

# Behaviour policy



**Approved by:** Dr Razia Ghani **Date:** 1<sup>st</sup> September 2019

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, between lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Misuse of equipment

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Use of a mobile phone
- Swearing
- Open defiance to a member of staff
- Refusal to comply with instructions compromising the safety of others, or themselves
- Any action that endangers others
- Physically harming another student or member of staff
- Threats
- Behaviour that is inconsistent with the well-being and reputation of the school
- Absconding from the classroom and/or the school premises
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism (including graffiti)
- Theft (please note that deliberately hiding property constitutes theft);
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and supporting the school in its efforts to address issues related to behaviour management.

### 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **6. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Do their best at all times
- Take pride in their work
- Value education
- Develop a love for learning
- Respect and follow the school rules
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Be organised and have the appropriate equipment for lessons
- Attend school punctually
- Arrive on time
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Only eat and drink in the canteen and playground (chewing gum is not allowed in school)
- Follow the instructions of prefects
- Keep the school and playground clean and tidy at all times
- Complete homework on time
- Hand in any property found in the school grounds
- Hand in mobile phones to reception
- Report accidents to the school office immediately

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

#### 7.1.1 Rewards

As part of our positive approach, we believe it is important to reward success. Rewards and the positive side of discipline should be used as much as possible:

- Praise and encouragement given frequently
- Students' work displayed whenever possible
- Merits awarded for outstanding academic achievement
- Certificates awarded during special assemblies
- Commendations entered in to exercise books and planners
- Letters, text messages or phone calls home to parents

#### Merits

Merits are to be given by the subject teacher. These merits will lead to awards of bronze, silver and gold certificates.

30 merits = bronze certificate

60 merits = silver certificate

120 merits = gold certificate

150 merits = prize

Merits may be awarded for the following:

- Work of outstanding quality
- Improvement in work
- Sustained effort, application and behaviour

The following guidelines have been drawn up to ensure consistency in awarding merits:

**Work of outstanding quality** – Student's work itself defines its recognition.

**Improvement in work** - Students of all abilities rewarded for improvements in work. This may be a piece of work that has been neatly presented as opposed to a student's normal not-so-neat work, or it may be related to an increased commitment and therefore an improvement in achievement.

**Sustained effort, application and behaviour** – Rewarded to students who always try hard, apply themselves consistently and have exemplary behaviour.

#### Certificates

The following certificates are to be presented at a special awards assembly:

- Subject-specific certificates
- Attendance certificates
- Special certificates

#### *Subject-specific certificates*

At the end of each term, two certificates will be presented to students from each year group in each subject. These certificates will be for:

- Achievement
- Behaviour

#### *Attendance Certificates*

These are awarded as follows:

- A student gains 100% attendance in any term. Certificates will be presented in assemblies
- Highest attendance in a year group. A final tally will be made at the beginning of July. This award may be presented to any number of students who have the same high attendance rate over the year. Each year group will be considered separately. For Year 11, attendance for the period September – May will be considered.

## **Special Certificates**

At the end of the academic year, a student will be selected from each year group for these certificates. The following criteria will be taken into consideration when the student is selected:

- Undertaking positions of responsibility
- Listening carefully and following instructions
- Being honest
- Supporting others who are in difficulties
- Good use and organisation of planners

### **7.1.2 Sanctions**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class or moving seats
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Making reparation such as writing a letter of apology
- Carrying out a useful task in school to make a positive contribution to the school
- Time to reflect on those affected by their actions
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use the isolation/reflection area in response to serious or persistent breaches of this policy. Pupils may be sent to the isolation/reflection area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the isolation/reflection area.

The isolation/reflection area is managed by Ms Amina Walele and Ms Lea Kunzli.

### **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

We will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



## **9. Suspension/exclusion**

Having exhausted all possible avenues in implementing suitable and appropriate behaviour as listed in the stages of intervention, the school has the right to suspend/exclude a student. Exclusion is an extreme sanction and may only be imposed by the headteacher.

The headteacher will hold a meeting with the Governing Body to discuss the exclusion of a student.

### **9.1 Informing parents**

Where student have been involved in a major offence or have persistently engaged in minor offences to the extent that it is detrimentally affecting themselves or others, parents should be informed. This will usually be done through verbal communication such as a phone call, but may be written. This should happen promptly. Meetings to discuss the behaviour may be appropriate.

## 9.2 Stages of intervention

STAGE	KEY PERSONS INVOLVED	ACTIONS
1. e.g. incident of non-compliance with class/school rules	Student Teacher	<ul style="list-style-type: none"> <li>- dealt with by a member of staff</li> <li>- reference to class rules etc.</li> <li>- may include sanction such as withdrawal of part of break to complete work</li> </ul>
2. <i>For example</i> , persistent non-compliance with class/school rules	Student Teacher Parent Head/Deputy Pastoral Manager	<ul style="list-style-type: none"> <li>- dealt with by teacher and other member of staff for example, pastoral manager.</li> <li>- notification and/or discussion with parents</li> <li>- sanctions such as withdrawal of privileges</li> <li>- record kept</li> <li>- introduction of headteacher's behaviour report</li> </ul>
3. e.g. persistent non-compliance following Stage 2 interventions	Student Teacher Parent Head/Deputy Pastoral Manager	<ul style="list-style-type: none"> <li>-Head/Deputy involved</li> <li>-formal meeting arranged with parents (and student if appropriate)</li> <li>-strategies discussed to assist student and monitoring agreed procedures</li> <li>-Pastoral manager to draw up agreed Individual Behaviour Management Plan (IBMP)</li> <li>-monitoring of situation</li> <li>-evaluate outcomes of IBMP with parents and student</li> <li>-reviewing measures</li> </ul>
4. e.g. persistent non-compliance, following Stage 3 intervention	Student Parent Teacher Head/Deputy Chair of Governors SENCO/BECO agencies	<p><b>Suspension (fixed term):</b></p> <ul style="list-style-type: none"> <li>- in response to serious breaches of the school's discipline policy</li> <li>- once a range of alternative strategies, involving other relevant services, to resolve the student's discipline problems has been tried and proven to have failed</li> <li>- where allowing the student to remain in school would be seriously detrimental to the education or welfare of the student or others in school</li> <li>- Chair of Governors informed</li> <li>- Head and teacher to draw up Pastoral Support Programme (PSP) prior to re-integration</li> </ul>
5. e.g. Permanent Exclusion, usually following fixed-term exclusion.	Student Parent Teacher Head/Deputy Governors Outside agencies e.g. School Exclusions Officer (EWO)	<p><b>Exclusion</b></p> <ul style="list-style-type: none"> <li>- permanent exclusion after PSP has been in place for an adequate period and has not been successful</li> </ul>

## **10. Pupil transition**

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **11. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Appropriate training will be given for teachers who have students with specific behavioural issues in their class.

Behaviour management will also form part of continuing professional development.

## **12. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the governing body every 2 years. At each review, the policy will be approved by the headteacher.

## **13. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy