

Behaviour policy



Approved by:	Razia Ghani	Date: September 2024
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Last reviewed on:	September 2024
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Next review due by:	September 2026
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1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Identify any safeguarding concerns that are the root of any unacceptable behaviour
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions
- › Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

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](#)
- › [Keeping Children Safe in Education](#)
- › [School suspensions and permanent exclusions](#)
- › [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, in corridors between lessons, 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 violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism (including graffiti)
- › Theft (please note that deliberately hiding property constitutes theft)
- › Fighting
- › Smoking or vaping
- › 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
 - E-cigarettes
 - Mobile phones
 - 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 1 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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 board

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 to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

The headteacher will ensure that the data from the behaviour log is reviewed, to make sure that no groups of pupils are being disproportionately impacted by this policy.

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 (see appendix 3 for a behaviour log)

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

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

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 and may be awarded for character development. The characteristics for each category have been drawn up to ensure consistency in awarding merits.

- **Team** - leadership, responsibility, communication and respect for others.
- **Reflective** - self awareness, thoughtfulness, adaptability and development
- **Independent** - determination, focus, individuality and the organisation to enable independent learning
- **Creative** - problem solving, individuality, curiosity and challenge seeking

Certificates

The following certificates are to be presented at a special awards assembly at the end of term and at the end of the academic year:

- Character development certificates
- Subject-specific certificates
- Attendance certificates
- Head teacher's certificates

Character development certificates

In each year group, students are chosen for their merits based on their character development:

- Team
- Reflective
- Independent
- Creative

Subject-specific certificates

Certificates are presented to students from each year group. These certificates take the following into consideration:

- 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 the year. 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.

Head teacher's Certificates

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

- Striving to achieve academically
- Undertaking positions of responsibility
- Listening carefully and following instructions
- Being honest
- Supporting others who are in difficulties

7.1.2 Sanctions

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- 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 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil or member of the public
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

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 Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Allow the disruptive pupil to continue their learning in a managed environment

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

8.3 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

8.4 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](#).

8.5 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.

The school's special educational needs co-ordinator 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.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

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

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.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

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 two years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log. 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:

- Child protection and safeguarding policy
- Anti-bullying policy