



# BEHAVIOUR POLICY

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## **Behaviour Policy**

At Box Hill School, we strive for excellence in everything we do, where 'excellence maximises outcomes'. We uphold the highest standards of behaviour, principles, responsibility and moral standards, which includes promoting trust and mutual respect for everyone. Good relations and manners contribute to the quality and security of the learning environment, and therefore play an important part in the development of intellectual curiosity, and of independent and self-directed learners. Trust, teamwork and leadership are further promoted and nurtured through our Boarding Houses, and through the programme of extracurricular activities. Social responsibility is promoted through the charitable and community projects of pupils and staff. From time to time, pupils will be consulted through pupil voice channels to provide feedback, or to discuss behaviour and rewards in order to bring about the best outcomes for all involved.

Box Hill School is also inclusive, in the sense that we welcome pupils from a wide variety of ethnic and social backgrounds and faiths, and, indeed, those of no faith. We aim to treat everyone as an individual, inclusive of protected characteristics and SEND, and to develop the whole person, in order to prepare them better for life beyond Box Hill School, and to make a contribution to modern society. This policy has been prepared bearing in mind the guidance issued by the Department for Education's 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff (September 2022)' as well as the Department of Education's 'Behaviour and Discipline in Schools: Guidance for Governing Bodies (updated 2015).

### **Aims of this policy**

Our behaviour policy sets forth clear expectations, management strategies, and the ensuing rewards and consequences.

While we aim to be comprehensive, it's essential to acknowledge that no policy can anticipate every scenario. Rather, this document serves as a compass aligning with our overarching expectations, codes, and values, informed by the guidance from the Department for Education.

Box Hill School places a premium on exemplary behaviour as it is fundamental to a quality education. We believe in fostering an environment where everyone treats each other with dignity, kindness, and respect.

- To provide a welcoming, inclusive, safe, secure and caring space for children to learn and enjoy the opportunities available to them.
- To ensure that positive reinforcement and supportive measures are used to reward all pupils where possible to build self esteem around recognition.
- To foster a calm, happy, civilised and well-ordered environment for the students to feel confident about optimising their learning and establishing relationships and are able to reach their full potential.
- To create a home-from-home and family feel within our Boarding Houses that promotes a safe environment in which our students can grow.
- To ensure all members of our school community feel valued and respected.
- To develop an ethos of kindness, cooperation, honesty and integrity.
- To encourage adherence to a shared set of behaviour guidelines.
- To help pupils learn to take responsibility for their own actions in understanding consequences for actions, making correct choices through a positive self-image and consideration for the needs and feelings of others.
- To provide clear, fair and consistent sanctions in response to misconduct so that it is clear to all that there will be consequences for poor choices.
- To support the school ethos of respect for each other respect for the school environment and respect for learning.

## **Objectives**

All students have a right to:

- learn without distraction or disruption;
- respect and fair treatment, of their property as well as themselves as individuals;
- feel safe in school;
- feel good about themselves and their strengths;
- be part of a community based on fairness, open-mindedness and tolerance;
- recognition and praise for good behaviour;
- clear directions and explanations about what is acceptable/not acceptable behaviour;
- discuss behaviour and its consequences regularly in the classroom, tutor group and year group;
- the necessary support to nurture positive behaviour from subject teachers, the Special Educational Needs department, Form Tutors, Heads of Year, Subject Leaders/Heads of Department, Heads of Faculty and SLT
- talk about their feelings and to share them with others.

## **We expect students to:**

- follow and adhere to the agreed rules of the school, year group and class;
- understand these collective rules and the consequences of breaking them;
- learn together with a sense of trust;
- respect the feelings of others and be tolerant and caring towards each other;
- take responsibility for their own actions;
- be polite, calm and controlled;
- treat others with courtesy and consideration – being accepting of others' difficulties or differences;
- protect the most vulnerable;
- set good examples and act as role models to other children;
- be self-motivated to learn to the best of their abilities and have high expectations of their own behaviour.

## **Box Hill School Values**

- Collaboration
- Respect
- Inclusivity\*
- Tenacity
- Inquisitiveness
- Empathy

Within our community, certain rights are sacrosanct, including the right to learn, to teach, to feel physically and emotionally safe, and to be treated with respect and dignity

. \* British Values as well as school values, will be respected and accepted, as well as for those with differences as defined by the Equality Act 2010.

As individuals, students bear responsibility for their behaviour. They should understand that good decisions will be acknowledged while poor choices will have repercussions. Respect underpins all expectations, including:

- Nurturing one's learning journey.
- Respecting the school environment.
- Valuing personal and others' property.
- Upholding fairness and eschewing bullying or intimidation.
- Punctuality and regular attendance.

- Striving for excellence at every stage.
- Adhering to dress code.
- Fostering a culture of respect, courtesy, and positive contribution.

In the same vein, staff and adults within our community shoulder responsibilities:

- Fair treatment and recognition of individuality.
- Elevating students' self-esteem.
- Providing stimulating and suitable learning experiences.
- Proactively guiding students toward appropriate behaviour.
- Ensuring support for all students, including those with special educational needs.
- Consistent use of positive reinforcement and addressing misbehaviour.
- Tailoring support to meet individual needs, including speech and language challenges.
- Swift identification and support for students at risk of misbehaviour.
- Maintaining discipline and restoring standards when disrupted.
- Employing clear and consistent rules, rewards, and sanctions.
- Swift, confident responses to maintain a calm learning environment.
- Exemplifying expected behaviour and fostering positive relationships.

Parents play a crucial role in reinforcing our behaviour policy, aligning their efforts with ours at home and engaging with the school when concerns arise. We encourage a partnership approach between parents and the school to support our shared goals.

### **Standards of Behaviour**

It is vital that all members of staff are consistent in insisting on and enforcing an agreed set of rules governing the conduct of pupils at all levels throughout the School.

The sub policies for behaviour are indicative of the broad expectation that we should have of all pupils, and staff should ensure that the behaviour of pupils is consistent with these expectations at all times.

Any sanctions will be decided upon taking into consideration the context for the individual pupil concerned, particularly in respect to any disability (in line with Schedule 10 of the 2010 UK Equality Act).

Where a student has an identified individual need that impacts on their ability to conform to behavioural or organisational expectations, the school will put appropriate provision in place, including reasonable adjustments, and work with parents to support the student in overcoming these difficulties. This will be done in consultation with the student and their parents. If the student then fails to conform to expectations despite appropriate support, the usual school procedures will apply.

### **Child on child abuse**

We recognise that children are capable of abusing their peers and that child-on-child abuse can manifest in many different ways, including bullying, on-line bullying, prejudice-based and discriminatory bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting and abuse within intimate partner relationships.

It is very clear that this type of abuse should always be treated seriously, and never just as banter or 'just having a laugh' or part of growing up or 'boys being boys'. Our school has a zero tolerance approach to such attitudes

and behaviours, it is never acceptable and should not be tolerated. Child-on-child abuse can happen outside the school as well as in school or online and we will act on any situation that is reported.

Context will always be applied to every situation to ensure that both parties, the perpetrator and the victim, are looked after properly.

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ+ Children and young people and those who are from different communities.

Staff need to be vigilant at all times, even though there may be no reports of it, does not mean it is not happening. All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy. The DSL is responsible for providing support to all children involved in incident of child-on-child sexual abuse.

Other policies on child-on-child abuse referred explicitly in:

- Safeguarding Policy
- Anti- Bullying
- And Safer Use of IT for cyberbullying
- Boarders Behaviour Policy

## Use of restraint

**Corporal punishment is illegal and will not be used or threatened under any circumstances.**

All school staff members have a legal power to use reasonable restraint to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. The degree of restraint used should be the minimum needed to achieve the desired result. The named practitioner, Headteacher or Deputy Head in her absence, will record any reported incident in which a member of staff uses restraint on a pupil, and any event of this nature will be reported to the pupil's parent on the same day or as soon as reasonably practicable after the incident.

Serious breaches of discipline include physical violence/assault, stealing, sexual impropriety, social media misuse, vandalism or computer hacking, threatening and abusive behaviour towards a member of staff or another member of the community, malicious accusations against members of staff, persistent bullying, prejudice and discrimination of groups identified under the 2010 Equality Act, substance possession or misuse (of nicotine, alcohol, solvents or controlled drugs), possession of dangerous weapons and the falsification of documents. This is not an exhaustive list. Serious breaches of discipline from students in will be addressed following the Serious Discipline Procedures and Policy (this includes the policy on expulsion, removal and review).

## Rewards

Reward	Recorded	Staff member	Reason
Merit	Satchel 1	Any teaching staff. Form tutors and HoYs to monitor and reward in celebration assemblies at the end of term.	Good work/homework.  Good behaviour shown through values or IDEALS.

<b>Postcards</b>		<b>Writes home to commend behaviour – recorded online.</b>	<b>Further to the above – an outstanding project or piece of work/service to the community.</b>
<b>Prize</b>	<b>Assemblies/Prizegiving</b>		<b>Outstanding overall performance in a given subject.</b>  <b>GRIT award for pupils overcoming adversity or applying themselves above and beyond.</b> <i><b>Trialled with Y10 – to be rolled out to all year groups in due course.</b></i>

## Sanctions

Any sanctions will be decided upon taking into consideration the context for the individual pupil concerned, particularly in respect to any disability (in line with Schedule 10 of the 2010 UK Equality Act).

Where a student has an identified individual need that impacts on their ability to conform to behavioural or organisational expectations, the school will put appropriate provision in place, including reasonable adjustments, and work with parents to support the student in overcoming these difficulties. This will be done in consultation with the student and their parents. If the student then fails to conform to expectations despite appropriate support, the usual school procedures will apply.

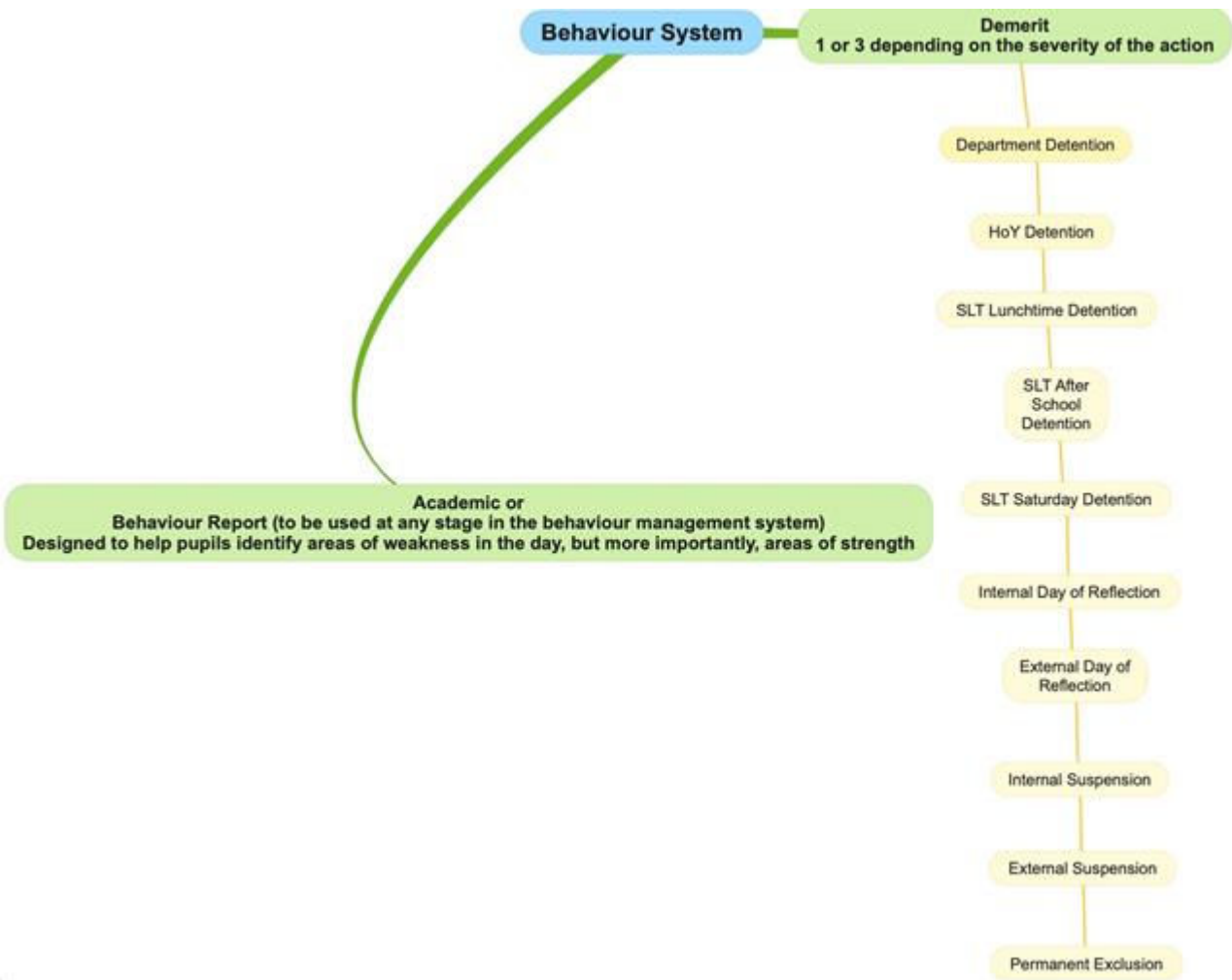
	Background	Procedure	Example
De-escalate and diffuse	Try to bring the pupil back into the lesson in a non-confrontational way	e.g. making eye contact, checking their understanding, standing near them, tapping the desk they are at	
Ask	Teacher responsible for the student in breach of discipline has a conversation with them.	Have a conversation with the individual to help them understand and acknowledge what they are getting wrong.	
Tell - Verbal Warning	Teacher responsible for the student in breach of discipline gives the verbal warning.	Highlight verbally to the pupil that they have broken the rules	“Do you understand that x behaviour is at fault. This is a verbal warning as behaviour x is not appropriate”

Result  De-merit applied to Satchel 1	Teacher responsible for the student in breach of discipline adds a note to the behaviour record on CPOMS. Demerits can either be 1 or 3 depending on the severity/repeat nature of the issue.	Discuss with student in a private and nonconfrontational manner. Add to CPOMS. Teacher involved in issuing sanction to call home to parents, and to log conversation on CPOMS to create a clear picture for tutor, HoY and SLT.	
Support Report*	HoY/HoD responsible for monitoring – 3 agreed targets.	Student report is created with input from the pupil and targets are agreed. It can be implemented for either academic attainment or behaviour and runs alongside all other sanctions (flow chart below).	
Department Detention / Head of Year Detention - Lunchtime	Wherever possible, the subject teacher retains control but issues a department/Head of year detention.	3 de-merits for one subject may lead to a department/Head of Year detention. One extreme incident may lead straight to a department/Head of Year detention.	
SLT Detention - Lunchtime After School Saturday	When an issue is not resolved, or meets a threshold of severity, then an SLT detention may be issued. This can be served at either Lunchtime, After School or on Saturday. This is at the discretion of SLT as to which level is deemed to be most appropriate and will be decided on a case by case/individual basis.	Head of Year may issue an SLT detention, in consultation with members of SLT, following a series of HoY detentions, or for an incident that meets the threshold of severity.	
Meeting with Parents plus possible pupil contract put in place*	Repeated or escalating poor behaviour needs a conversation with the parents. This is made by members of SLT, and a formal meeting is requested.	Behaviour contract is created with the pupil as a way of creating shared accountability for all parties involved, to improve behaviour moving forwards.	
Internal Day of Reflection	Repeated poor behaviour, with no change following restorative process, or for an incident of a higher level.	Pupil is separated from the rest of the school community, whilst in school, and completes school work in isolation. This does not appear on a pupils official	

		school record but is listed on CPOMS.	
External Day of Reflection	Repeated poor behaviour, or a single incident of a more serious nature. It may also be that a pupil is not in a fit state to carry on with the school day and therefore parents are asked to come in and collect them.	Pupil spends a given number of days at home, completing school work that has been provided for them. Parents are contacted by phone, by a member of SLT to inform them of this. If it is the case that a pupil is not fit to spend the rest of the day in school then a member of SLT will also phone home to discuss collection with parents.	
Internal suspension	When a serious breach of discipline is considered. This may be deemed to be sufficient sanction.	Where appropriate, a student may be internally segregated from the rest of the school while the incident/rumour is investigated. This may be deemed to be sufficient sanction.	
External suspension	When a serious breach of discipline is considered. This may be deemed to be sufficient sanction.	Where appropriate, a student may be externally segregated from the rest of the school while the incident/rumour is investigated. Equally, separately, this may be deemed to be a sufficient sanction.	
Permanent exclusion	There has been no/minimal learning by the pupil despite the School's efforts and so it is only right and fair to ask whether the school is the right setting for said pupil, if behaviour patterns do not change.	The school would only use this option in the last possible instance.	

\*These aspects can be used at any point with the discretion of the HoYs/HoDs.





Sanctions: Sixth Form

Stage	Cause	Sanction	Support
1	<p>Missed homework</p> <p>Missed lesson (with no reason) or persistently late to lessons</p> <p>Disruptive behaviour</p> <p>Lack of engagement</p> <p>Disrespecting the 6<sup>th</sup> form environment</p>	<p>Detention (break / lunch / after school)- arranged by class teacher and run by the department.</p>	<p>Class teacher informs HOD and student's tutor that the student has been acting inappropriately.</p> <p>Class teacher contacts parents to make them aware.</p>
2	<p>2 x missed homeworks for one teacher</p> <p>2 x missed lessons for one teacher</p>	<p>Loss of 25% of frees-tutor arranges with Liz Rose for the student to attend the library, and adds this to a new copy of their timetable. This</p>	<p>Subject report (1 week – monitored by subject teachers and tutor.)</p> <p>HOD contacts parents to make them aware. Tutor</p>

	Poor attendance in lessons or tutor time	<p>should be shared with JB or CBo who will distribute.</p> <p>6<sup>th</sup> form Detention with AJB on Thursday after school (4.30 – 5.30 in Room 6)</p> <p>Loss of 51 degrees North privilege, and not allowed to attend any 6<sup>th</sup> form enrichment trips.</p>	monitors the report in AM registration, and communicates outcome of the report with parents.
3	<p>Failure to improve on Stage 2</p> <p>Stage 2 for more than one subject</p>	<p>Loss of 75% of frees- CBo or JB arranges with Liz Rose for the student to attend the library, and adds this to a new copy of their timetable. AJB will distribute this to all concerned.</p> <p>Loss of 51 degrees North privilege, and not allowed to attend any 6<sup>th</sup> form enrichment trips. Not allowed to represent the school in sports teams, productions etc.</p>	<p>Programme Co-ordinator report (2 weeks – monitored by Programme co-ordinator)</p> <p>Tutor contacts home to arrange parental meeting with tutor &amp; Programme Co-ordinator. Programme Co-ordinator communicates outcome of the report with parents.</p>
4	Failure to improve on Stage 3	Fixed Term Exclusion (one or two days) and loss of all frees. – AJB arranges with Liz Rose for the student to attend the library, and adds this to a new copy of their timetable. AJB will distribute this to all concerned.	<p>SMT report</p> <p>(2 weeks – monitored by AJB)</p> <p>AJB contacts home to arrange parental meeting with AJB &amp; HLR. AJB contacts parents to discuss the outcome of the report.</p>
5	Failure to improve on stage 4	More serious sanction such as permanent exclusion – tbd with SLT.	

**(Should a pupil deem the sanction to be unfair, they are welcome to appeal by speaking to the Head of Year).**

#### Sanctions: Boarding

	Cause	Sanction	Support
1	Failure to meet expectations of behaviour within Boarding for the first time	Verbal Warning	House Parents to work with student to ensure that they are meeting expectations
2	Repeated failure to meet expectations within Boarding. Failure to reach academic	Loss of Privileges/Tech	House Parents to work with students and parents/guardians to reiterate expectations

	expectations with regards homework etc.		
3	Breach of Boarding Rules and expectations	Weekend/Weekday Gatings	Time spent during gating with House Parents to support students.
4	Repeated Breaches of Boarding rules and expectations.	Boarders Detention	Students spend time with Assistant Head (Pastoral and Boarding) to discuss support moving forward.
From here, Boarders are subject to the wider school sanctions including Days of Reflections, Internal/External Suspensions and Expulsion.			
A decision may be made where a removal from Boarding is appropriate depending on the behaviour breach.			

### **Conclusion**

This Behaviour Management Policy provides a clear framework within which all staff are required to operate. It cannot be emphasised too strongly, however, that good discipline is best maintained by punctual arrival at lessons, thorough preparation, a courteous but firm approach to pupils at all times and a light confident touch linked with appropriate humour which recognises the pressures and stresses of being a pupil in a busy and demanding establishment.

### **Reviewed by:**

**CLO September 2023**

**HLR January 2024**

**HLR March 2024**

**To be reviewed again in July 2024**