



## BEHAVIOUR MANAGEMENT POLICY

SMT owner	DHP
Reviewed by SMT	January 2023
Effective from	February 2023
Next review	June 2028
Governor approval (Y/N)? Approved by Board of Governors (if Y)	Y, Y

### References:

The Human Rights Act 1998  
The Equality Act 2010

### Relationship to other policies

This policy should be read in conjunction with the following school policies:

- Peer on Peer abuse
- Conduct in Examinations
- Safeguarding
- Attendance
- Car Use
- Drugs, Alcohol and smoking
- Uniform
- Permanent Exclusion
- ALN
- Pupil Code of Conduct

### Introduction

The aim of this policy is to provide a fair and consistent approach to behaviour management, that acknowledges the individual differences and needs of each child and to ensure the expectations, responsibilities and consequences of behaviour are clear to pupils, parents and staff. The application of this policy recognises and

takes into account that some pupils may have disabilities or additional learning needs and this will be recognised when managing pupil behaviour.

The policy aims to ensure, so far as possible, that every pupil in this School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the school community.

The policy also has at its core the promotion of attitudes and relationships which encourage understanding, respect and tolerance of others. The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect to safeguarding and pupils with additional learning needs.

The School communicates the standards of acceptable and unacceptable behaviour to pupils, parents and carers through assemblies, chapel talks, tutorials and House and Hub meetings.

This policy is reflected in the Pupil Code of Conduct (shown below) which has been developed in consultation with the School Council. The Pupil Code of Conduct is intended to ensure positive behaviour in school and on school trips.

### **When does this policy apply?**

The policy applies to all school activities when the pupil is registered as attending school. In addition, it applies to pupils in the circumstances outlined below:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a member of the school

Teachers have a statutory power to discipline pupils for misbehaving outside of the school grounds. Section 89(5) of the Education and Inspections Act 2006 gives the Head a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school cannot be responsible for children's behaviour during the holidays when under the care of their parents/guardians/carers.

### **The aims of the Policy**

The behaviour policy will therefore seek to:

- promote and support the values expressed in the Pupil Code of Conduct
- support effective teaching and learning in and out of the classroom
- promote productive relationships and experiences in the school community
- encourage shared respect for the school's expectations of behaviour

- help members of the school community to understand what constitutes acceptable and unacceptable behaviour
- contribute to promoting mutual respect and tolerance in our diverse school community
- positively support the inclusive nature of the School
- reinforce the procedures and principles outlined in the Peer on Peer abuse Policy

### **Recognising pupil contributions**

The School understands that rewards can be more effective than punishment in motivating pupils. The School ethos promotes the celebration of pupil achievement and a recognition of good behaviour in the following ways:

- Praise by staff
- Personalised correspondence to parents
- Certificates (Merit Prizes, Service Awards) which recognise contributions to the School
- Celebration assemblies
- Prizes/distinctions/Gold notes
- Displaying pupils' work
- Role-modelling through Positions of responsibility including Prefects, School Council, Peer Mentors

### **Pupil Code of Conduct**

This School defines good behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the school community. This Code of Conduct seeks to promote participation, enthusiasm, commitment to learning and cooperation between all members of the community. Expectations of behaviour will take into consideration any ALN and disabilities with the safety of pupils and staff remaining paramount.

Pupils are expected to:

contribute to a well-ordered learning environment by:

- working to the best of their ability in lessons and on prep tasks and ensuring that all work is submitted punctually
- being properly equipped for school

show respect for others by:

- being polite and courteous to each other and refraining from bullying, fighting and name-calling
- being polite, courteous and honest with staff and listening to and carrying out instructions

act in a responsible manner by:

- doing nothing to endanger a healthy, safe and secure environment
- ensuring forbidden items are not brought into school or fashioned in school
- keeping the school buildings and grounds clean and tidy
- ensure the best possible attendance and punctuality

promote a positive image of the school by:

- taking pride in their appearance, being smartly and correctly dressed for any school activity and when travelling to and from school
- behaving in a sensible and courteous manner when travelling to and from school
- being polite and courteous to visitors

In addition, pupils must:

- adhere to the law of the land
- conform to all school policies

The best way of managing pupil behaviour is through staff cultivating positive individual and group relationships based on mutual respect and shared high expectations. Pupils will behave well if they have trust and confidence in the staff overseeing them. However, any breach of the pupil Code of Conduct is unacceptable behaviour and will result in the indicative sanctions in the table below which is to be used as a guide to assist in this process.

Behaviour in stages 1-2 is managed by classroom teachers, sports coaches or anybody in a supervisory capacity (and their line manager) using the table below as a guide.

It is at the discretion of the Deputy Head to establish the level of sanction appropriate beyond stage 2. The Head will decide on all cases that need by their severity to be immediately referred to external agencies.

## Sanction continuum table

Stage	Description of events - this applies in the classroom, in second curriculum activities, trips or in the boarding house/hubs.	The usual sanctions (RJ will be employed as appropriate from stage 3).
1	These are minor issues that need correction and are generally dealt with by staff rebuke. These include but are not limited to; prep failure, late to class without excuse, distracting behaviour (one offs), forgetting books, pens etc.	Warnings/direction given by teacher/Houseparent /Hub Leader (HL). Staff may reinforce this with a small task or sanction eg repeating work.
2	These are persistent offences of the above and/or minor acts of disobedience and/or rudeness. Any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable, uniform/phone use breach and failure to follow teacher instructions eg failing to sign out from school/house.	Low level sanctions that include, but are not limited to; <ul style="list-style-type: none"> <li>• Blue notes given by teacher and followed up by tutor</li> <li>• House sanctions/gating to house</li> <li>• Department detentions</li> <li>• Behaviour concerns are logged on ISAMs</li> </ul> Head of Faculty (HoF) and parents should be informed
3A	These are persistent offences of the above	Either; <ul style="list-style-type: none"> <li>i) Deputy Head detention</li> <li>Warning as to future conduct</li> <li>Parents notified by Houseparents/Hub Leader</li> </ul> Or; <ul style="list-style-type: none"> <li>ii) Internal exclusion (suspension from lessons)</li> </ul> Disciplinary meeting with the Deputy Head. Parents notified by Houseparents or Hub Leader or Deputy Head.
3B	These are generally isolated incidents which in some way threaten the safety or well-being of pupils, staff or property (vandalism), defy staff or bring school into disrepute. eg breaking bounds, unauthorised absence, or minor breaches of the Peer on Peer abuse policy. Abuse of social media to bring harm to others or the school.	Either; <ul style="list-style-type: none"> <li>i) Deputy Head detention.</li> <li>Warning as to future conduct</li> <li>Parents notified by Houseparents/Hub Leader or Deputy Head</li> </ul> Or; <ul style="list-style-type: none"> <li>ii) Internal exclusion (suspension from lessons)</li> </ul> Disciplinary meeting with the Deputy Head. Parents notified by

		Houseparents or Hub Leader or Deputy Head.
4A	These are more serious breaches of discipline, for example a breach of the Peer on Peer abuse policy, alcohol policy, drugs policy, acceptable use policy (IT) or inappropriate sexual activity on school site between pupils etc.	Either; i) Internal exclusion (suspension from lessons) Disciplinary meeting with the Deputy Head. Parents notified by Houseparents or Hub Leader; or ii) External fixed term exclusion (suspension from school). Disciplinary meeting with the Head or Deputy Head. The Head or Deputy Head will contact parents. This may require referral to an external agency. Boarders/Flexi boarders may be required to change status to a day pupil.
4B	These are very serious breaches of discipline. These include but are not limited to; systematic bullying, stealing, extortion, threatening behaviour, racism, homophobia. This can include behaviour in or out of school.	External exclusion, fixed term (suspension). Disciplinary meeting with the Deputy Head or Head. The Head or Deputy Head will contact parents. This may require referral to an external agency. Boarders/Flexi boarders may be asked to change status to a day pupil.
5A	These are persistent offences or extreme examples of category 4A.	Either; i) external exclusion, fixed term (suspension). Disciplinary meeting with the Deputy Head or Head. The Head or Deputy Head will contact parents. This may require referral to an external agency. Boarders/Flexi boarders may be asked to change status to a day pupil. Or; ii) permanent exclusion in accordance with the school exclusion policy. This may require referral to an external agency.
5B	This applies to the most serious breaches of discipline, including but not limited to extreme examples of those given under 4B. This also includes criminal acts.	Permanent exclusion in accordance with the school exclusion policy.

## **Definitions of sanctions**

**Blue notes:** These are records of academic and/or behaviour issues that arise across the school. They are not sanctions in themselves but are used as notifications to tutors and HoMs/HL's. They are useful in identifying patterns of behaviour.

**Department detentions:** These usually take place at lunchtime and last 30 minutes.

House/Hub sanctions:

Low level offences may lead to:

- House chores such as cleaning silverware
- Confiscation of technology
- Early rising and reporting to duty staff

**Gating:** Gating will usually last a minimum of 2 days and will involve the pupil:

- remaining in School uniform
- missing all town leave
- reporting as directed by the Deputy Head
- forfeiting House visiting rights
- other restrictions as decided by House Staff in conjunction with the Deputy Head which may include attendance at Deputy Head Detention

## **Deputy Head Detention:**

This is held on Wednesdays, from 0700 to 0800 for boarders and from 1700 to 1800 for day pupils. House parents will be informed of pupils in their house who have been entered in Head's and School Detention. Parents will be informed as appropriate. Detentions should take priority for pupils over all other commitments. There are three types of exclusion:

### **Internal exclusion:**

This involves working in the Welfare Centre for the day with no access to phones or social time. This is usually for one day.

### **Temporary exclusion (fixed term):**

This is a temporary exclusion usually for a fixed number of days. The pupil should remain at home during this period (teachers will set and mark work for pupils during this time). Fixed term exclusions may be for a period of between 48 hours and 5 days. The type of offences that lead to this are listed in (though not limited to) the table above.

**Required Leave:**

A boarder may be required to leave boarding without necessarily being required to leave the School.

**Permanent exclusion:**

This is where the pupil is permanently removed from the school and the contract between the school and parents in relation to the excluded pupil is terminated.

**Other sanctions:** The Deputy Head may prescribe and authorise the use of such other sanctions as comply with good education practice. This may include, for example:

- Loss of privileges
- Loss of town leave
- Parental involvement (phone call, letters)
- Report cards for academic under achievement and unsatisfactory progress reviews

Breaches of the behaviour policy are recorded through iSams.

**Implementation and Review**

Once approved by SMT in consultation with staff and senior pupils.

The School will embed the Behaviour Management Policy through pupils and staff in lessons, house and hub life and across the second curriculum.

The School will communicate the policy to all teaching and second curriculum staff through the staff training programme.

The Policy will be published on the Parent Portal.

The Policy will be reviewed regularly by the school community and continually revised and developed in response to identified needs in consultation with pupils and staff.