that trust can be maintained.

10. Bullying causes serious distress, and is an affront to Our Lord's command: 'Whatever you wish that men would do to you, do so to them.' If you are being bullied, do not hesitate to turn to others for help: bullying flourishes where there is fear and secrecy.

The Downside Rule:

The priority of a Gregorian is duty to others. He/She is obliged to act with courtesy and common sense for the good of the community. Any behaviour that causes discomfort, distress or danger does not conform to the rule.

## **Expected Behaviour at Downside School**

Downside School is a community where the welfare of all is protected and promoted. To this end certain standards of behaviour are expected of all pupils in and around the school, and on any school activity or trip. These expectations are promoted and reinforced, within the overall school behaviour policy, by a system of rewards and sanctions.

**We expect everyone to:**

## **Show respect for others**

- Show good manners, tolerance, regard for authority and for individual privacy
- Celebrate difference and diversity in others
- Show respect for the Catholic religion, the Abbey Church, and for those of different faiths
- Follow and support the school's anti-bullying policy
- Avoid bad language and any behaviour which might cause offence

## **Strive for self-respect**

- Be trustworthy, honest and tell the truth
- Attend and be punctual at all School obligations
- Keep yourself safe and healthy by proper appreciation of risk, by regular exercise and by avoiding harmful substances
- Be self-disciplined and committed
- Take pride in your appearance

## **Make a positive contribution**

- Take pride in your membership of the school and be its ambassador
- Engage with and commit to a wide range of activities
- Think how you can serve the school community
- Participate in decision-making about how the school is run
- Support activities to help the wider community outside school

## **Enjoy and achieve at school**

- Value achievement
- Take responsibility for your own learning and academic progress
- Help promote a positive learning atmosphere in the classroom and elsewhere
- Develop your own skills and interests by full participation in co-curricular activities
- Prepare yourself for life after school by developing good work habits and social skills

## Respect property and the environment

- Respect the property of others
- Look after the fabric and property of the school
- Think 'green' in your attitude to the school and wider environment
- Respect other people's working and living environment by avoiding undue noise
- Avoid dropping litter and pick it up when you find it.

## A system of rewards for achievement, effort and good behaviour

It is important to establish a culture in which praise and encouragement far outweigh the frequency of punishment and admonition. Rewarding pupils for achievement, effort and positive behaviour motivates them and creates the best climate for effective teaching and learning. The school wishes to take pride in celebrating the success of its pupils and in communicating this success to them and to their parents.

To this end a system has been established to promote rewards for achievement, effort and behaviour. The key elements of this system, which are not intended to be exclusive, are:

- Frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement
- School prizes and awards for all kinds of achievement
- Awards made by the Head Master at assemblies
- Award of merits and distinctions for examples of academic excellence (see separate procedures)
- Regular communication to parents of 'good news' and specific rewards

Specific rewards by House or School:

House	Half-colours, colours and caps
	Letters of commendation from HsM for house activities,
etc.	Prizes for room tidiness, outstanding contribution to the
House	Trophies

<b>School</b>	Merits
	Games half-colours, colours, caps
	Prizes
	Academic points

It will be the responsibility of the Senior Management Team to monitor the efficacy of its system of rewards.

## **Sanctions policy**

***“ To be loved more than to be feared” - Rule of St Benedict  
64:15***

At Downside, we aim to foster self-discipline among the pupils. Often a word of admonition from a member of staff will be sufficient to modify unwanted behaviour. However, in more serious circumstances, there is a range of punishments which may be used. A number of other policies also deal with the possibility of punishments, namely: Alcohol Policy, Drugs Policy, Policy on Smoking, Restraint Policy, and particularly the Rule and Regulations.

Frequently, restorative punishments may be used, for example, where property is damaged, a charge may be made. An apology will usually be required, either oral or written.

Privileges may be withdrawn. For example, pupils may be withdrawn from trips.

### **In the classroom:**

A pupil may be asked to wait at the end of a lesson in order for the teacher to explain why certain behaviour is unacceptable.

Detention may be given for incomplete or inadequate work, or misbehaviour.

A concern slip may be sent to the pupil's tutor.

A pupil may be asked to see the teacher at another time, convenient to the teacher.

A pupil may be asked to see the Head of Department or Director of Studies.

In cases of severe disruption, a pupil may be removed from the classroom situation, to be spoken to away from the other pupils. In cases such as these, the Head of Department, and others, will be informed, and may be involved in any sanction given.

### **Around the School:**

Where behaviour around the school is concerned, a pupil is most likely to be referred to a Tutor, HsM or Director of Pastoral Care, who will then determine an appropriate punishment.

### **In Houses:**

House Prefects may give punishments as agreed with the HsM.

House staff may administer punishments, as follows:

- Gating
- House detentions, either in House or on Saturday evening
- Domestic chores around the House may be given
- Dress report
- Punctuality report

### **Other Punishments:**

Sixth Form Academic Detention on Thursday afternoon

HsMs' Detention on Thursday afternoon or Saturday evening

Litter collection or other appropriate community service

Old House Gating administered by the Director of Pastoral Care

School Prefects may give a gating card

Suspension: Deputy Head or Director of Pastoral Care in his absence

Exclusion: Head Master

### **Plunkett**

Particular to the age group of children in Plunkett:

Pupils may be sent to bed early.

Pupils may be asked to read for a short time (up to half an hour) in a quiet place, if they will not settle at night time.

The school reserves the right to investigate matters which occur outside school, if it feels that they are relevant to life within the school.

The school reserves the right to act reasonably in administering other punishments, as a reasonable parent might do.

Punishments will be recorded in House punishment books, in the detention register or on the serious incidents register. In cases of serious incident, a note will be placed in the pupil's file and parents will be informed by letter and/or by telephone.

## **Roles and Responsibilities**

**All members of the Common Room and House pastoral teams** have a responsibility to maintain school discipline and manage the behaviour of pupils. They must have realistic expectations of pupil behaviour, and be prepared to talk through and engage with issues of behaviour before thinking of applying sanctions. They are encouraged to ask for help from more senior and more experienced colleagues to resolve difficulties.

**House Masters and Mistresses and their Assistants** have a responsibility for the safety and behaviour of pupils in their Houses. They are expected to maintain good House discipline, to help pupils develop self-discipline, and to encourage and reward effort and achievement in all spheres of school life. They will be the first and main point of contact with parents and staff about all aspects of a pupil's behaviour and development. They will be informed and consulted by all members of staff about issues involving pupils in their House. The Deputy Head Master will consult them on any issue that might lead to a pupil's suspension. They must develop a clear system of House rewards and sanctions in line with the guidelines above. They must keep records of any sanctions imposed on a pupil at the House level. They should request welfare plans from the Director of Pastoral Care for those pupils who may be in danger of permanent exclusion, developing such plans in consultation with him.

**The Director of Pastoral Care and the Director of Studies** have responsibility for helping members of the teaching staff to develop good strategies for classroom management. They will liaise with Heads of Department, who have a particular responsibility to manage the behaviour of pupils in lessons in their department, on any issues arising from this. They will ensure that the induction of any new staff will include specific reference to this policy and how it works.

**The Director of Studies** will develop procedures for the award of Merits, Distinctions and Head Master's Commendations. He will also ensure that the reporting system encourages and notes special effort

or achievement, but also draws attention to concerns about poor behaviour or unacceptable work. He will from time to time be asked by HsMs to see pupils whose work is unsatisfactory or who are in danger of failing exams.

**The Director of Pastoral Care** is responsible for managing day-to-day issues of discipline and behaviour within the school. He will review the effectiveness of this and associated policies at regular intervals, using some kind of behaviour audit to identify recurrent problems. He will promote the 'Expected Behaviour' code and the whole of this policy to pupils, staff and parents. He will publish procedures in relation to sanctions and organise supervisory rotas. He will keep records of all detentions and major disciplinary incidents. He will keep the Deputy Head Master informed of any significant issues of behaviour which arise. He will ensure that induction procedures for House staff and parents include reference to this policy and how it works. He will ensure a consistency of pastoral and disciplinary approach in all the Houses. He is responsible for the promotion of positive behaviour among pupils.

**The Deputy Head Master** is responsible to the Head Master for overseeing standards of discipline within the school. He will determine the main principles behind any behaviour policy and ensure that it does not conflict with other school policies. He will determine all issues of suspension. He will ensure that parents are aware of this Behaviour Policy.

**The Head Master** determines all cases of permanent exclusion, and is responsible for ensuring that the school's Behaviour Policy takes account of the requirements of the Governors.

**The Governors** endorse the principles underlying the policy and require the Head Master to ensure appropriate standards of discipline within the school.

### **Searching a Pupil's Room or Person**

Downside School has the duty to 'safeguard and promote the welfare of children' (National Minimum Standards for Boarding Schools). In exercising this duty it will pay proper attention to the right of privacy set out in Standard 37 of the NMS, but there will be occasions on

which it is necessary to search the person, belongings or room of a pupil. These instructions set out the circumstances in which such searches can be carried out and the means by which they should be done.

The only people in the School who can carry out any such search are the Head Master, Deputy Head Master, Director of Pastoral Care, or the House Master/Mistress of the pupils concerned. In exceptional circumstances the Head Master or Deputy Head Master may authorise others to carry out such a search. This policy would apply on authorised school trips where school rules are in force. 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. Affected pupils' parents should always be contacted after any search, regardless of the outcome.

### **Searching a Pupil's Person**

Personal searches must be avoided. If a pupil is suspected of carrying an unauthorised item, such as alcohol or cigarettes, they should be asked, in the presence of a second adult witness, to turn out their pockets or their bag. Under no circumstances should staff touch the pupil or carry out any search of clothing. If a pupil refuses, their parents should be contacted to persuade them to co-operate or, alternatively, the pupil can be disciplined as if they were in possession of the suspected items.

If, more seriously, possession of illegal drugs or weapons is suspected, it is still inappropriate to carry out a personal search. The pupil should be asked, again in the presence of an adult witness, to turn out their pockets or bag. If they refuse, the first step is to inform their parents to ask them to persuade them to co-operate. If this fails and possession of such items is still strongly suspected, they 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.

### **Searches of a Pupil's Personal Property**

There may be circumstances in which staff wish to search a pupil's personal property, such as a bag or locked box. No such search may be carried out without the consent of the pupil concerned. This need for consent is applicable even in the case of suspected drugs or weapons. If the pupil refuses consent, staff should either notify parents to ask them to persuade their child to give consent or they

should consider, in the case of more serious items, calling the police. If the pupil is taken away, then staff must await his return to obtain consent to any search. Any such search must be witnessed by a second adult and also, ideally, the pupil concerned. Proper records should be kept.

### **Searches of School Property**

Those authorised to carry out searches may search school property, such as a pupil's room, locker or desk, if they believe that, for instance, illicit materials, illegal drugs or weapons, or stolen property is stored there. Prior consent should always be sought, but individuals should be made aware that the School may still proceed with a search 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.

If in either case above the pupil refuses to consent, the next step should be to inform the parents to make them aware of the circumstances and to ask them to persuade the pupil to co-operate. In extreme circumstances the police should be called. Searches of school property should not be carried out in the absence of a pupil unless the circumstances are such (for instance the suspected presence of drugs or weapons) as to make such a search warranted. In such cases authorisation to carry out the search should be obtained from the Head Master, Deputy Head Master or Director of Pastoral Care. Forcible entry into locked school property is only justified in extreme circumstances and would also need the authorisation of the Head Master or Deputy Head Master.

### **School Trips**

School policy states that school rules 'apply in the holidays during any organised school activity'. There may therefore be occasion to carry out a search on a school trip. If this occasion arises the adult in charge of the trip should make an effort to contact either the Head Master,

the Deputy Head Master of the Director of Pastoral Care to obtain authorisation. 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.

## **POLICY FOR PHYSICAL RESTRAINT**

### **Definition for the purpose of this policy**

“Physical Restraint” is defined as a judicious control measure used with a resisting child in order to control movement, location and behaviour such as violence or abuse to persons, self or property.

### **Background – Legal Framework**

The Department of Health Guidance on permissible forms of control in children in residential care, 1993 explains –

- physical restraint as “...the positive application of force with the intention of overpowering the child. That is, in order to protect a child from harming him/herself or others, or seriously damaging property. The proper use of physical restraint requires skill and judgement as well as knowledge of non-harmful methods of restraint. The onus is on the teacher/carer to determine the degree of restraint appropriate and when it should be used.”
- injury as “..significant injury. Includes actual or grievous bodily harm, physical or sexual abuse, risking the lives of or injury to self or others by wilful or reckless behaviour and self- poisoning”.

In general, the rule is that any person who touches another person without his or her consent commits an unlawful act. But DfEE circular 10/98, The use of Force to Control or Restrain People, states “that physical restraint is necessary if the purpose of the physical restraint is to prevent an immediate danger of injury to any person, or an imminent danger to the property of any person (person includes the Student).”

It must be possible to show that, unless immediate action had been taken, there were strong indicators that injury or damage to property would follow.

## General Principles Governing Intervention to Maintain Control

A distinction must be maintained between the use of one off intervention, which is appropriate in the particular circumstances and using it repeatedly as a regular feature of a regime.

Physical restraint should be used as a last resort when other strategies have failed. It should serve to de-escalate or prevent a potentially violent situation. It should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

Staff must be able to show that the method of intervention was in keeping with the incident that gave rise to it. The degree of and duration of any force applied must be proportional to the circumstances. The potential for damage to persons and property in applying any form of restraint must always be kept *in view*. Escalation should be avoided at all costs, especially if it would make the overall situation more destructive and/or unmanageable.

The age and competence of the student should be taken into account when deciding what degree of intervention is necessary. The means of control should be appropriate to that particular student.

An adult using restraint will often escalate the emotional arousal of the person being restrained. A student is not necessarily in a position of being responsible for their actions during or immediately after restraint and injury is caused (behaviour is out of control, not a planned incident). It therefore should not in itself be a cause for an exclusion as the context has contributed to the incident.

*The use of restraint will often escalate the emotional arousal of the person being restrained. A student cannot necessarily be held responsible for his/her actions during or immediately after restraint. Such actions should not therefore in themselves be grounds for exclusion.*

A student must never be asked to restrain another student.

## Procedure for the Exercise of Physical Restraint

1. Staff should have good grounds for believing that immediate action is necessary *to* prevent a student from significantly injuring him/herself or others, or causing serious damage to property.
2. Staff should take steps in advance to avoid the need for physical restraint, eg through dialogue and diversion, and the student should be warned orally that physical restraint will be used unless she/he desists.
3. Physical restraint must not be used in anger. When it becomes apparent that a student is not responding to verbal instruction and a violent incident is imminent, the member of staff, wherever possible, should call for assistance before engaging in physical restraint. Calling for support and assistance should not be considered as a personal failure, *but should be viewed as an essential step in order to provide a witness for any incident in addition to providing assistance.*
4. When it becomes necessary to restrain a student, the member of staff should continue to talk to the student in a calm manner offering choices and time for the student to become calm. Making statements such as “I will let you go as soon as you are calm” or “as soon as I know you are safe” may help to resolve the situation.
5. Only the minimum force necessary to prevent physical injury or damage should be applied. Particular care must be taken to avoid inflicting any unnecessary pain or injury.
6. Restraint must not involve deliberate, painful or dangerous procedures. It should:
  - i) Never interfere with breathing, blood supply or genital areas
  - ii) Never hold the head, throat or fingers
  - iii) Never hold wrists at the joints

The hold should be discontinued as soon as the situation is deemed safe.

7. When using physical restraint members of staff have a responsibility to ensure that means other than force have been attempted or are proving impractical.
8. As soon as it is safe, restraint should be gradually relaxed to allow the student to regain self-control. The student should be told what will happen next to calmly reassure them, for example that you are going to release the hold and want them to stay quietly with you. Restraint should be an act of care and control, not punishment.
9. The circumstances and justification for using physical restraint must be recorded immediately or as soon as possible, but no later than the next working day.
10. The member of staff must inform the Head Master and the Deputy Head Master as soon as possible of the incident. The student's view should also be recorded as soon as possible, preferably on the same day.
11. If a member of staff or student has suffered an injury this must be reported and recorded at the Health Centre and a record of the injury should be passed on immediately to the Assistant Bursar.
12. The Head Master or Deputy Head Master will discuss the incident with the teacher within 24 hours. A written record should include marking on a diagram to show where restraint has been used, the duration of the holding and a note of any potential injury to staff or student.
13. The Head Master/Deputy Head Master or housemaster will inform parents of the incident and allow the opportunity to discuss it.
14. Counselling may be needed for staff who have been distressed by the incident. Following the incident the student should be counselled on the reasons why it was necessary to restrain him/her.

## **Legal Consequences of Inappropriate Physical Restraint**

Unreasonable or excessive use of force may result in criminal proceedings for assault. Civil proceedings for damages for trespass to the person may also be instituted. Additionally, disciplinary proceedings may be taken against the staff member for unreasonable or excessive use of force.

No guidelines can cover every eventuality. Staff are expected to make their own professional judgements in the light of this guidance. Staff can then expect to be supported when an action in good faith follows from such judgements.