

BEHAVIOUR and BEHAVIOUR MANAGEMENT POLICY

High standards of behaviour and dress are expected at all times during the School day/night, whilst travelling between home and School, when wearing School uniform or when in some other way identifiable as a pupil at the School, while representing the School, or taking part in residential trips and visits. This behaviour policy includes an outline of the expectations regarding behaviour, strategies to manage it, and the rewards and sanctions which are the consequences of types of behaviour.

This guide should be read in conjunction with the 'School rules' and acknowledges also specific policies that exist regarding specific areas such as bullying and ICT etc.

It should be understood that any policy cannot cover every nuance of every eventuality and this document serves as a guide to the School's over-arching expectations, codes and values. The School takes into account the Department for Education advice contained in *Behaviour in Schools: Advice for headteachers and school staff* (July 2022).

Box Hill School expects high standards of behaviour as it is central to a good education. It is a basic expectation of the School that everyone should treat one another with dignity, kindness and respect.

The School looks to manage behaviour well so that a calm, safe and supportive environment is provided to enable pupils to learn, thrive and reach their own personal potential. Being taught how to behave well and appropriately is vital for all pupils to succeed personally.

Whole School rights

Amongst other human rights, people at Box Hill School have the following rights;

- **The right to learn**
- **The right to teach**
- **The right to feel safe (physically and emotionally)**
- **The right to respect and dignity**

Pupil responsibilities

Pupils are responsible for their **own** behaviour.

Pupils need to know that good choices will be rewarded and that poor choices will have consequences.

Respect is the underpinning consideration of pupil expectations.

Basic expectations are;

- To make every effort to develop one's learning.
- To respect the School working environment both inside and outside the classroom.
- To be careful with our own property and other people's property.
- To value each other as individuals. Treat each other fairly without bullying, threat or intimidation or behaviour likely to cause injury or damage to another's self-esteem.
- To make every effort to be punctual and attend regularly.
- To try one's best at all stages of one's School career.

- To attend classes suitably dressed in correct uniform.
- To value each other's opinions, speak and act courteously and treat each other as we would want to be treated.
- To follow the School's behaviour policy, uphold the School rules, and contribute positively to the School's culture.

Staff/adult responsibilities

- To treat all pupils fairly and recognise that each person is an individual.
- To try to raise pupils' self-esteem.
- To provide challenging, relevant and appropriate learning experiences.
- To proactively support pupils to behave appropriately.
- To provide the necessary support to ensure all pupils (including pupils with SEND needs) can achieve and thrive both in and out of the classroom.
- To use consistent and clear language when acknowledging positive behaviour and addressing misbehaviour.
- To help all pupils to understand how to behave positively by taking into account their particular needs. Some pupils, for example, may have particular speech, language and communication needs that need to be considered.
- To identify those pupils who need additional support to reach the expected standard of behaviour and to put the associated support in place as soon as possible to avoid misbehaviour occurring in the first place.
- To ensure that disruption is not tolerated and that proportionate action is taken to restore acceptable standards of behaviour.
- To use rules, rewards and sanctions clearly and consistently.
- To respond promptly, predictably and with confidence to maintain a calm, safe learning environment if pupils misbehave.
- To be a good role model and uphold the whole-School approach to behaviour by teaching and modelling expected behaviour and positive relationships.

The role of parents

Parents have an important role in supporting the School's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with the School.

Discipline

An integral part of pastoral care in the School is the maintenance of good discipline. The School rules are dictated by courtesy, consideration for others, common sense, and the health and safety of individuals and the School community.

Maintaining a positive culture requires the constant positive reinforcement of the behaviour which reflects the values of the School and prepares pupils to engage in their learning. Sometimes however, a pupil's behaviour will be unacceptable. In these cases, pupils need to understand that there are consequences for their behaviour.

Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the School's expectations and values. Using positive recognition and rewards provides an opportunity for all staff to reinforce the School's culture and ethos. Examples of rewards used include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards.

Responding to misbehaviour

When a member of School staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the School behaviour policy. The first priority is the safety of pupils and staff and the restoration of a calm environment. Staff across the School will endeavour to respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

The School's response to misbehaviour will have various purposes. These include:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement: to support pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

The School will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in *Keeping Children Safe in Education*, School staff should follow the School's Safeguarding Policy and speak to the Designated Safeguarding Lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to Children's Social Care is appropriate.

The School's sanctions are designed so as not to breach any relevant legislation (for example in respect of equality, special educational needs and human rights) and to be reasonable in all circumstances. In considering whether a sanction is reasonable in all circumstances, the School will consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Minor misdemeanours may be dealt with by a verbal reprimand and a simple reminder of the relevant School rule and associated expectations of behaviour. Staff may feel that a letter of apology or an account of their misbehaviour and associated learning is appropriate.

It is not appropriate to send a pupil out of the classroom and leave them there for a whole period; a short time is sufficient and should involve a brief conversation with the classroom teacher before the pupil returns to the classroom. Members of staff may also insert a pupil into another classroom (most usually that of their Head of department) in some cases of class misbehaviour. In these cases, pupils will be provided with work to allow for continuous education.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Removal can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Parents will be informed if their child is removed from a classroom in the circumstances indicated above. The pupil will be reintegrated into the classroom when appropriate and safe to do so. The School will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal.

More serious or persistent offenders will be referred to a line manager. There may be some underlying problem causing misbehaviour that should be considered. Tutors, Heads of Year (and Deputy Heads of Year), House Parents (and Assistant House Parents), the Assistant Head Pastoral, the Assistant Head Academic, the Deputy Head Pastoral, the Deputy Head Academic and the Headmaster may all apply a monitoring or supervision chart (including for uniform checks) on which the pupil must obtain a staff signature for each lesson, activity and other period of time throughout the day.

A loss of privileges such as the loss of a particular position of responsibility or checking out by boarders may be appropriate in some situations. Whilst in others a School based community service activity, such as the tidying of a classroom or common room may be appropriate.

There is a year group, lunchtime detention for all pupils who fail repeatedly to hand in prep and for whom early interventions, such as assistance or a work extension, have not resulted in completion of the work. The detention is also used for behavioural reasons, for example, disruption during lessons. This detention is run by the Head of Year. Staff should enter the pupil into detention using iSAMS.

Boarders may also receive a detention for those boarders who misbehave within the boarding houses.

There are also lunchtime and after-School SLT Detentions run by the Headmaster, Deputy Head Pastoral, or Deputy Head Academic. These detentions are used for serious or persistent incidents of inappropriate behaviour. Entry into these detentions is determined by senior members of staff.

For all lunchtime detentions staff will allow reasonable time for the pupil to eat, drink and use the toilet.

School staff will not issue a detention where there is a reasonable concern that doing so would compromise a pupil's safety.

The most serious offences such as stealing, bullying, smoking, alcohol, drug abuse etc. should be referred to a Head of Year, House Parent, and the Deputy Head Pastoral, Deputy Head Academic or Headmaster as appropriate. Issues relating to drugs or alcohol will be dealt with in line with the School's relevant policies. The School will consider the use of days of reflection, suspension (temporary exclusion) or permanent exclusion in the case of the most serious offences.

The School will from time to time ask pupils to sign a specific 'student contract', normally after a serious misdemeanour. The 'contract' is not a legal document but is a written undertaking from the child that confirms a) that the pupil understands what has happened and why they have been punished, b) the seriousness of the situation, and c) the fact that a repeat of the behaviour could call into question their place at the School. The contract itself is intended to help the child remain at School and be productive.

The School does not use corporal punishment; it is illegal in all circumstances.

The School captures behaviour data. This data is monitored and objectively analysed regularly by senior staff.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND) The School will consistently and fairly promote high standards of behaviour for all

pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

The School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement based on the facts of the situation.

It will be considered whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the School will refer to the Equality Act 2010 and schools guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

The school will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also recognised that it is important to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Supporting pupils following a sanction

Following a sanction, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the School. These might include:

- a targeted discussion with the pupil, 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;
- communication with parents;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil;
- inquiries into circumstances outside of School conducted by the Designated Safeguarding Lead or a deputy;
- liaison with relevant external agencies such as Children's Social Care where appropriate or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions form part of a wider approach that involves the wellbeing and mental health of the pupil.

BEHAVIOUR MANAGEMENT POLICY

PRINCIPLES

The School aims to ensure that effective teaching and learning takes place in both the curriculum and extra-curricular activities. Staff will aim to create a supportive learning community through:

- Establishing good order and discipline in classrooms and all other areas of the School
- Developing pupil self-esteem and self-discipline
- Setting high personal standards and thus promoting amongst pupils a proper regard for authority
- Establishing positive teacher-pupil relationships based on mutual respect
- Ensuring equality of opportunity and fairness of treatment for all
- Ensuring that response to both negative and positive behaviour is consistent across all staff
- Monitoring the impact of special educational needs on behaviour to ensure early intervention
- Providing a safe environment for staff and pupils, free from disruption, bullying and any form of harassment or aggression
- Building constructive relationships with parents and guardians and involving them in implementing and reviewing the School's behaviour policy

ROLES AND RESPONSIBILITIES

The **Governing Body** will:

- Support the School in maintaining high standards of behaviour
- Ensure that the policy is non-discriminatory
- Ensure that they understand the implications of the behaviour management policy for their own practice and that relevant committees understand their responsibilities.

The **Headmaster, Deputy Head Pastoral and Deputy Head Academic** will:

- Support the School in maintaining high standards of behaviour
- Ensure policy and procedures are applied fairly across all pupils, regardless of ethnic or national origin, culture, religion, disability, gender or sexuality
- Ensure that all staff are aware of the contents of this policy
- Ensure that expectations of staff, pupils and parents are clear
- Take responsibility for the implementation and day-to-day management of the policy and procedures
- Communicate the policy to parents and pupils
- Provide support for staff faced with challenging behaviour
- Provide opportunities for parents to raise issues arising from the operation of the policy
- Ensure that the concerns of pupils are listened to and appropriately addressed

Staff, including teachers and support staff will:

- Support the School in maintaining high standards of behaviour
- Follow agreed behaviour management policy and procedures
- Ensure policy and procedures are applied fairly across all pupils, regardless of ethnic or national origin, culture, religion, disability or sexuality
- Apply rewards and sanctions fairly and consistently
- Provide support to other staff in the implementation of the policy
- Advise the Headmaster, Deputy Head Pastoral and Deputy Head Academic on the effectiveness of behaviour management procedures and contribute to reviews
- Create a high quality learning environment by teaching good behaviour and acting as a role model to pupils
- Ensure that the concerns of pupils are listened to and appropriately addressed

Parents and guardians will:

- Work in partnership with School staff to assist in maintaining high standards of behaviour amongst pupils
- Take responsibility for the behaviour of their child both at School, on the way and on the way home from School

Pupils will:

- Support the School in maintaining high standards of behaviour
- Be familiar with the expectations of behaviour and code of conduct in the School
- Take responsibility for maintaining good standards of behaviour
- Report to staff any incidents of disruption, violence, bullying and any form of harassment

General expectations of attitude to work.

All pupils must do their best to benefit from the opportunities that are offered in our School

They should therefore:

- Give academic work a high priority
- Attend all lessons, participating fully and working consistently to the highest possible standard for their level of ability
- Catch up on class work and homework missed through absence
- Prepare for lessons, bringing the appropriate equipment, clothing and books
- Arrive punctually to all commitments
- Complete all homework to the highest standard possible for their level of ability
- Complete homework by the day required and submit the homework to the teacher at the time specified in advance by the teacher
- Complete examination coursework on time
- Create an environment which allows all pupils to learn effectively and without distraction

The Headmaster reserves the right to request the removal of any pupil who fails to fulfil these expectations, in line with the established procedures relating to exclusion, including the School parent contract and statutory requirements.

Pupils should also

- Accept praise and encouragement gracefully and be proud of their strengths
- Accept constructive criticism and take action to improve their weaknesses
- Accept without question the consequences of inappropriate behaviour or conduct

Courtesy In speaking and responding to others, all pupils must respect the normal conventions of polite and civilized society

Pupils should therefore:

- Be honest and truthful
- Use appropriate language for the working environment
- Speak politely, pleasantly and with respect to all adults, including:
 - members of staff, both teaching and support staff
 - visitors to the School
- Speak politely and pleasantly to other pupils, including those who are exercising responsibility for a School activity or carrying out a duty
- Address adults by title and surname

Consideration and concern for others All members of our School must respect the human rights of others and have regard for the well-being and academic progress of fellow pupils

Pupils should therefore:

- Treat all members of the School community equally and with care and concern
- Encourage and support fellow pupils
- Act as positive role models to younger pupils

Pupils should create an environment free from bullying by:

- Avoiding the use of insulting, abusive and hurtful language of all kinds – verbal, written or accessible by computer
- Avoiding the use of behaviour or body language which others find intimidating, threatening or hurtful
- Avoiding the use of physical violence of any form
- Avoiding the use of exclusion from friendship groups as a means of intimidation and hurt
- Avoiding behaviour which causes other pupils to under-perform in academic work
- Avoiding behaviour which damages the self-esteem of others

In order to prevent a repeat of the bullying behaviour described above, a pupil should report to a member of staff, without delay:

- The occurrence of any of the above abuses to themselves

- If a pupil witnesses the occurrence of any of the above abuses to fellow pupils
- If the pupil notices someone upset

Expectations of behaviour in and around School Each member of our School must behave in a way that allows themselves and others to work successfully, without disruption, safely and with enjoyment

General points

- Any reasonable request from a member of staff should be carried out at once and without argument
- Rudeness, disrespect or insolence towards members of staff are not acceptable, nor excusable
- A pupil must observe health and safety rules, as directed by the School code of conduct and by subject-specific and specialist room guidelines
- A pupil must adhere to the rules governing use of computer hardware and software, computer messaging and accessing computer data.

Eating and drinking are not allowed in learning areas. (If discovered eating in these areas, food or drink may be confiscated by a member of staff.)

- Chewing gum is not allowed in any part of School premises
- A pupil needing to leave a lesson/School early should obtain a written excuse note signed by a teacher, House Parent, Head of Year or Tutor. Non-emergency medical/dental treatment during the School day should be avoided if possible and can only be agreed following a written request from parents to the relevant House Parent or Head of Year.
- A pupil is expected to use breaks and lunch hours for toilet visits, not lesson time.
- If a pupil feels ill during lesson time, they should ask the teacher's permission to visit the Medical Centre. The pupil should not visit the Medical Centre between lessons without this permission, unless in need of emergency medical attention. This is to ensure that staff will know of their pupils' whereabouts during relevant lesson times.

Health and Safety All members of our School must have regard for the health and safety of themselves and others

Everyone should be orderly and considerate in moving around School:

- Walk (and not run) between lessons
- Be patient and avoid pushing, particularly on stairs
- Give way to others at doorways opening the doors to allow others through first
- Hold doors open for those walking behind
- Carry their bags and other belongings in a way which does not inconvenience other people
- Avoid carrying unnecessarily heavy loads by using lockers efficiently

- Organize recreation time activities at breaks and lunchtimes in such a way that other people's safety is not threatened
- Queue when required to do so, and in a sensible, fair and well-ordered manner
- Avoid moving furniture and opening windows unless supervised by a teacher

Pupils should also ensure that School always knows their whereabouts. They should:

Remain on the School site during the School day unless they have written permission to leave – from parents and from their House Parent, Head of Year, Tutor or another senior member of staff. Always sign out at Pupil Reception if given permission to leave School during the School day

Always sign in at Pupil Reception if arriving in School after registration

Exercise good road sense on the way to and from School

Pupils should respect all procedures and rules designed for their safety:

- Respect and not tamper with safety equipment such as fire-fighting appliances and alarms
- Memorise all safety procedures, including procedures for evacuation in the event of a fire
- Co-operate in practice evacuation of the School in preparation for any emergency which might arise
- Tie back long (shoulder length or longer) hair and loose scarves at times when this is a health and safety requirement

Infringements of all Health and Safety rules are serious, but the following will be treated as a very serious matter

Pupils must:

- Not use or bring into School any items, substances or drugs that might be dangerous, threatening, forbidden or illegal. (Prescription drugs must be left with either the House Parent, Head of Year or the Medical Centre).
- Not consume or possess alcohol in School, whilst travelling to and from School or offsite during the School day
- Not smoke or possess cigarettes or tobacco in School, whilst travelling to and from School or offsite during the School day
- Not use or possess any vaping equipment, whilst travelling to and from School or offsite during the School day

<p>Respect for property All members of our School must respect and take responsibility for property – their own property, other people's property and the School's property</p>
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A pupil should therefore:

- Provide a padlock for their locker and give a spare key to their House Parent/Head of Year as relevant
- Make sure that all their belongings are clearly named
- Keep personal property with them or inside their padlocked locker, not on the tops of lockers nor in corridors
- Hand in to either Reception, their House Parent or their Head of Year valuables which appear to be lost
- Take less valuable items directly to Reception
- Avoid bringing valuable property like music equipment, electrical or electronic equipment and jewellery to School
- Carry money safely and securely on their person at all times or hand to a member of staff for safekeeping
- Use the secure “Valuables Box” during physical education lessons
- Bring only sufficient money for that day’s essentials
- Hand it to their House Parent or Head of Year for safe-keeping at the start of the day any vulnerable property or large sum of money which has to be brought into School for a justifiable reason.
- Treat all School property – books, furniture, equipment and buildings – with care and respect
- Report to main Reception any damage to School property immediately it occurs or as soon as damage is noticed
- Clear up after meals and snacks
- Ensure that cutlery and crockery belonging in the Dining Room are used only in the Dining Room
- Keep changing rooms and all communal and locker rooms in Houses tidy and clean
- Keep books, furniture and buildings free from graffiti
- Put litter in bins
- Take care not to damage displays whilst moving around the School

We regret that the School cannot take responsibility for the loss of theft or belongings, nor damage to belongings, that have not been safeguarded according to the procedures above.

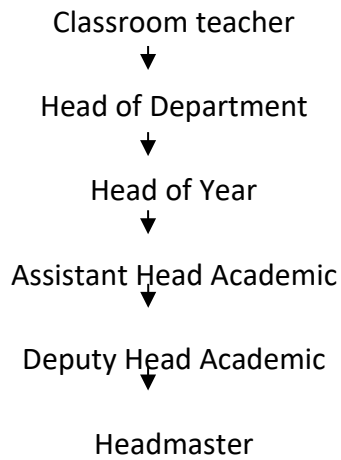
Promoting the School All members of our School must do their best to maintain the highest possible reputation, both for themselves and for the School

Attending a School with a reputation for high standards and academic achievement is an asset to its pupils when they progress to Higher Education and employment.

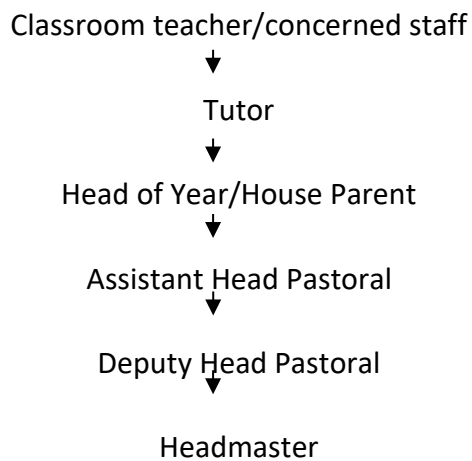
Pupils should therefore do their utmost to promote the strengths of the School and its pupils. They should:

- Be aware at all times of the impression they create, ensuring that this impression is positive
- Dress appropriately for work by wearing correct School uniform, ensuring that it is clean and well-maintained
- Ensure that their appearance is smart and business-like, conforming with all uniform and appearance regulations
- Behave politely and with consideration for others at all times in School, when acting as a representative of the School in extra-curricular activities and off-site visits and when travelling to and from School on public transport or School transport
- Behave in a sporting manner in all competitive events
- Act efficiently as agents of communication between their parents and the School, returning letters, reply slips and absence notes promptly to School
- Offer help and assistance willingly when asked to do so by staff
- Welcome visitors to the School in a helpful, friendly and respectful manner

Academic concerns and issues within the classroom are normally reported as follows:



Pastoral concerns and behavioural issues outside the classroom:



Please note. It is understood that many situations involve significant cross-over of issues between pastoral and academic, and it is strongly advised that in both cases (pastoral and academic) the various different parties (House Parent, Head of Year, etc.) are kept informed and communication is paramount.

Discipline and behaviour during Activities:

Co-curricular and extra-curricular activities are considered to be part of the School learning environment and just as important as classroom activity. All School rules apply to activities in the same way as lessons. Attendance is just as important.

SUPPORT STRATEGIES FOR MONITORING AND IMPROVING BEHAVIOUR

These strategies are in addition to the formal reporting procedures to parents and are only initiated after consultations between parents, Head of Year, House Parent etc. when a pupil's behaviour becomes a cause for concern, as identified via the referral system.

In the first instance, telephone conversations between one or more of: class teacher, subject leader, House Parent, Head of Year and the child's parents would attempt to resolve behaviour issues. If behaviour continues to be a cause for concern, the following strategies may be employed:

Report Sheets

These are used when a pupil's behaviour/work rate becomes a cause for concern. If the concern is confined to only one subject, then this will become a subject report sheet. If there are concerns across several subjects the responsible person, the Head of Year, will place the pupil on a daily report sheet covering all lessons. Parents are informed either by telephone, email or at a meeting. Pupils will have their report sheet signed on a daily basis by both parents and staff responsible. Pupils will not normally be on report sheets for a period of more than two full weeks. All subject teachers will be informed when a pupil is placed or/taken off report sheets.

Detentions

Detentions can be used for a range of inappropriate behaviour in class. Parents will be made aware of SLT detentions.

The School operates an after School SLT detention for more serious infractions, and it is expected that parents will support the School in disciplining pupils even if such an occurrence interferes with weekend plans. As a general guide, three SLT detentions equals an 'internal suspension'.

Withdrawal of pupil privileges

e.g. ban from a School visit or use of School facilities.

Payment for damages

Pupils who damage School or other people's property will be expected to pay for the cost of repair or replacement.

Internal exclusion (temporary exclusion) - (formerly 'Suspension')

This is used for serious and/or persistent cases of inappropriate behaviour. Parents are contacted and pupils work in the Library for one, two or three days, depending on the

incident. Internal suspensions will only be administrated through the Deputy Head Pastoral or Deputy Head Academic in association with the Headmaster. Work is set by the appropriate subject teachers.

External temporary exclusion

For a very serious breach of conduct. Parents are contacted and pupils are sent home for one, two or three days, depending on the incident. These will only be administrated through the Deputy Head Pastoral with the Headmaster. Work is set by the appropriate subject teachers.

External exclusion

For a very serious breach of conduct. External exclusions can only be administrated through the Headmaster. **See Exclusion policy**

REWARDS

Rewards are a key part of the behaviour policy within the School. Rewards can come in various different forms.

Individual Pupil Praise is used is to reinforce good behaviour, this can come from the following sources; subject teachers, Head of Department, House Parents, Head of Year, Assistant Heads, Deputy Heads and the Headmaster.

Praise can be given directly to pupils and/or to parents/guardians, through emails and letters home, etc.

Merits are used as the main source of rewards within the School.

These may be awarded for a variety of reasons including; effort, achievement, co-curricular endeavour and upholding the values of the School.

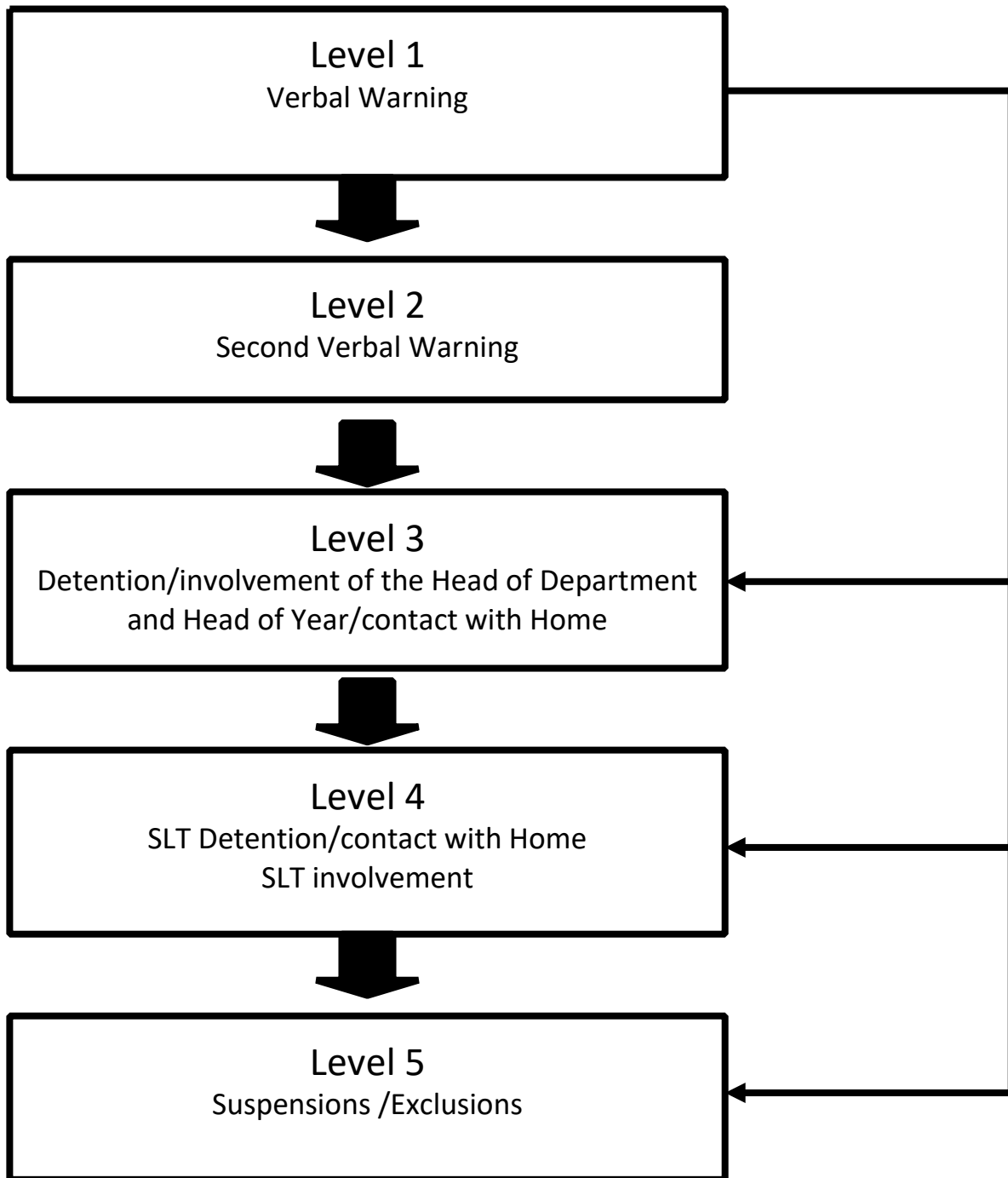
Certificates are awarded for recognition of achievement of specific numbers of merits or credits.

Individual Subject Postcards for grades

Individual subject postcards are a recommended form of reward for pupils who show exceptionally good behaviour or academic performance (both effort and attainment).

Behaviour for Learning – The Consequences Process

My behaviour has consequences; what can I expect to happen if I behave inappropriately?



(see below for examples)

LINKING BEHAVIOUR WITH CONSEQUENCES

Every individual case is looked at separately, but the scale below gives a clear guide to potential consequences for behaviour. It is not an exhaustive list and should be used for guidance:

Level 1 or 2

Verbal warnings:

Chewing gum
Minor distractions
Off task
Interruption of other pupils
Lack of equipment
Misuse of equipment
Lateness to lessons
Unexplained lateness
Interrupting staff
Talking over teacher
Mild bad language
Swinging on chairs
Eating/drinking (except water) in class
Argumentative behaviour
Minor uniform issues
Littering
Slow work rate due to laziness
Name calling Shouting out in class
Throwing objects
Not totally complying with instructions
1st warning for lack of homework
Pushing and shoving in queues
Running in corridors
Forgetting books

Level 3

Referral/Other staff Involvement/Communication with home/Detention :

Repeated misbehaviour after warnings
Lack of co-operation
Using mobile phone Y711 / not handing in at start of day
Persistent misuse of equipment
Arguing with members of staff
Persistent lack of homework

Persistent lack of equipment
Continuous name calling
Persistent lateness to lessons
Rudeness
Continuous disruption
Persistent uniform issues
Unacceptably slow work rate after warnings
Persistently talking over the teacher
Swearing at other pupils
Attention seeking at the expense of others' learning
Graffiti
Cheating
Persistently breaking Uniform Policy
Persistently forgetting books

Level 4

Referral to House Parents/Head of Year/SLT/Communication home/Detention

Intimidation of other pupils (including email/internet)
Aggressive behaviour
Persistent attention seeking at the expense of others' learning
Truancy (within School)
Persistent refusal to work
Minor vandalism
Dangerous handling of equipment
Smoking (separate punishment)
Graffiti on walls/displays
Cheating in internal examinations
Lateness or failure to show up for a detention
Misc. insolence /disobedience
Blatant ongoing disregard for uniform
Refusal to remove incorrect piercings (other than 1 stud in each ear)

Level 5

Potential Exclusion

Deliberately undermining a member of staff's authority
Physical attack on pupils/staff including retaliation
Swearing at/extreme rudeness to a member of staff
Behaviour likely to endanger the safety of others
Behaviour likely to affect others' learning for extended periods
Major vandalism
Persistent bullying (including email/internet)

Persistent truancy
Threatening language/behaviour towards a member of staff
Misuse of email
Substance misuse
Stealing
Racism
Possession of a weapon
Fighting
Pornographic materials
Refusing to do as asked after 3rd request
Sexual harassment/violence.
Truancy

CLASSROOM CONDUCT CODE

It is the **teacher's** primary responsibility to manage classroom behaviour so that the atmosphere is conducive to learning at all times. However, there will be times when a small minority of pupils transgress our expectations. In which case:

If a pupil having been verbally admonished by a teacher persists in not conforming to our expectations (e.g. calling out, disrupting the learning of others), then the following steps could be taken:

- Name is put on board in the first instance (this is for “low level” disruption) and a warning issued that a failure to modify behaviour will result in:
- Pupil being sent to Head of Department who will take immediate action as appropriate (e.g. detention)
[It is necessary that all colleagues know the whereabouts of their Head of Department during the working day]
- Senior staff call out to class.

Clearly it should be exceptional that any pupil in our School is asked to leave a lesson.

Monitoring sheets are a tool used by Tutors, House Parents and Heads of Year to support pupils in meeting the expectations of the School and parents in terms of work and behaviour. They are used to support those pupils who are struggling to meet the challenges and demands of life at School and are a means of close supervision and monitoring. Monitoring sheets allow Tutors, House Parents and Heads of Year to set meaningful targets, which may be negotiated with the pupil, to enable them to come to terms with our stated expectations. A Tutor would be the first person to instigate such a sheet as the first point of contact but if the problem is not resolved the House Parent or Head of Year may well issue a further sheet which is more prescriptive. It is essential that at all stages the House Parent, Head of Year and Tutor are kept informed of relevant information as well as contact with parents being maintained. Record keeping is important and all matters relating to monitoring sheets should be kept on the pupil's file, including records of telephone conversations and meetings with parents.

Charts are available for use as a supplement to the Monitoring System used by Tutors, House Parents and Heads of Year. If a pupil is deemed not to be responding to the period of monitoring then the House Parent or Head of Year would refer him/her onto SMT/SLT. Parents will be informed. A pupil may be placed directly onto a Chart for a serious misdemeanour.

Please note:

Pupils are entitled to complain about unfair treatment or perceived unfair treatment at School and these concerns will be taken seriously.

CLO

September 2023

Review: September 2024