



POSITIVE BEHAVIOUR AND EXCLUSIONS POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: James Thompson – Director of School Management

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Reviewer's Signature

Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

POLICY AMENDMENT PAGE

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Scope

This policy has been written with due regard to the [DfE Behaviour in Schools Guidance \(2024\)](#), [The EYFS Framework \(2024\)](#) and The Equality Act (2010). This policy has been written with due regard to the duty of proprietors, under Part 3 of the Independent Schools Standards to ensure that arrangements are made to safeguard and promote the welfare, health and safety of pupils.

Definitions

1. Suspension: A temporary removal of a pupil from the school as a disciplinary measure for a fixed period.
2. Exclusion: A permanent removal of a pupil for serious misconduct.
3. Required Removal: A non-disciplinary removal due to factors such as unmet needs or unreasonable parental behaviour, as detailed in the Parent Contract.

The policy applies to behaviour:

- On school premises.
- During school-organized or school-related activities.
- Off-premises, where actions impact the school community or reputation.
- Online, ensuring the same standards as in-person behaviour.

Through this policy, the school seeks to ensure a calm, safe and supportive environment which instils a culture of excellent behaviour and protects pupils from disruption. When pupils feel safe to express their views and be open to the views of others, they are more likely to take risks with their learning. We aim to encourage this as it will build their resilience, confidence and learning skills.

By giving pupils the skills to express themselves, listen to others, self-regulate their emotions and behaviour, and build and maintain positive relationships, an environment is created where students feel heard and learning is optimised.

Corporal punishment is not permitted at any Chatsworth Schools, at any time, for any reason.

In regard to the Children Act (1989):

- Corporal punishment is not permitted and never used
- Or threatened
- Nor any punishment which may adversely affect a child's well-being.

The school understands that rewards can be more effective than punishment in motivating pupils. The school is committed to promoting and rewarding good behaviour. See Appendix 1 for the School Rules and Appendix 2 for some of the ways in which good behaviour is rewarded.

The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve his/her educational outcomes. When it is considered a pupil's continuing disruptive behaviour is a result of an unmet educational or other need, the school will consider whether a multi-agency assessment is required and act accordingly. Similarly, the school will consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, staff will follow procedures as set out in the safeguarding policy and speak to the DSL or DDSL.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Cyber Bullying Policy, Screening, Searching and Confiscating Policy and Disability Policies.

Responsibilities

The Headteacher and designated school leaders are responsible for developing and implementing measures which secure high standards of behaviour. This includes ensuring:

- High expectations of conduct which are understood by staff and pupils alike and are applied consistently and fairly
- The leadership's visibility with staff, pupils and parents, and consistent support for staff in understanding this policy and implementing it to manage pupils' behaviour; this involves the provision of relevant and regular training, including as part of the induction of new staff.
- Measures are in place, including both general and targeted interventions, to improve behaviour and provide pupils with support to help them meet expected behaviour standards
- Behaviour does not normally disrupt teaching, learning and school routines
- Pupils complete any tasks reasonably assigned to them in connection with their education
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully
- Any incidents of bullying, child-on-child abuse, sexual violence or harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively
- Parents are kept informed about their child's behaviour and are involved in a partnership to promote good behaviour and resolve behavioural issues
- Analysing records of misbehaviour, serious incidents and sanctions in order to identify patterns and trends so that improvements can be made, and to understand the quality of the school's behaviour management.

Staff are responsible for:

- Undertaking appropriate training to ensure the understanding of the policy and their duties under the Equality Act 2010 and Children and Families Act 2014
- Ensuring the correct implementation of this policy
- Implementing and particular measures or strategies related to behaviour, as identified in a pupil's EHC plan or individual behaviour plan
- Helping to cultivate a calm and safe environment characterised by excellent standards of behaviour, respect, self-discipline and proper regard for authority, ensuring that such conduct is met with due praise, reward and encouragement
- Establishing an understanding of clear boundaries of acceptable pupil behaviour
- Taking responsibility for addressing appropriately pupil behaviour which falls below expected norms whenever and wherever it occurs, and reporting matters of concern to senior colleagues in line with this policy.

Governors, through the Head, are responsible for:

- Ensuring a safe and supportive environment in which pupils are safeguarded and able to learn and fulfil their potential
- Ensuring that the school's behaviour policies have due regard for national requirements and guidance
- Monitoring the quality of the implementation of this policy
- Liaising with and advising the Head in relation to considerations of permanent exclusion.

Pupils are responsible for:

- Developing an awareness of the school's behaviour standards, expectations, pastoral support, and consequences for unsuitable behaviour
- Contributing to an environment that is calm, safe, supportive and where everyone is treated with dignity
- Providing feedback to staff on the school's behaviour culture to support the evaluation, improvement and implementation of this policy
- Supporting new pupils in understanding the behavioural expectations and wider culture of the school

Parents are responsible for:

- Supporting the school in developing and maintaining good behaviour including collaborating with the school during disciplinary processes.
- Developing an understanding of this policy and reinforcing it at home, as appropriate.
- Reinforcing the school's promotion of good behaviour by, for example, celebrating the pupils' successes and achievements.

Policy Aims

- To promote good behaviour, self-discipline, respect and proper regard for authority;
- To promote an environment where everyone feels safe, valued and secure;
- To actively prevent bullying and cyber-bullying through education, raising awareness and the celebration of positive behaviour.
- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences.
- To create a school where children are happy, safe and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community.
- Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

We aim to provide:

- Good adult and peer role models of caring and co-operative behaviour.
- Reinforcement of positive attitudes to expectations.
- Recognition of a wide range of achievements.
- Acceptance by all students in school of a common responsibility for maintaining good discipline and promoting the school's basic guidelines.

Promoting Good Behaviour

As well as staff acting as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy and Politeness;
- Respect for one another, themselves and property, and proper regard for authority;
- Dress (uniform, cleanliness, any adornments, including make-up, hair);
- Lessons and punctuality;
- Property;
- Privacy;
- Safety;
- Technology.

The school draws on a wide range of opportunities to promote good behaviour and encourage pupils to show respect and take responsibility for their own actions. As well as specific topics across the curriculum, these include the PSHE and RSE programmes, School Council, form and tutor periods, circle time, visiting speakers and annual events.

Pupils with Special Educational Needs and/or Disabilities (SEND); The Protected Characteristics

It is the aim of the school staff to be inclusive and to meet the needs of all pupils, so that all members of the school community can feel safe and that they belong. In this respect, reference should be made to the relevant school policies, including the SEND and Inclusion Policy, Mental Health and Wellbeing Policy and the Gender Identity Policy. With reference to the management of behaviour, staff take care to enable pupils with SEND to understand and meet expectations and to provide rewards which are relevant and motivational. Staff will make reasonable adjustments in the administration of sanctions in relation to the understanding and capabilities of pupils with SEND.

Similarly, staff are mindful to ensure that behaviour management has due regard for and is respectful of pupils who demonstrate a Protected Characteristic. Further information on Protected Characteristics can be found in the Anti-bullying Policy.

The school will consider and anticipate any particular likely triggers which may cause a pupil with SEND to misbehave and put support in place to prevent these occurring.

Confiscation of Property

If it is deemed necessary to confiscate a pupils' property, then pupils can expect:

- Items to be returned to the pupil or their parents after a given period. (E.g. items banned from school, such as mobile phones.)
- Items to be destroyed (E.g. pornography, tobacco, alcohol, legal highs)
- Items to be handed to the police (E.g. banned substances, knives, weapons, stolen items)

For full information on confiscations, please refer to the Screening, Searching and Confiscating Policy. Please refer also to the information about inappropriate photographs (nudes and semi-nudes) in the Safeguarding Policy.

Banned Items

The following items must not be brought into school:

- Chewing gum
- Mobile phones
- smart watches
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- correction fluid
- permanent marker pens
- unnecessary money
- expensive items
- stink bombs
- laser pens
- catapults
- solvents (including super glue)
- offensive material - pornographic, racist, homophobic, extremist material (in any medium)
- rope, cable ties
- stolen items

- cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these
- knives or weapons
- chains
- tools (hammer, screwdriver, spanners)
- dangerous chemicals
- pepper sprays or gas canisters
- illegal drugs
- alcohol
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment

Reporting and Recording

Details of behavioural incidents are reported to the Deputy Head and recorded on ISAMS or in the Serious Behaviour Log on the shared drive. The Deputy Head monitors these logs for patterns, trends and other matters of concern, reporting regularly to the Head/SLT.

Serious misconduct and the administration of major sanctions are recorded in the Serious Misbehaviour Register with the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. The Serious Misbehaviour Log is reviewed regularly so that patterns in behaviour can be identified and managed appropriately.

Sanctions

Sanctions are lawful if they satisfy the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the Head has decided should not do so) or an unpaid member of staff authorised by the Head
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In enabling sanctions to be reasonable, the school ensures that they are

- Proportionate in the circumstances of the case
- Considerate of any special circumstances relevant to their imposition, including the pupil's age
- Mindful of whether the pupil has SEND or any religious requirements.

A detention may be applied as a sanction. It also serves as a deterrent to future misbehaviour. It is typically a short period where pupils are required to remain under supervision of school staff when their peers have been allowed to go to break. Detentions fall under the three criteria for reasonableness, above, to ensure that they are applied consistently and fairly. Where these criteria are met, parental consent is not required. Repeated negative behaviours and/ or teacher detentions will be referred to the Deputy Head who may instigate a detention where the behaviours are reflected upon.

Removal from the classroom is a possible sanction for serious disciplinary reasons. It involves limited time out of class on the instruction of a member of staff. It does not include occasions when a member of staff may ask a pupil to step outside the classroom briefly for a conversation and then

return. Removal from the classroom will provide for the pupil's continued education, which may be in a different, supervised environment and may involve a different, though still meaningful curriculum. This is to be considered as a serious sanction and should be deployed only after other measures have been attempted, except in extreme circumstances. The Head and parents must be informed if their child has been removed from class. As with other behavioural issues, due consideration will be given to any underlying factors which may have prompted the disruptive behaviour. Following a removal, the school will consider an appropriate process for reintegration back into class. Removal from the classroom should be distinguished from other forms of separation for non-disciplinary reasons, such as using a nurture room or regulating emotions.

Details of the sanctions administered by the school can be found in the two sections below and in Appendix 2.

Serious Misconduct

Serious misconduct will result in the pupil being sent home pending enquiries, after which the pupil may be returned to school on a behaviour and performance contract/report, internally suspended, externally temporarily excluded, or permanently excluded or withdrawn by parents. The individual circumstances will determine the course of action by the school.

The Head and staff have the power to discipline pupils for their behaviour in school and in some circumstances, outside of school. This includes the power to impose detention and confiscate pupils' property if required.

"Serious misconduct" includes:

- violent or threatening behaviour
- indecent, offensive, abusive, bullying (including cyberbullying) or harassing behaviour
- theft
- possession or consumption or sale of illegal drugs at the school
- possession or consumption or sale of alcohol, tobacco or 'vape' at the school
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- cheating in examinations
- deliberate or reckless damage to property
- rudeness to a member of staff or other adult involved in or encountered in the course of an event organised by the school, or acting on behalf of the school
- serious misuse of school facilities
- repeated breaches of the school Code of Conduct
- breach of the Code of Conduct after a pupil has signed a behavioural or academic contract that is criminal; and/or illegal
- has or could have had a serious adverse effect on: (i) any part of the physical environment of the school; (ii) any aspect of the wellbeing of any member of the school community (pupils and staff); and/or (iii) the learning of the pupil himself or that of any other pupil; and/or harms the public image of the school.
- Discriminatory or harassing behaviour
- Actions that harm the school's reputation or community.

Fixed Term Suspension and Permanent Exclusions Policy

Pupils guilty of serious misconduct may be liable to either fixed-term suspension or permanent exclusion. In circumstances where a pupil's behaviour, while he/she is not at school (as defined

below), damages or threatens, actually or potentially, the wellbeing of any member of the school community or the reputation of the school, the school may investigate the pupil's conduct. As a result of this investigation, if it is considered appropriate to protect the wellbeing of other pupils and the school's reputation, sanctions may be imposed proportionate to the seriousness of the misconduct.

When judging whether to exclude a pupil permanently or suspend them for a fixed-term, the school will take into account all the circumstances: these will include the age of the pupil, the seriousness of the offence, its impact upon the school and any member of the school community (pupils and staff), and any extenuating circumstances raised by the pupil in his/her defence.

The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the school will ensure that a pupil with a disability or special educational needs and/or his/her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the school, that he/she remains at the school.

To support a pupil receiving a fixed-term suspension and who would thereby be at risk of permanent exclusion (in the event that he/she were to commit another breach of the Code of Conduct), the pupil will be required to sign a Pupil Contract in which he/she will agree to a number of targets for behaviour improvement and/or academic performance. This will be monitored by a member of the SLT. Failure to comply could result in permanent exclusion.

Every student has a right to confidentiality during the consideration of a possible suspension or exclusion; an investigation will be undertaken in the strictest confidence and the details only disclosed to those who need to know. This does not preclude the conclusion of an investigation being made public to the school community on completion of an investigation, if the person being investigated has been found to be culpable. The school expects that parents and any other persons involved in discussions about exclusion will also respect the provision for confidentiality. If the school decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed term temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parent with the reasons for this decision.

Where suspension or exclusion has taken place the parents will be notified immediately, followed by a letter. This will detail the following:

- length of suspension/exclusion and whether it is temporary or permanent
- reasons for the suspension/exclusion
- parents' right to make representation to the Head. If they are not satisfied with the Head's decision, stage 3 of the school's complaints procedure (the panel hearing) will be used as a template for an appeal against a permanent exclusion. During an appeal process, a suspension or exclusion will remain in place, except at the discretion of the Head
- the student will be given work to do at home for the first five days of a fixed term suspension.

Behavioural Incidents away from the school premises

The Head has the authority, and can authorise staff, to discipline pupils for their behaviour, in some circumstances, outside of school. This includes the power to impose detention outside school hours. DfE guidance makes it clear that teachers may discipline pupils for non-criminal bad behaviour off-site for:

- misbehaviour when the pupil is:

- o taking part in any school-organised or school-related activity
 - o travelling to or from school
 - o wearing school uniform
 - o in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - o could have repercussions for the orderly running of the school
 - o poses a threat to another pupil or member of the public
 - o could adversely affect the reputation of the school.
- misbehaviour online away from school, including bullying, intimidation and anti-social conduct via social media. (See 'Behaviour Incidents Online' section)

Any instances of misbehaviour away from the school premises will be investigated, considered and dealt with in accordance with this policy.

Malicious Accusations against Staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

The school will consider an allegation to be malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Staff Training

Staff will receive at least annual training on this policy, so that they have a clear understanding of the systems and procedures, and their legal responsibilities. Training in behaviour management is provided as part of the induction of new staff. Additional staff training and/or support, including on a whole-staff or individual basis, will be provided in the light of specific incidents or issues, or changes to published guidance.

Liaison with Parents, other Agencies and Schools

- The school actively encourages parents to keep in contact and to keep the lines of communication open. Parents will be kept informed of any serious behavioural issues regarding their child. If a Pupil Contract needs to be put into place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies (e.g. Child Protection Officer, Educational Psychologist, local authority START team case worker) to gain advice or to work in tandem to provide the best support for a pupil
- when pupils make the transition between schools the Head will ensure that any behavioural issues are discussed with the appropriate member of staff from that school in order that the child can be supported and mentored appropriately when he/she arrives
- the policy is available at all times on the school website
- The policy will be reviewed annually. If any amendments are made at other times parents will be informed via the school's newsletter.

Transition

The school is aware that points of transition into and from the school, as well as moving up between

different sections of the school can cause anxiety. This may result in pupils not maintaining their usual standards of behaviour. Also, as can be seen from the appendices below, the school has different expectations of behaviour and varying systems of rewards and sanctions between sections of the school, as pertinent to the pupils' ages. Accordingly, the school has a range of strategies in place to ease transition, reduce anxiety and provide for the induction and re-induction of pupils in behaviour systems, rules, routines and rewards. These include such things as:

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- 'new pupils' handbook
- 'meet the teacher' and new parent/pupil events
- buddy systems
- liaison with senior schools, including participation in induction events.

Pupil Support

The school recognises that disciplinary sanctions on their own may not be sufficient to enable a pupil to regain and sustain expected levels of behaviour. Accordingly, designated staff take responsibility for providing support and monitoring progress to assist pupils in understanding how to improve and achieve expected standards. Pupils with additional needs are also provided with appropriate support and guidance where those needs might affect behaviour. Strategies may include:

- a targeted discussion with pupils, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate
- creation of a short-term report card or longer-term individual behaviour plan
- providing coaching and mentoring
- contact and regular engagement with parents
- inquiries into and reporting on the pupil's subsequent conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the DSL or DDSL
- engagement with local partners, agencies or professionals to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- consideration, where there are serious concerns, of whether a multi-agency assessment, such as an early help assessment, is required
- consideration of whether the support for behaviour management being provided remains appropriate.

Child-on-Child abuse (including sexual violence and sexual harassment)

The school implements clear strategies to prevent peer-on-peer (also referred to as child-on-child) abuse, including sexual violence and sexual harassment, and to respond to any such incidents, should they occur. For full details of the school's approach, please refer to the safeguarding policy, supplemented by the anti-bullying policy, which reinforce the strong message that the school takes a zero-tolerance approach to sexual violence and sexual harassment and will act in accordance with KCSIE and apply appropriate sanctions should a pupils' behaviour fall below expectations in this respect.

The government's [Respectful School Communities Toolkit](#) is a useful resource in this context.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the school's culture. Negative interactions online can damage the school environment and lead to the school feeling like an unsafe place. The school recognises that online incidents may occur both on and off the school premises and investigations may be hampered by issues of anonymity. Nevertheless, the same high standards of conduct are expected online, (on and off the school premises) as apply offline. All members of the school community should still be treated with kindness, respect and dignity.

Any incidence of inappropriate online behaviour, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the safeguarding policy and speaking to the DSL or DDSL when an incident raises a safeguarding concern. In cases where staff suspect a pupil of criminal behaviour online, the school will follow the procedures in the safeguarding policy, making an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. Such initial investigations will be fully documented, and every effort made to preserve relevant evidence. Once a decision is made to report the incident to police, any further school action will not interfere with any police action taken. However, the school has the discretion to continue investigations and enforce its own sanctions, so long as this does not conflict with police action. When making a report to the police, it will usually be appropriate in tandem, for the DSL make a report to Children's Social Care, as set out in the safeguarding policy.

If an incident involves nude or semi-nude images or videos, the member of staff who has concerns should raise them with the DSL or DDSL, taking extreme care to follow the procedures in the safeguarding policy, as such incidences can be both complicated and very sensitive. Further guidance is available in the document '[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)'.

Online incidents which take place away from school and outside the school day are the responsibility of parents. However, they can have a significant impact on the culture of the school. The Head and staff have the authority to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Monitoring and Evaluating School Behaviour

The school has developed strategies for gathering data on behaviour and behaviour management. This is monitored by a member of the SLT with appropriate training and experience (the Deputy Head) and facilitates the analysis of the behaviour culture within the school and effective reporting to

governors. The capture and analysis of data includes:

- behaviour incident data, including removal from the classroom, fixed term and permanent exclusions
- attendance information
- incidents of searching, screening and confiscation
- analysis of surveys/questionnaires completed by staff, parents and pupils.

The Deputy Head analyses the data objectively and from a range of perspectives, including whole school, year group and individual levels, to identify possible factors contributing to good and inappropriate behaviours, and potential shortcomings in strategies and the provision of support. In this context, due consideration is given to analysis in relation to the Protected Characteristics and the school's legal duties.

Interpretation

In this policy, the term “senior manager” means the School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools.

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Information at the above address.

This policy does not form part of any employee's contract of employment and may be amended at any time.

Appendix 1 - School Rules

Guidelines to pupils at School; we expect you to:

- show respect for others and their property
- follow all instructions given by staff or other adults working with the pupils
- move quietly in and around school
- bring all the equipment and books that you need for each lesson
- be punctual
- be safe
- complete all assignments on time
- ask for help and support whenever you need it.

Classroom Guidelines

We expect you to work hard and:

- enter the room quietly and sensibly
- be punctual
- move quietly around the school
- bring all the equipment and books that you need for each lesson
- limit eating and drinking to break and lunchtime. (students are encouraged to drink water and should bring a sealable bottle for this purpose)
- listen carefully to others without interrupting. Put up your hand when you wish to speak or add to the discussion in class
- treat the room and furniture and other people's belongings with respect
- leave the room tidy
- leave in an orderly way when you are asked and move quietly and sensibly around the school
- respect the views of others and their property
- ask for help and support whenever you need it

Appendix 2

EYFS / Years 1-2

In our discipline we should be positive, encouraging and caring and set an example through our own behaviour, appearance, punctuality and courtesy. We aim to cultivate responsibility and self-discipline in each pupil.

The fundamental relationship between staff and pupils should be a constructive partnership in learning; one which allows for mutual respect. Appropriate attitudes will be encouraged.

Good behaviour will be reinforced with the following rewards:

- verbal praise to the individual
- drawing attention among the group or class to the work or behaviour
- positive comments written on child's work and/or in Home/School contact book
- award of a star or sticker for work or behaviour
- award of a certificate in a weekly celebration assembly
- Golden time (Years 1 & 2).

Discipline must be tempered by sensitivity and tact and take account of a child's personal circumstances. Rules, orders and instructions should be clear.

Positive guidance techniques should be used, including:

- re-directing children
- early intervention
- anticipation and elimination of potential problems.

A collective staff vision is important in achieving these goals.

In the event that misbehaviour occurs, one of the following actions would be taken:

- a reprimand
- a warning of the consequences if the misbehaviour is repeated
- temporary separation of a child from main group
- missing part of playtime
- the loss of a privilege, e.g. doing a free-choice activity
- persistent misbehaviour would require liaison with the child's parent or guardian
- in extreme cases, e.g. violence against another pupil or member of staff, the advice and support of the Head of the relevant section of the school may be sought.

Years 3-6

Aims

- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences. This will be done primarily through PSHE, form time and collective meetings such as assemblies, but where appropriate will be incorporated into any lesson.
- To create a school where children are happy and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community. Staff should set a good

example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.

- To teach the pupils respect for their environment.

Incentives

Our policy is to use a positive attitude to discipline rather than simply issue punishments for bad behaviour. Praise and encouragement are seen as very important, from an encouraging smile to a quiet word, a public word in assembly, written comments on work, or a visit to other staff, including the Head Teacher, to show special achievements.

We use a system of house points. These are awarded for good work and behaviour. They are totalled every week for each house team, with the weekly and running totals announced in the celebration assembly. The pupils are thus encouraged to work not only for themselves but for the 'good of the House'.

Certificates for good work and behaviour are awarded in the weekly celebration assembly.

Our discipline aims to be firm and fair. While misbehaviour is checked immediately, the individual circumstances of each child are carefully monitored by tutors and pastoral staff so that staff are aware of any extenuating circumstances. The school's pastoral care system is an integral part of every child's daily school life. Its aim is to develop the social, moral, personal and educational wellbeing of the child through discussion, interaction and awareness of issues appropriate to the age of the child. This is normally led by the form teacher but all teachers have a responsibility through their lessons to encourage and support students to be better citizens. We believe that the better the rapport between pupil and staff, the less the students will 'step out of line'. An appropriate verbal rebuke or encouragement, together with an explanation the pupil clearly understands, is an important part of the discipline process.

However, there are occasions when it is necessary to correct bad behaviour or work. We aim for all staff to implement any sanctions consistently and to have the backing and co-operation of parents.

Staff follow the pupil behaviour management and sanctions guidelines.

Pupil Behaviour Management & Sanctions for teaching staff

In accordance with our Behaviour Policy, 'our school aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards.' 'We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life.' 'We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.'

Behaviour management starts in and around the classroom with school expectation, teacher's manner and professionalism, the classroom learning environment, praise and positive encouragement:

- Use verbal and written praise for good work and attitudes
- Award house points for good effort, helpfulness, thoughtfulness
- Nominate individuals for Celebration Assembly certificates
- Celebrate personal achievements in classes and assemblies
- Word constructively and positively written postcards home and reports to parents

SANCTIONS: *'the teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness in class, low level disruptions, late or poorly completed work. Repetition of this behaviour will be reported to the Head of Prep or Pre - Prep and to the pupil's class teacher.'*

Behaviour Levels		
<i>We expect safe, responsible and respectful choices from all.</i>		
Level 1 – Green		
Pupil behaving in a manner which needs correction. These are behaviours that we would expect all children to display at some point. All children make mistakes and ‘get it wrong’ some of the time.		
BEHAVIOUR	SANCTION	ACTION
<p>Low level disruption – for example acting angry, interrupting, showing frustration inappropriately, not cooperating, making a poor choice</p> <p>OR</p> <p>Low level misdemeanour on playground or around school – for example running in the corridors, calling names, overly physical, poor self-control</p>	<p>Teacher to correct behaviour and remind pupil of school expectations and values.</p> <p>Teacher to correct behaviour and remind pupil of school expectations and values</p>	<p>Verbal conversation to help the child realise they are making a poor choice and to support them in making better choices.</p> <p>Teacher to respond decisively, and redirect pupil. If necessary, warn pupil that repeated behaviour of this type could result in a yellow card.</p> <p><i>At all times- make reasonable adjustments for pupils with IEPs and SEND.</i></p>
Level 2 - Yellow		
Continued poor behaviour despite initial reminders. Requires a more structured approach due to impact on learning or the feelings of others.		
BEHAVIOUR	SANCTION	ACTION
<p>More persistent disruption, distraction or noncompliance in lessons or with homework – as described above.</p> <p>OR</p> <p>Repeated or persistent disruption or noncompliance on the playground or around school – as described above.</p> <p>OR</p> <p>Immediate yellow card for unacceptable behaviours such as physical aggression, dishonesty, inappropriate language or blatant disrespect.</p>	<p>Teacher to correct misdemeanour as above & issue a yellow card.</p> <p>If defied again at this stage, teacher to see or email parents at the end of the day.</p>	<p>Yellow Card</p> <p>Redirect</p> <p>Inform form tutor</p> <p>Record behaviour, actions and yellow cards on Wellbeing Manager</p> <p>Teachers to inform parents by recording in the Reading/Homework Diary.</p> <p>All Yellow Cards should be recorded on Wellbeing Manager</p> <p>For any deliberate physicality; parents must be emailed.</p> <p><i>At all times - Make reasonable adjustments for pupils with IEPs and SEND.</i></p>
Level 3 - Orange		
Serious or persistent misbehaviour that requires intervention from senior staff and parents. This behaviour impacts the learning environment, the safety of others, or represents a severe breach of school rules.		
BEHAVIOUR	SANCTION	ACTION

<p>Persistent non-compliance in lessons, homework, or around school despite stage 2 sanctions (behaviour unchanged)</p> <p>OR</p> <p>Repeated yellow cards being awarded across a half term which despite support have not resulted in desired behaviour change</p> <p>OR</p> <p>One off incident of physical or verbal / written infringement towards another pupil (including email, cyber bullying)</p>	<p>Unsatisfactory Pupil Behaviour Record to be completed by teacher, and teacher to refer incident & form to Head of Prep or Pre-Prep who will speak to the pupil.</p> <p>Loss of playtime at break or lunch time as soon as possible.</p> <p>Form tutor to email parents on the same day, preferably before home time.</p> <p>Behavioural Report card may be issued</p> <p>Parents to be involved in process</p>	<p>Teacher to inform HOD – incident/s recorded, parents informed</p> <p>HOD to keep an Unsatisfactory Pupil Behaviour Record on file (Google Drive) and record on Wellbeing Manager</p> <p>Report card may be instigated for persistent non-compliance – supportive to highlight and target specific behaviours.</p> <p>Staff to record and monitor all incidents & follow ups on Wellbeing Manager.</p> <p><i>At all times - Make reasonable adjustments for pupils with IEPs and SEND.</i></p>
<p>Level 4 - Red</p> <p>Serious or persistent misbehaviour requiring senior staff and parental intervention. This behaviour severely breaches school rules or compromises learning/safety.</p>		
<p>Serious offence – Damage to property; theft; serious physical, verbal or written offense towards any other member of school community (online or in person)</p> <p>OR</p> <p>Persistent non-compliance despite behavioural report card and previous interventions</p>	<p>Teacher to refer immediately to Deputy Head.</p> <p>Deputy Head to lead process and keep Head informed</p> <p>Parents to be invited in to meet with the Deputy Head to discuss incident/s and consequences</p> <p>Head to be involved in repeated level 4 offences</p>	<p>Serious Behaviour Log.</p> <p>Deputy Head leads, keeping Head informed, and involving parents.</p> <p>Deputy Heads detentions.</p> <p>Restorative practices to support pupil in modifying behaviour</p> <p>Fixed-term exclusion/agreement possible.</p> <p>Head leads repeated offences/permanent exclusions.</p> <p>Head to lead on permanent exclusions</p> <p><i>At all times - Make reasonable adjustments for pupils with IEPs and SEND.</i></p>

Sanctions

Children who are causing concern academically, physically or socially are discussed with the relevant member of the Senior Leadership Team; actions could include:

- talking to the pupil to better understand the reasons behind the behaviour
- a relevant task or written punishment
- monitoring behaviour
- inviting parents to discuss the concerns raised
- monitoring progress carefully by putting the student (or class) on report – comments written by staff after each lesson and checked by the tutor with the student at the end of each day.
- the report may well be in the form of a 'Report Card' where staff monitor behaviour and record where a child has made a special effort to co-operate or to produce good work.

Any concerns regarding serious verbal or physical behaviour must be reported immediately to the Head.

Parents will, of course, be advised and involved in any disciplinary matters at the appropriate stage in order to make them aware of their child's behaviour in school and to work together to resolve the problem before more serious measures become necessary.

School Monitoring Reports

The school uses a variety of strategies and reports to help support students in their learning. Some reports are disciplinary while others are intended to support a pupil with a particular issue i.e. 'organisation'. The aim is to ensure that all individuals continue to make good progress. Generally, where a pupil is on report they will present this daily to their Form Tutor or class teacher.

Lateness

Pupils arriving late after registration must sign in at Reception. This will be recorded on the registration system for the teacher to see.

Uniform

If a pupil is wearing the incorrect uniform, the child will be spoken to and the parents informed. Inappropriate or offensive slogans and images are not permitted on any clothing.

Smoking

Smoking is banned at all times. If a pupil is caught smoking on or off the school premises the parents will be informed and the pupil will be sent home immediately. This extends to any time that the student is on a bus operated by the school, waiting in a car park or other pick-up and drop-off points. The school reserves the right to consider with parents a disciplinary sanction where a child is seen smoking whilst in our school uniform or are attending a school function or event away from the normal school sites.

Criminal Activity

If a pupil is caught or suspected of being involved in any criminal activity, he/she will be sent home, with their parent(s) or Guardian(s) whilst the case is investigated. Where the situation would require the intervention of the police the school will not conduct any interviews or investigation without the prior consent of the police. Activities of a criminal nature may result in the pupil being asked to leave the school.

Illegal Substance Abuse

If a pupil is suspected of using any illegal substance, within school time, the school reserves the right to give the pupil involved a drug test. If tested positive for any Class A and/or B drugs, then the pupil will be dismissed instantly. If the pupil tests positive for cannabis, then the school will monitor his/her punctuality and general behaviour until a second random drug test is given (typically within a month). If the pupil tests positive for a second time, then he/she will normally be asked to leave the school.

Possession of an Illegal Substance or Alcohol

If any pupil is caught in possession of any illegal substances, including cannabis or alcohol, they will be temporarily excluded from the school immediately, whilst an investigation is conducted. Proven possession will result in the temporary exclusion becoming permanent. The school reserves the right to inform and involve the police or other services either to comply with the law or to act in the best interests of the child's health and welfare.