



THE ROYAL BALLET SCHOOL

Policy on behaviour, rewards and sanctions

School Ethos

We expect the school to be a place where:

- all individuals are respected and their individuality valued
- where pupils are encouraged to achieve
- where self-discipline is promoted and good behaviour is the norm
- where rewards and sanctions are applied fairly and consistently

The school aims to provide, in a caring environment, artistic and academic training of the highest calibre, offering all students a positive learning experience that is constantly monitored for potential improvement.

Responsibilities

The Director

The Director's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the governing body. The Academic and Pastoral principal and the Head of the Lower school have the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Director is expected to:

- promote self discipline and proper regard for authority among pupils
- encourage good behaviour and respect for others, and to prevent all forms of bullying among pupils
- secure that the standard of behaviour is acceptable
- otherwise regulate the conduct of pupils

All Staff

All staff are expected to encourage good behaviour and respect for others in pupils, and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and demanding lessons make a major contribution to good discipline. Heads of Departments are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Department are well thought out and of a consistently high standard.

Standards of behaviour

- The school has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school.
- All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.
- Punctual attendance at school and lessons is required.
- All students will be allowed to live in the school in an atmosphere that is free from any form of anti social behaviour operated by their peers.
- All absence from lessons must be explained and unexplained absence will be followed up by the appropriate member of staff.



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It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

Through regular discussions at school council meetings the school endeavours to ensure that staff apply all standards consistently and fairly. A behaviour code exists at the Lower School and is signed by all students on entry to the School.

Rewards

Lower School

Commendations

Academic, ballet or house staff can award commendations to students for individual achievements. These achievements can be single cases of good work, community service or being exceptionally helpful. They can also be awarded for sustained effort or achievement over a period of time. Those students on 'Success Maker' can earn commendations for the completion of key tasks. Students then take their commendations, with the work if appropriate, to the Head of Lower School in order for them to be recorded. Any student gaining five commendations in a term will be rewarded by the presentation of a book token (years 7, 8 & 9) or a voucher (years 10 & 11) at the end of term assembly.

Progress and Excellence Prizes

Prizes for progress and for excellence are presented to individuals in each Year Group during the end of year assembly. Year Group Leaders are responsible for consulting all artistic and academic teachers before selecting the students and submitting their names to the Head of The Lower School or the Ballet Principal. They are also expected to choose and obtain the necessary books in consultation with the School Secretary.

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 final assembly in the summer term.

Sports Trophies

A shield is awarded at the final assembly of the year to the student chosen by the PE Department for all-round sporting achievement, progress and commitment.

Other Awards and recognition of achievement.



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- Senior Choreographic Award
- Junior Choreographic Award
- Music Competition
- Inter House Swimming Gala
- Various other Inter-House Competitions and pastoral/boarding House competitions

All rewards at the Lower School are recorded in the student record file.

Sanctions

Sanctions should be applied where necessary to show appropriate disapproval. These should be applied fairly and consistently and should never be degrading or humiliating.

All staff must seek to ensure that punishments are proportionate to the offence, and should enable pupils to make reparation where possible. As far as possible the sanction applied should be as constructive as possible.

The following sanctions may be used in the school in appropriate cases:

Sanctions and Reacting to Bad Behaviour.

Where bad behaviour does occur, it is important to react quickly and calmly to exert authority and restore good order as quickly as possible. Schools do have 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; all staff will need to take into account a number of factors.

- not over-react as it might provoke an escalation of an already difficult situation.
- avoid the punishment of whole groups of students, unless there are exceptional circumstances.
- pick out the 'ringleaders' if it is appropriate, but do not make individuals scapegoats for a class or group.
- make sure punishments are in proportion to the severity of the offence.

Simpler problems may be resolved in less formal ways

- Moving students within the classroom/studio or isolating an individual from a peer group.
- Seeing a student at the end of the class or during some suitable free time in the day.
- Referring a student to a more senior member of staff or to his tutor
- Contacting parents and discussing the problem with them



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Once the decision has been taken to impose some sanction it may take many forms

- Supervised completion of assigned work or the setting of additional work
- Interruption or curtailment of free time
- Detention (Lower School)
- Community service
- Withholding privileges
- removal from the group/class or particular lesson
- withholding participation in educational or recreational visits
- temporary or permanent exclusion

Recording sanctions

It is important to make sufficient and accurate records of the sanctions we use; these enable us to monitor the behaviour patterns of groups and individuals and also to demonstrate, to those agencies that are appointed to regulate schools, that we are using effective and appropriate measures. There is a sanctions record book at both the Upper and Lower Schools and any non-trivial sanctions should be recorded in this; examples of this would include – periods of exclusion from a dormitory or classroom, detention, letters to parents, removal of privileges and temporary or permanent exclusion from school.

All sanctions at the Lower School are recorded in the student record file.

Exclusions

Only the Director can exclude a pupil. Recommendations for exclusion can only be made by the Academic and Pastoral Principal or the Head of the Lower school.

Pupils may be excluded for one or more fixed periods or permanently.

Fixed Periods

For serious but relatively minor breaches of the school's behaviour/discipline policies, pupils can be excluded for one or more fixed term periods not exceeding 45 school days in any one school year.

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, where the continued presence of the excluded pupil in the school would seriously damage the education and welfare of other pupils and staff or if an exceptional 'one-off' offence has been committed, e.g.:

- serious violence, actual or threatened, against a pupil or member of staff



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- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

Drug-related Exclusions

Any decision to exclude in a drug-related case will be based on the criteria spelled out in the school's drug policy.

Alternatives

Before resorting to exclusion the school will normally try alternative solutions:

For example:

- a final warning
- a restorative justice process – whereby the harm caused to the 'victim' can be redressed;

Inappropriate Exclusion

The school does not see exclusion as normally appropriate in the following cases:

- minor breaches of discipline
- poor academic performance
- truancy or lateness
- non-compliance with uniform regulations

Parental Co-operation

Parental co-operation forms part of the contract between the school and all parents of pupils at the school. A refusal to abide by the terms of exclusion may be considered a breach of contract.

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.

The Governors' decision is final.

Continuing Education

The School will continue to provide education for a pupil who remains on roll and in the case of an exclusion of more than 15 days, the school will consider:

- how the pupil's education will continue;
- how his/her problems might be addressed in the interim;
- reintegration post-exclusion

Corporal punishment and restraint

In accordance with the law there is no corporal punishment allowed by the school. However, if authorised by the Head, a teacher, or other member of staff may use 'reasonable force' to prevent a pupil from:



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- committing an offence
- causing personal injury or damage (including to themselves)
- engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time

The Director has authorised all teaching staff to use reasonable force in the above circumstances.

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 in full consultation with the parents, the students and professional advisors e.g. the school nurse or the school counsellor.

Involvement of Parents

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing the Head or Head of Boarding at the Lower School or the Academic and Pastoral principal

Parents are also encouraged to support good behaviour and positive habits in their children through the home/school agreement and through parents meetings.

Involvement of staff

The working of the school's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with pupils in form/tutor group time.

Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action.

Involvement of pupils

The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline and positive work and behaviour patterns.

Discussions in Form/tutor group time will inform the deliberations of the School Council.

All staff but particularly year group leaders and form Tutors are responsible for ensuring the positive contribution of pupils.

The Head of the Lower school in consultation with the SENCO will ensure that the needs of SEN pupils are properly taken into account, and their participation in the consultation process is assured.

Equal opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

Publication

A summary of the policy will be given to all parents and prospective parents of pupils at the school.



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Links with other policies

The Policy should be read alongside the following:

- the school's statement of ethos and aims
- the drugs policy
- the anti-bullying policy
- the complaints procedure

November 2009

MF/PH-A