

BEHAVIOUR and BEHAVIOUR MANAGEMENT POLICY

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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.

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* (February 2024).

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.

There is a year group, lunchtime detention for all pupils who fail repeatedly to hand in homework 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 Headteacher, 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.

The most serious offences such as, but not limited to, stealing, bullying, smoking, alcohol and drug abuse should be referred to a Head of Year, House Parent, and the Deputy Head Pastoral, Deputy Head Academic or Headteacher 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 sanctioned, 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 **Headteacher, 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 Headteacher, 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 Headteacher 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

Health and Safety

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

Pupils should follow instructions from teachers, not engage in any behaviour that might reasonably be deemed unsafe and to ask for help whenever they are unsure about a task or instruction.

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 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

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.

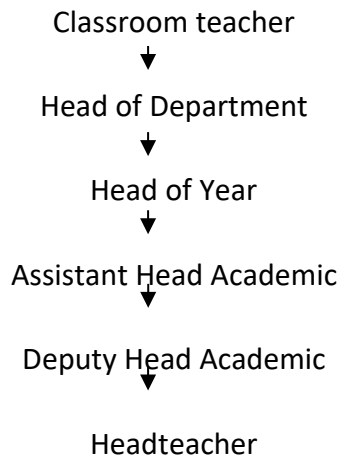
Promoting the School All members of our School must do their best to maintain the highest possible reputation, both for themselves and for the School

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.

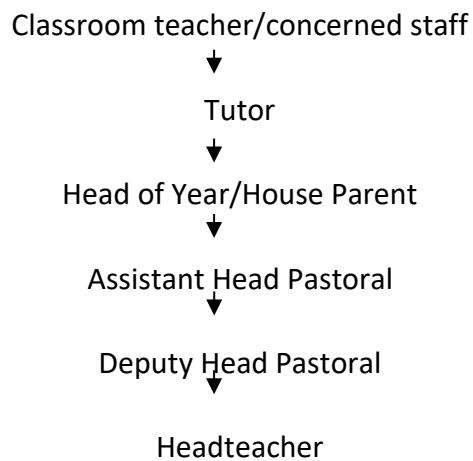
Pupils should therefore do their utmost to promote the strengths of the School and its pupils. They should:

- 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.

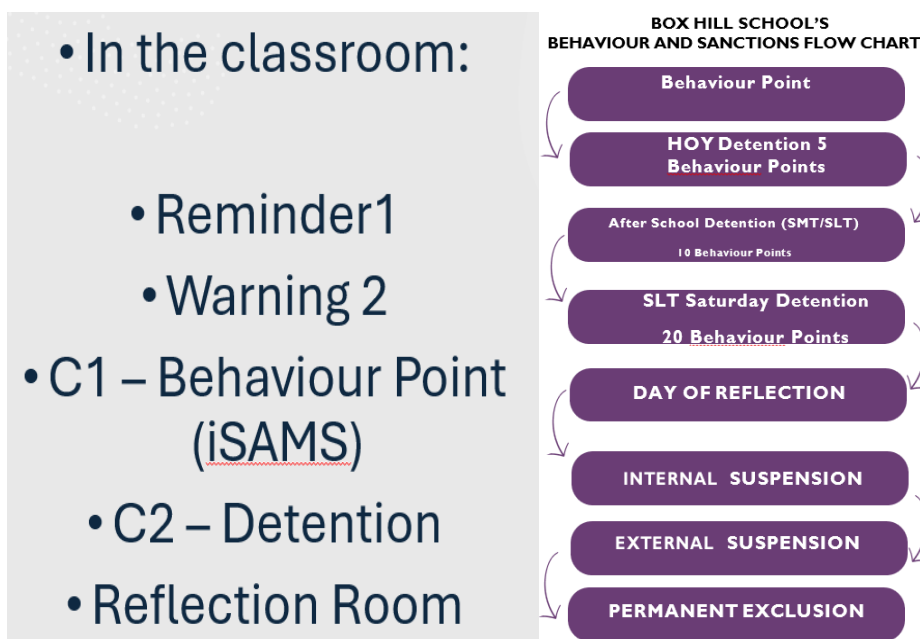
Discipline and behaviour during Activities:

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.

Rewards and Sanctions and Behaviour for Learning

Behaviour for Learning

Each classroom will employ the same approach to behaviour management, with consideration and reasonable adjustment granted for those with additional needs.



- X5 points = HoY detention (Heads of Year rota)
 - X10 points = After School (SMT/SLT)
 - X20 points = Saturday (SMT/SLT)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
-	Lunch	-	Lunch	-	11am	-
-	-	After School		-		-

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 teachers should act in accordance with the classroom and behaviour for learning system:

- A reminder should be issued
- A warning should be given for a second offence
- A behaviour point can be issued for repeat behaviours.
- A detention should be given for consistent poor behaviour, or for an action that on its own warrants a detention.
- The reflection room should be used alongside the sanction system. This space can be used for pupils who have additional learning needs and/or time out cards. These students should be sent to the reflection room for a time out before a behaviour point is given (unless the severity of the behaviour warrants a straight sanction).
- In addition, the reflection room can be used as a non-punitive measure for students that are struggling to work in the classroom.

Please note:

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

HLR

February 2025

Review: September 2025