Behaviour and Discipline Policy
January 2020

Rationale:

1 Aims:

- to promote desirable behaviour in school in order to create a positive learning environment and a safe and happy school community for all.
- to communicate clear expectations of expected behaviour to staff, pupils and parents, together with the sanctions for pupils who fail to meet those expectations.
- to have in place clear protocols and procedures for desirable behaviour.
- to provide a consistent approach to behaviour management.
- to define what we consider to be unacceptable behaviour, including bullying
- to summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- to outline our system of rewards and sanctions

Learning is the process of repeated experiences by which we hardwire getting better at knowledge, skills and understanding through good struggling in different ways and over different time periods.

2 Statement of Behaviour

Desirable behaviour is a matter of personal choice and responsibility. Pupils need to learn to make good choices about their behaviour in any given situation, leading to self-discipline and a sense of personal responsibility for their actions. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others. All pupils, staff and visitors are free from any form of discrimination. Staff and volunteers set an excellent example to pupils at all times. Rewards, sanctions and reasonable force are used consistently by staff, in line with this behaviour policy. The behaviour policy is understood by pupils and staff. Pupils are helped to take responsibility for their actions. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

3 Legislation and Statutory requirements

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

- Behaviour and discipline in schools

Learning is the process of repeated experiences by which we hardwire getting better at knowledge, skills and understanding through good struggling in different ways and over different time periods.

- [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- 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

- [DfE guidance](#) explaining that schools publish their behaviour policy and anti-bullying strategy online

4 Definitions

4.1 Levels of behaviour.

1. **Satisfactory behaviour** – in line with expectations. Most pupils will fall into this category.
2. **Good to excellent behaviour** – exceeds expectations. Pupils should expect to be praised or rewarded for such behaviour.
3. **Poor behaviour** – falls below expectations and is outlined below. Pupils should expect negative consequences for such behaviour.

4.2 Poor behaviour 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

4.3 Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    o   Knives or weapons
    o   Alcohol
    o   Illegal drugs
    o   Stolen items
    o   Tobacco and cigarette papers
    o   Fireworks
    o   Pornographic images

- o 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)

4.4 Strategies for dealing with poor behaviour

Teachers should always seek to deal with poor behaviour firmly and calmly as early as possible in order to avoid the possibility of it escalating. Strategies could include:

1. A look or gesture (eg. Finger on lips)
2. Moving to stand near a pupil who is starting to behave badly
3. A positive verbal instruction (eg. "Please put up your hand before speaking" rather than "Don't shout out!")
4. A verbal warning with a clear consequence (eg. "If you keep on chatting I will move you to another desk")
5. Moving a pupil to another seat (temporarily, for the rest of the lesson or permanently)
6. Calling a pupil back in break or lunchtime to discuss his/her behaviour.

4.5 Strategies which are not effective or appropriate include:

1. Punishing a whole class for the misbehaviour of a few
2. Shouting (except on extremely rare occasions and without losing your temper)
3. Using ridicule or sarcasm
4. Using a threat but then not carrying it out.

5 Roles and Responsibilities

5.1 Role of Teachers

All teachers are responsible for managing the behaviour of the pupils in their classes and around the school. In order to do so they should:

- Be positive role models for good behaviour.
- Have high expectations of behaviour in their dealings with pupils and develop strategies for achieving good behaviour in their classes (where necessary seeking help from, and sharing good practice with, colleagues)
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Apply the agreed expectations of behaviour fairly and consistently by rewarding good behaviour and using the agreed sanctions for poor behaviour.

5.2 Role of the Senior Leadership Team (SLT)

The SLT's role is to:

1. Set expectations of behaviour (adapting expectations as necessary to changing circumstances)
2. Communicate those expectations clearly to all members of the school community, in particular staff, pupils and parents
3. To monitor general levels of behaviour in the school.
4. To set sanctions for poor behaviour and be involved in rewarding pupils for good behaviour and disciplining pupils for poor behaviour.
5. To support staff in application of the behaviour and discipline policy.

5.3 The Headteacher

1. The headteacher is responsible for reviewing this behaviour policy in collaboration with the Senior Leadership team and anti-bullying committee. The headteacher will also approve this policy.
2. 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.
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5.4 Parents
Parents are expected to:

1 Support their child in adhering to the schools' behavioural expectations outlined in the student parent handbook.
2 Inform the school of any changes in circumstances that may affect their child's behavior.
3 Discuss any behavioural concerns with the class teacher promptly.

6 Behaviour, Discipline, Consequences and Rewards.

1. The school sets high expectations of good behaviour from all pupils.
2. The school uses a wide variety of ways to reward pupils for good work and behaviour, including praise by teachers, housepoints, achievement notifications on ENGAGE, Headmasters Awards in assembly and prizes at Prize Day.
3. Parents are notified of any disciplinary consequences applied to their child for poor work or behaviour.
4. In order to ensure a consistent approach to the treatment of poor behaviour, the school categorises incidents into different levels according to the following guidelines:

6.1 Level 1 (B1 or A1) – Behaviour not demonstrating personal responsibility (minor misbehaviour which does not affect the learning of others)
Examples – incorrect uniform, late to school or class, bringing inappropriate materials to school, casual swearing (B1), failing to complete classwork or homework, materials not brought to class, accessing inappropriate materials on school computers (A1).

Procedure – such incidents are initially dealt with by the teacher, but should be logged on ENGAGE as a B1/A1 (which is copied to tutors and Key Stage Leaders only) so that patterns of behaviour can be identified.

Consequences – are imposed by the teacher and can include:
·   verbal warning
·   move of seat in class
·   kept in at break or lunch time

6.2 Level 2 (B2 or A2) – Disrespectful behaviour (behaviour which does affect the learning of others)
Examples – disturbing the learning of others, absent from class without permission, interrupting the teacher, being verbally or physically rough with another pupil (B2), academic dishonesty (A2), repeated Category 1 behaviour.

Procedure – such behaviour is dealt with by the teacher with support from the Head of Department and/or Key Stage Leader, and should be logged on ENGAGE as a B2/A2 (which is copied to tutors, KS coordinators, parents and SLT)

Consequences – are imposed by HOD/KS coordinator, and can include:
·   temporary or permanent removal to another class
·   working in isolation
·   conflict mediation
·   loss of free time
·   community service
·   meeting with parents, leading to weekly report
·   after-school detention

6.3 Level 3 (B3 or A3) – Serious offences (behaviour which violates the rights of others or is illegal or dangerous)

Examples – fighting or violence towards others, bullying, vandalism, theft, possessing dangerous or illegal items (including weapons, pornography, drugs or tobacco), plagiarism or missing major exam deadlines (A3), bringing the school's name into disrepute, repeated Category 2 behaviour.

Procedure – any allegation of a serious offence will be investigated by the SLT. The pupil will be given the option to have a teacher act as his/her advocate during the investigation. Parents will be involved in the outcome of the incident.

Consequences – are imposed by SLT and can include:

- Referral for outside counselling or therapy
- Report to local authorities or police
- Drug testing
- A requirement to replace or pay for property damaged or stolen
- Withdrawal from examinations or repeat of the academic year
- Internal or external suspension
- Parent/pupil/school contract
- Recommendation for withdrawal from school or expulsion.

Important notes
1. Each incident or series of incidents will be considered in its particular circumstances. The consequences and procedures outlined above are designed to promote a consistent approach, but particular circumstances may require a different response.
2. The consequences outlined above can be applied singly, sequentially or simultaneously.
3. The pupil's tutor should be involved at all stages, and should be a person of confidence for the pupil who can work with him/her to develop strategies and set targets so that the pupil learns to make good choices and avoid further poor behaviour and an escalation of consequences.

7 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.

8.0 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 also to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

9. Bullying
9.1 Definition of Bullying
Bullying is repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:
3 Deliberately hurtful
4 Repeated, often over a period of time
5 Difficult to defend against

9.2 Types of Bullying

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.

9.3 The anti-bullying committee
Will review this behaviour and discipline policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation

10 Following School Rules

Pupils are expected to follow the school rules at all times and are expected to always:
- 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.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

11. Behaviour management

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

They will:
1. Create and maintain a stimulating environment that encourages pupils to be engaged.

2. Display the pupil code of conduct or their own classroom rules.
3. 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

11.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from :
   - Causing disorder
   - Hurting themselves or others
   - Damaging property

Incidents of physical restraint must:
   - Always be used following guidelines set out in the schools Physical Restraint Policy
   - 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

11.3 Confiscation

Any prohibited items 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.

11.4 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.
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.

12. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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.

13. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their ongoing staff professional development process.
Behaviour management will also form part of continuing professional development.
A staff training log can be found in appendix 2.

14. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and schools senior leadership team annually. At each review, the policy will be approved by the headteacher. The next review date will be January 2021

15. School policies connected to this policy

- Missing pupil policy
- Safeguarding policy
- Physical Restraint policy
- Anti-Bullying policy