



## **POLICY ON PROMOTING GOOD BEHAVIOUR (INCLUDING REWARDS, SANCTIONS AND EXCLUSION)**

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### **Aim**

Life and work at The Royal Ballet School are built on the principles of mutual respect and care for one another. Our students are encouraged to work hard, to support each other, to co-operate with both staff and their peers and to value both their own achievements and those of others. Students must be challenged to perform at their best in all areas of School life.

The aim of this policy is to:

- a) promote good behaviour, self-discipline and respect
- b) promote excellent working habits including the completion of assigned work
- c) provide appropriate rewards and sanctions to help students meet the School's high standards
- d) help all students to be aware what are acceptable behaviour and attitudes and what are not.

This policy should be read in conjunction with the Anti-bullying Policy, both of which will be published annually to parents, members of staff and students. The policy is written with reference to the DfE guidance in *Behaviour and Discipline in Schools: a guide for head teachers and school staff* (April 2012) and takes account of the School's duties under the Equality Act 2010.

### **School Ethos**

The School aims to provide artistic and academic training of the highest calibre in a caring environment, offering all students a positive learning experience. The School has high expectations of behaviour and seeks to encourage good habits from the moment a student enters the School.

We expect the School to be a place:

- a) where rules and guidelines balance individual needs and the needs of the whole community
- b) self-discipline is promoted and good behaviour is the norm
- c) rewards and sanctions are applied fairly and consistently
- d) a high priority is given to the safeguarding of students and the promotion of their welfare.

We also expect the School to be a place where each individual student is:

- e) respected, and their individuality valued
- f) encouraged to achieve
- g) listened to
- h) not discriminated against because of their ethnic origin, gender, sex, culture, religious belief or because of any family responsibilities they have
- i) encouraged to develop as a person, make progress, work hard, and think for themselves
- j) encouraged to learn how to look after themselves and to grow in independence
- k) helped to prepare for a career as a dancer and beyond
- l) not discriminated against because they have made a complaint about the School.

We expect students to:

- a) respect others

- b) take responsibility for themselves
- c) work hard
- d) avoid aggressive or bullying behaviour
- e) put their point of view sensibly and sensitively
- f) accept School rules and constructive criticism or correction
- g) learn to deal with things when they go wrong
- h) work in partnership with teachers and other staff to develop their own abilities and ideas
- i) think and work creatively.

## Responsibilities

### Governors

The Governors are responsible for setting the general principles that inform behaviour policy at the School.

### SMT

The Director's role is to decide and promote the standard of behaviour acceptable to the School, taking account of the governing body's principles, and to ensure that standards are maintained consistently throughout the School. The Academic and Pastoral Head and the Head of Lower School have the day-to-day responsibility for promoting good behaviour and maintaining discipline in the School, which will include making rules and establishing rewards and sanctions. Members of SMT will provide guidance to members of staff on managing and improving students' behaviour consistently and fairly, and support members of staff in disciplining students.

Allegations against teachers and other members of staff will be dealt with quickly, fairly and consistently in a way that protects the student and supports the person against whom the allegation is made. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

### Members of staff

All members of staff are expected to promote good behaviour and respect for others. In part they will do this by themselves adhering to high standards of practice in their dealings with students, other members of staff, parents, governors and others visiting or in contact with the School. Well-planned and suitably challenging lessons make a major contribution to good discipline, as does applying all rewards and sanctions fairly and consistently. All members of staff have the power to report or discipline students whose behaviour is unacceptable, who break School rules or who fail to follow a reasonable instruction. All members of staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour.

To a large extent, good behaviour in a classroom or studio depends on the teacher. Students will behave better if they feel that they have clear tasks which they are capable of achieving, and if they can take some responsibility for their own learning. Good discipline is greatly assisted by good organisation. Few problems arise when teachers:

- a) are on time and lessons are properly prepared
- b) clearly know what they are doing and how they intend to do it
- c) are confident of their own knowledge and understanding
- d) set high standards
- e) set work which is appropriate to the students' abilities
- f) ensure that seating arrangements are suitable and that potentially troublesome students are separated and within easy view
- g) set out simple rules regarding student discussion and participation in lessons, about how and when students are allowed to move around the classroom and about what they should do when they complete set tasks
- h) set work regularly
- i) give clear instructions about when work is to be done and handed in

- j) ensure that worksheets and other handouts take account of reading ages and are clearly printed
- k) ensure that materials needed for the lesson are ready and easily available
- l) keep external interruptions to a minimum
- m) mark work promptly, with clear indications of how the students can improve
- n) give students regular feedback on their progress.

## **Students**

Students sign the behaviour code on entry to the School, and are expected to abide by it. They should at all times comply with School rules, respect people and property, and behave with courtesy and consideration towards each other and anyone else with whom they come into contact. Students may comment on rules and behaviour through the School Councils. Behaviour which does not allow constructive teaching and learning is totally unacceptable.

All absence from lessons must be explained and unexplained absence will be followed up.

## **Parents**

Parents should encourage their children to show respect to everyone with whom they come into contact, and should support the School's authority to discipline the students.

# REWARDING GOOD BEHAVIOUR AND ACHIEVEMENT

## Introduction

Recognising and rewarding good behaviour is an essential process in the development of an orderly and happy School. Praise and encouragement, with good humour, will always be the most effective way of building success. A great deal can be achieved through simple informal processes: a word of encouragement from the classroom teacher or on homework for a student who has made a good effort or who has improved upon previously unacceptable behaviour can give great motivation to continue the efforts. Good work should be put on display and notice boards used to record achievements.

## LOWER SCHOOL

There are specific opportunities for giving students public praise:

### Assemblies

Certificates and awards can be presented in an assembly.

### Commendations

Academic, ballet or House staff may award Commendations to students for individual achievements, whether these are single cases of good work, community service or exceptional helpfulness, or for sustained effort or achievement over a period of time. Students on 'Success Maker' can earn Commendations for the completion of key tasks. The Head of Lower School keeps a record of Commendations. Any student gaining five Commendations in a term will be rewarded with a book token (Years 7, 8 & 9) or a HMV voucher (Years 10 & 11) at assembly.

### Progress and Excellence Prizes

Prizes for progress and for excellence are presented to each year group at the end-of-year assembly. Year group leaders are responsible for consulting all subject teachers before selecting the students and submitting their names to the Head of Lower School: they are also expected to choose and obtain the necessary books in consultation with the School Secretary.

Prizes are awarded for academic progress and excellence, ballet progress and endeavour, and for Yr 7-8 Sports, Yr 9 Art sketchbook, Yr 7, 8 and 9 History of Ballet.

### Inter-House Shield

The shield is awarded annually to the House with the best aggregate score in the year's Inter-House competitions. It is presented at the end-of-year assembly.

### Choreographic competitions

Junior and Senior Awards are made.

### Other Awards and recognition of achievement

A range of other awards is made as appropriate throughout the year: examples include the Music Competition, Inter-House Swimming Gala and ballet performance awards.

## UPPER SCHOOL

Most rewards come from teachers' praise, and from the students' sense that they are making progress and developing well. Awards for academic and artistic excellence and progress are presented to students from all year groups at Graduation.

## **MANAGING POOR BEHAVIOUR**

### **Introduction**

Where poor behaviour does occur, it is important to react quickly and calmly to exert authority and restore good order as quickly as possible. The School has the legal authority to impose reasonable punishment where necessary but it is also important to assess, objectively and honestly, the reasons if any for the bad behaviour and to work to eliminate these.

A number of general rules apply:

- a) Over-reaction can provoke an escalation of an already difficult situation
- b) We should avoid the punishment of whole groups of students unless there are exceptional circumstances
- c) We may pick out 'ringleaders' if appropriate but should not make individuals the scapegoats for a class or group
- d) We should not use punishments which are humiliating or degrading, such as sitting in silence
- e) We should not send students out of the class unless there are exceptional circumstances
- f) We must make sure that punishments are proportionate.

Simpler problems may be resolved in less formal ways:

- a) Moving students within the classroom or isolating an individual from a peer group
- b) Seeing a student at the end of the lesson or during some suitable free time in the day
- c) Referring a student to a more senior member of staff
- d) Contacting parents and discussing the problem with them; this should always be done after consultation with a member of SMT.

### **Sanctions**

Promoting good behaviour may involve imposing sanctions to bring home to the student that their behaviour has fallen short of what the School expects. The sanctions must be reasonable, proportionate in the circumstances and must take into account the student's age, any special educational needs or disability and any religious requirement affecting them. If the behaviour gives cause to suspect that a student is suffering or likely to suffer significant harm, members of staff should follow the Safeguarding and Child Protection policies. The School must act reasonably in imposing any disciplinary sanction. The School must allow reasonable time for students being punished to eat, drink and use the toilet. The School must also consider parental and student travel arrangements, although it does not matter if making these arrangements is inconvenient.

### **LOWER SCHOOL**

Sanctions are recorded on weekly sheets signed off by the Head of Lower School and collated in a sanctions book also signed off by the Head of Lower School. The available sanctions are:

#### **Detention**

Detention is given for poor academic effort: for example if homework is unfinished, poorly completed or not handed in after three warnings. It is held on Saturday mornings unless it is the end of term or Exeat. Any students in detention are supervised whilst completing a written task set by a subject teacher.

#### **Report Cards**

A report card can be issued by the Head of Lower School or the Deputy Head and will usually run for one week. It is given to a student when there has been substantial repetition of a 'problem' and that at least three warnings and further guidance have been put in place.

The card is to assist a student in matters of organization or discipline and is designed to be a positive and constructive aid. Usually the card will require the signature of a member of staff at regular intervals and will, therefore, form an overall picture of the student's week. The card is signed off by the Head or Deputy Head upon completion and kept in the student's file.

Communication with the student's parent is always made before a card is issued and the parent is encouraged to take an active interest in its completion if possible.

### **Community Service**

The purpose of this sanction is to require the student to 'give back' something to the School community in a useful and positive manner. It is held on Saturday mornings unless it is the end of term or an Exeat. Community Service is given if a student behaves poorly after three warnings or for significantly poor behaviour on one occasion.

Students are supervised whilst completing the task set by the Deputy Head of School. All activities must be safe and should never be designed to belittle or disadvantage the student.

Examples are:

- Litter picking in building or grounds (equipment provided)
- Assisting with Library duties (eg, tidying shelves etc)
- Assisting with the cleaning of shoes in Wardrobe.

### **UPPER SCHOOL**

Students who have fallen short of the School's standards in academic classes or in the Houses should be reported to the Academic and Pastoral Head who will see the students involved. In more severe cases the Academic and Pastoral Head will consult the Deputy Director, and they will jointly interview students. Students falling short in dance will see the Director or Assistant Director.

Only the Director, Assistant Director or Academic and Pastoral Head may give sanctions, as follows:

#### **Withdrawal from class**

Students who fall short in their academic work will miss dance class for a fixed period to complete their academic work. Students may be required to complete assigned work under supervised conditions or may be set additional work.

#### **Gating**

Students who have misbehaved in House will be required to stay in the House at Wolf House or their flat at Jebson House from 8 pm to 7 am for 7 nights.

#### **Confiscation**

Members of School staff have the right to confiscate, retain or dispose of a pupil's property if they judge that property to be contributing to poor behaviour or the breaking of rules. The items liable to confiscation include any kind of weapon, alcohol, smoking materials, matches or lighters, pornographic materials, illegal drugs, 'legal highs', stolen items, evidence of an offence, fireworks, the property of other students). This list is illustrative rather than comprehensive. For further details on confiscation and searching please see the Policy on Searching a Student.

#### **Parental consent**

Parental consent is not required for detention, community service or gating.

## **Recording sanctions**

It is important to make sufficient and accurate records of any punishments given; these will enable the school to monitor the behaviour patterns of groups and individuals and to review the effectiveness of individual sanctions.

### **Lower School**

There is a sanctions record book in the Nelson Room and any non-trivial sanctions should be recorded in this. Examples would include – detention, letters to parents, removal of privileges. A record should also be made in the student's individual file so that we can identify any patterns of behaviour which arise in the case of each individual. The Head of Lower School keeps a record of major sanctions.

### **Upper School**

The Academic and Pastoral Head keeps a record of sanctions. All sanctions should be notified to him.

## **Corporal punishment**

Corporal punishment is illegal in all circumstances and is forbidden by the School.

## **Use of reasonable force**

All members of the School staff have the power to use reasonable force to prevent students committing an offence, or injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

## **Behaviour support systems**

The School has a number of programmes and techniques for supporting behaviour management. These can be tailored to suit their needs of the student and will be put in place in full consultation with the parents, the students and professional advisors.

## **Poor behaviour away from School**

The normal School sanctions will be applied to poor behaviour away from School that is witnessed by a member of staff or reported to the School. This includes any behaviour that could have repercussions for the orderly running of the School, or poses a threat to another student or member of the public, or could adversely affect the reputation of the School.

## **Concern for significant harm**

The School will consider whether the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer, significant harm. Where this may be the case, School staff should follow the schools' Child Protection policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School should consider whether a multiagency assessment is necessary.

## **Further guidance**

The DfE guidance on behaviour can be found at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff>

The DfE guidance on 'Use of Reasonable Force – advice for head teachers, staff and governing bodies':

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

The DfE guidance on 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies':

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

The DfE guidance on Exclusions Guidance:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>



## **EXCLUSION**

### **Introduction**

The overwhelming majority of disciplinary offences committed by members of the School are adequately addressed by means of the School's internal sanctions. It occasionally happens that a student's behaviour falls beyond the range of these sanctions. Under these circumstances, it may be necessary to exclude a student from the School. The Director or, in her absence, the Assistant Director must be consulted about all exclusions. Exclusion may be temporary or permanent, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole School community.

### **Temporary Exclusion**

A student may be liable to temporary exclusion at the discretion of the Head of White Lodge or the Academic and Pastoral Head if he or she is in serious or repeated breach of any School regulation.

Some offences are liable to immediate temporary exclusion and include: the misuse of alcohol, repeatedly smoking, bullying, cheating or plagiarism, poor or provocative behaviour. This list is illustrative rather than exhaustive.

In all cases where a student is temporarily excluded, he or she will be given a Formal Warning, which includes a warning as to the consequences if there is repetition of the behaviour which led to the temporary exclusion. In some circumstances a student will be given a Final Warning, which means that any repetition of the offence or any other serious breach of School regulations may lead to expulsion.

Any student who has been temporarily excluded is expected to remain fit to dance and to keep up with all his or her academic work during the period of suspension.

### **Permanent Exclusion**

A student may be liable to permanent exclusion at the discretion of the Director or, in her absence, the Assistant Director if he or she is in serious or repeated breach of any School regulation. A student will only be permanently excluded after consultation with the Chair of Governors.

Some offences that may lead to immediate permanent exclusion including: the sale or use of illegal drugs, the serious or repeated misuse of alcohol, engaging in a sexual relationship, acting in a way that endangers the safety of other people, wilful damage to property, theft, breaking out of a boarding house, behaviour likely to bring the School into disrepute or the breaching of the terms of a Final Warning. This list is illustrative rather than exhaustive.

Any student permanently excluded may not enter the School grounds for a period of time stipulated by the Director: the only exceptions will be if the student is part of a group from his or her new school on an official visit to the School or if the student is allowed to take public examinations at the School.

When a student has been permanently excluded, the School makes every reasonable effort to assist that student in finding a place at a new school.

### **Malicious accusations against school staff**

Any student found to have made a malicious allegation against a member of staff will see the Director and will be excluded. The Director, in consultation with the Chair of Governors, will decide whether the exclusion is temporary or permanent.

### **Continuing Education**

Parents must take responsibility for their son or daughter if they are excluded. The School will provide suitable full-time education for any student excluded for more than five days, and parents must ensure that their son or daughter participates in this. The School and parents will discuss the re-integration of a student after a temporary exclusion.

## Appeals

Parents are entitled to appeal to the governing body against any exclusion. A letter stating the intention to appeal should be sent to the Chairman of the Governing Body at the School. A hearing will be set up as quickly as possible, but within 10 days at the latest. In the case of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

The Governors' decision is final.

## BEHAVIOUR CODE

### In your general behaviour

Required behaviour	Explanation
Speak politely to other pupils and adults.	If you're feeling upset or bad tempered, explain. Most people feel grumpy sometimes and will understand if they are made aware of your feelings.
Do not shout at anybody and avoid being sarcastic or confrontational.	All these ways of behaving upset others and make it much harder to live happily together.
Do not use language which is offensive, abusive or rude.	Such language just reduces the respect others have for you and angers them, making it hard for you to live and work together.
Respect other people's points of view and try to understand them.	People's ideas are different, reflecting their experiences. Rejecting somebody's point of view may seem to them to be a rejection of their family and culture.
If it proves necessary, be prepared to explain your point of view or the reasons for your actions in a patient manner.	This could help to prevent misunderstanding, now and in the future.
Be co-operative, friendly and well-mannered to the people who care for you and teach you.	The house services and care staff have jobs to do and rules to follow just as you do.
Do not deliberately annoy somebody else, in any way.	Doing this upsets many other people and can lead to great unhappiness.
Always try to solve arguments amicably, as soon as possible and preferably before bedtime on the day they occur.	Going to bed distressed can lead to a loss of sleep and another spoilt day. Ask an adult to mediate if necessary.
Do not take advantage of someone in a weaker position than yourself.	Familiarise yourself with The Anti-Bullying Policy
Apologise if you offend or upset somebody.	It will make it easier to get along in the future if the person you have hurt knows that you are sorry.
If you are late, apologise and explain why.	Your teacher will appreciate your politeness.
If you have a problem which is affecting your peace or security at School, find an adult with whom you can discuss it.	Trying to ignore it in the hope that it will go away does not work, it just gets harder to cope with. Be prepared to listen and consider advice, even if you feel you cannot act on it.

### In the dormitory (Lower School) or House (Upper School)

Required behaviour	Explanation
Keep living areas (dormitories, rooms, common rooms, corridors and bathrooms) clean and tidy so that they are pleasant and comfortable to live in.	Put your belongings away in the places provided for you. Put your litter in the bins. Leave the bathroom and toilet tidy after you have used them.
Respect and care for other people's belongings and recognise that every pupil has a right to private space	Do not 'borrow' or move anything which belongs to somebody else. In particular do not use, hide, break or destroy other people's property.
Do not prevent others from doing what they need to do - sleeping at night, having time to bath or shower, using the telephone etc.	There will be times when you will need this consideration and it is easier if this is the normal way to behave.
Be co-operative in completing duties and following routines in the dormitory and carry out house-staff requests promptly and with goodwill.	House-staff have many duties, the most important of which is caring for you and helping you. They cannot do this if all their time is taken up with discipline.

### Throughout the School day

Required behaviour	Explanation
Move about the School in a sensible way; don't run, be ready to help by opening doors and standing back to let people pass.	The more orderly and polite everybody is, the less chance there is of accidents and unnecessary noise.
Keep the School clean and tidy. Don't throw litter and be prepared to pick up any you see.	The School will be a more pleasant place for pupils, staff and visitors.
Follow the rules for the correct School uniform (keeping to summer or winter requirements at Lower School), shoes, make-up and jewellery.	You will feel proud that you look good to visitors.
Check that you have the correct books and equipment for all classes (it's best to do this first thing in the morning).	Your classes will be more productive and you will feel better knowing you are organised.
Be in your classroom or studio, ready to start work, in time for the class to begin.	Time lost at the beginning of classes can make a difference to whether you will understand or not.
Work sensibly and avoid distracting others.	It will keep a good atmosphere in the classroom or studio.
Carry out any request made by a teacher, without delay or argument.	Arguing wastes time for you and the class and makes for an unpleasant atmosphere in the classroom or studio.
Be polite and respectful and pay attention at all times and thank your teacher at the end of the class.	It makes learning much easier if there is a quiet and co-operative air in the classroom or studio.
At Lower School, use your Homework Diary to record work set for you.	It will help you to learn to organise yourself and asking others disrupts prep.
Leave the classroom or studio tidy; clear all your litter (tissues, cuttings etc.) into the bin	You don't want to start your class in an untidy and disrupted classroom so don't leave it like that for others.