



BEHAVIOUR POLICY
(including rewards and sanctions, the use of physical restraint and arrangements regarding the searching of pupils and their possessions)

Committee Responsible:	School Life (MGU)
Reviewed by:	Deputy Head & DSL and Head of Junior School
Adopted by Committee:	May 2014
Date of last review:	October 2022
Date of next review:	November 2025

As a Quaker School our ethos and culture is to encourage personal responsibility and self-discipline, showing respect for all, regardless of their status within the community and consideration of the key Quaker value of 'that of god in everyone' and to utilise our 5 Rs: Relationships, Respect, Resilience, Reflection and Responsibility as the framework to build our community on.

Our pupils are encouraged to be sensitive to others and where possible, peacemakers. All members of the community are expected to act responsibly, show courtesy and think about other people. An important part of the Quaker contribution to the spiritual life of the children is that, through the silence of Meeting for Worship, they have time to reflect on their behaviour and actions. The belief that we should have respect for the individual and that every individual has a responsibility for their own behaviour is at the heart of this policy.

The School understands its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils.

Staff Responsibilities

Staff are expected to model the highest standards of professionalism always, which will foster and inspire good pupil behaviour and work ethos throughout the school. Staff should know the school's policies on pupil behaviour and insist on high standards of work and behaviour from pupils, personalised as required.

Staff must challenge inappropriate behaviours between children, particularly those that are child-on-child in nature and maintain a zero-tolerance approach to abuse. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "girls being girls" can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Pastoral leaders have 'open door' policies for staff and pupils to seek support and advice regarding behaviour.

The Pastoral Board meets regularly to review pupils who are presenting a more serious level of concern. Tracking and monitoring of these pupils ensures that behaviour is monitored and that the appropriate supportive measures and interventions can be employed. Regular Inset is offered to members of the Pastoral Board which is also open to any member of staff who wishes to attend. Beyond this, pastoral matters and concerns will often be raised and shared at daily staff briefings and meetings between pastoral leaders.

When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm due to a bullying incident, or abuse, the incident will be treated as a child protection concern. Staff are responsible for recording behaviour incidents.

Pupil Responsibilities :

At all times, pupils are expected to act responsibly, courteously and considerately to everybody. They are expected to exercise self-discipline and self-respect, showing respect to all, regardless of their status. It follows that courtesy is paramount just as much in minor as in major matters. Pupils are expected to do their best to contribute to a positive learning environment and allow others to do the same.

Parents' responsibilities

Parents are expected to work with the school to support their young person's behaviour in school and to inform the school of any behavioural changes that may affect the YP's behaviour.

Parents are asked to read and sign the 'Home School Agreement' following their child's admission to the school. This agreement sets out, in simple terms, the standard of behaviour expected of all pupils and parents.

THE SCHOOL DOES NOT USE OR THREATEN TO USE ANY FORM OF CORPORAL PUNISHMENT

Pupil Code of Conduct-written by Student Forum

- Treat everyone at our school and the environment with respect.
- If you have a problem, ask a member of staff or a friend for support, look out for one another.
- Take pride in your work and yourself; try to be organised and have a tidy appearance.
- If you do something wrong own up, this shows self-respect, honesty and trustworthiness.
- Stay safe: use the Internet and other electronic devices with care and consideration.
- Always report bad behaviour. Don't protect pupils ruining our school community

In EYFS and the Junior School, classes develop their own codes of conduct or class expectations at the beginning of the year. These are shared with parents early in the Autumn term and displayed in each classroom.

BEHAVIOUR MANAGEMENT

EYFS

In compliance with the Early Years Foundation Stage Framework 2017 the named practitioner responsible for behaviour management in Foundation is Sukey Symes. Personal, Social and Emotional Development is one of three prime areas of learning. It underpins and permeates all pedagogy in Foundation at Sibford.

What Foundation staff do:

In managing challenging behaviour from children staff:

- demonstrate a calm manner
- listen to children irrespective of 'fault'
- acknowledge children's feelings whatever they may be

A visual feelings chart is used in Foundation Stage to support children when learning how they can deal with challenging behaviours or situations. When they arrive in the setting, the children put their individual named balloons on a feelings chart. This allows them to let us know how they are feeling. We acknowledge that all feelings are Ok and it gives us a chance to talk through feelings with a child (if necessary). For example, when we are feeling lonely we could ask someone to play with us. If we are feeling tired we could have a rest. We also encourage other children to think about their friends. For example, 'if XXXX is lonely maybe you could ask them to join you in your play'. They can change their feelings throughout the day.

When children exhibit positive behaviours, then the adult will acknowledge it (when appropriate). For example, *"I really like the way that you put your toy away XXXX"*. If we are particularly pleased with a child's behaviour then we can give them a house point. When a child has done something that is a personal achievement for them, for example, getting ready by themselves, been a good friend, persisting with something or tried something new then we will send a 'wow' home to let their parents know.

If a child is not exhibiting the correct behaviour, in the first instance this will be dealt with through discussion. For example, if they are running in the classroom then we will talk about how they might hurt themselves or their friends. When more than one child is involved, this is supported with 'I statements'. These normally start with the child who is upset. 'I am feeling.... because....' 'To make me feel better I need... to....' The other child will be given the time to respond.

As adults, we will look at the nature of the problem and work out if we need to change the environment to support them. For example, if a child is running around inside, do we need to give them the opportunity to play outside? If children are always fighting over toys, do we need to focus our attention on supporting them to share and play together.

If the behaviour persists then we will sit the child down with us and explain what will happen if it does not stop. This is dependent on what they have done and will vary from child to child. It may include the adult getting them to sit next to them and having some time to think/calm down or engaging in an activity we dictate.

If a child hurts another child on purpose, they will need to sit with an adult and spend time calming down and talking about what happened. Parents would be informed. If this behaviour persisted then we would need to look at putting a plan in place to support that child. For example, making a social story or a poster for 'outside play' to remind them what good play looks like.

These strategies aim to help children:

- become aware of their own emotions and articulate them in a way which is more socially appropriate
- become aware of the emotions of others, recognise that they sometimes differ from their own
- begin to take on another’s perspective
- engage in problem-solving, recognise areas of consensus and difference

Where there are concerns that a child may have a specific behavioural learning difficulty, a record of concern is completed and shared with the Support for Learning Department with a view to securing appropriate help.

What we ask parents in EYFS to do:

Communication and shared understanding with parents is important in helping children develop social and emotional skills. Foundation staff are committed to working in partnership with parents and children to agree constructive management strategies to assist children who need help in managing their own behaviour or their responses to the behaviour of others’.

What we ask children in EYFS to do:

- We are kind to one another.
- We look after our toys.
- We have a go!

Any incidents which could be construed as racial prejudice are reported to the Head Teacher for monitoring purposes as per whole school policy.

Junior School

Positive behaviour, in line with the school’s expectations, should be encouraged, rewarded and highlighted to the individual, their classmates and their parents. Sanctions, consequences and behaviour management will be related to the needs of the individual and will necessarily differ depending on the Key Stage of the child.

These are outlined below.

Rewards

In Key Stage One we build upon the strategies and practices in Early Years Foundation Stage to continue to develop the children’s ability to recognise and regulate their own behaviour. Throughout the Junior School, work of a high standard or behaviour that models and upholds the aims of the school is rewarded. This is carried out in several ways:

- Through contemporaneous and immediate praise

- Through the award of House Points. These contribute towards a collaborative House competition.
- Through the award of Learning Powers for demonstrating Resilience, Teamwork, Curiosity, Independence and Reflectiveness
- Through fortnightly Celebration Certificates that commend effort, achievement and a high standard of behaviour.
- Through the termly award of Courtesy Badges that celebrate exemplary manners and helpfulness from pupils towards staff, classmates and visitors.
- Through the award of End of Term Certificates and the Spirit of the Junior School trophy.

Consequences and Sanctions

At Sibford Junior School we encourage a positive approach to behaviour wherein the pupils actively moderate their own conduct.

In situations where behaviour falls below the standards we expect, we seek to help pupils develop the skills to understand the consequences of their actions; for themselves, their classmates, the staff and others. In these instances, we also aim to foster strategies to help pupils learn how to respond in similar situations.

Occasionally we may use sanctions to address behaviour that falls below our school standards; this may follow persistently poor behaviour or result from a single significant incident. When contemplating appropriate sanctions, we take into account the needs and year group of the individual, first considering whether the action taken would result in the desired improvement in conduct.

Some examples of the sanctions that may be applied are:

- A verbal reprimand from the teacher;
- Sincere apology made student to student;
- Inconvenience sanctions e.g. being sent back to walk ;
- Missing part of break time;
- Loss of privileges, such as the restriction on use of or removal from play equipment
- Additional work exercises linked to the misdemeanour ;
- Carrying out tasks around the school during break time ;
- The use of Report Cards to allow children to monitor their own behaviour.

The use of these will vary depending upon the age and need of the child and will necessarily involve meetings with parents and an evaluation meeting at the end of the report period.

Senior School

Rewards

As a Quaker school we hope to ‘recognise that of God’ in our pupils encouraging a strong informal culture of praise. Rewarding pupils is fundamental to the ethos of our school and our system is designed to promote and reinforce positive behaviour, effort, achievement and self-esteem in our pupils. We cultivate a respectful, happy atmosphere in the school which is highly valued and understood by our pupils. It leads towards an atmosphere of celebration of our pupils’ achievements from the formal awarding of trophies at the end of term, to the well-deserved praise for a job well done or a helpful hand. We strive for the best we can be and aim for our pupils to be confident and happy. We try to use more words of praise than words of reprimand.

Members of staff at Sibford School use a number of rewards to acknowledge pupil endeavours and successes, engendering a culture of praise. These include:

- Noticeboards – in classrooms and corridors
- School Website
- School Newsletters
- Feedback – verbal/written
- Use of all Meetings: split/house/whole school/music
- Postcards home
- Use of SIMS to record good examples of positive behaviours /efforts / achievements so tutors, HODs and the community in general, can say they have seen the behaviour/s and duly praise to reinforce positive behaviour.
- Social media eg Twitter Feed
- House Points

Additionally, Tutors have ‘Academic Tutorials’ with each of their tutees once a year to review academic and social progress and to provide direction and encouragement. The Heads of Key Stage has individual meetings with selected pupils once a term to commend good work and investigate reasons for poor grades. Departments and Boarding Houses may use their own systems of praise in addition to those listed above. Good effort is further rewarded with half-termly ‘Heads’ Hot Chocolate’ or similar.

We encourage pupils to make good choices. We hope they remember that doing the right thing and ‘letting their life speak’ is important to the culture of our school. The highest accolade is the termly award for the ‘Spirit of Sibford’

House Points

All staff should award HPs across Years 7 to 13. Four categories are (ACES):

- **Achievement:** Achieving a high standard in relation to peers or self.

- **Community Service:** Giving back or performing a deed for the benefit of the community (eg: emptying recycling bins/turning out lights/charity work/helping a peer with prep)
- **Effort:** A consistent level of high effort either academically or behaviourally; on an individual piece of work, or over a series of pieces; on prep or classwork, attitude or performance.
- **Sibford Spirit:** An action/deed that promotes or reinforces the ethos of the school underpinned by the Quaker Ethos and the core values of the school: The 5 Rs: Resilience, Respect, Relationships, Responsibility and Reflection.

House Points will be directly linked to the House System. Heads of Houses will provide regular updates and will award these half termly:

- KS3 - certificates (GSBP) in House Meeting
 - KS4 - send postcards home/read out names/levels in House Meetings
 - KS5 noted in House Meetings
 - Head of Key Stages will present Tutor Group of the Week for HPs in split meetings on Tuesdays
 - **All awards will be led by totals on SIMS**
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- Departmental Merit - Worth 2 House Points. Departments will decide their own criteria.
 - A.C.E.S award - Awarded when a pupil receives a HP in all four categories (Achievement, Community Spirit, Effort, Sibford Spirit). Awarded by Head of Key Stage at EOT Awards' Meeting.
 - Heads Commendation - Awarded for the exceptional, for example: distinguished prep/full marks in tests/high grades/brilliant project, distinguished performance in music/drama/ winning a competition/something amazing from outside of school etc.

Pupils will receive 5 House Points for a Heads Commendation and have an appointment, which they make, with the Head. The Head will bring a summary of these to Meeting. The Head will send a letter home. If possible, details of these will be added to the School Newsletter.

Sanctions and Supports

Most pupils never need sanctions. Our pupils are generally well behaved and respond positively to minor reprimands if their behaviour has not been appropriate. We recognise that rewarding positive behaviour is better than imposing sanctions. However, we also recognise that young people need boundaries and sometimes make poor choices. Sanctions apply to behaviours that take place during school, including during visits, residentials and school transport. On all of these, the expectation is that school rules apply.

On occasion the school may have cause to apply sanctions to behaviour that takes place outside school, for example for the misuse of social media.

Unacceptable behaviours are categorised into 5 levels each one more serious than the preceding. These are applied as ‘best fit ‘ and can be found in the appendix of this document.

A conventional range of sanctions is available if needed, including quiet chats; loss of privileges, detention, community service, Report card, letter home or in more serious cases, even temporary or permanent exclusion. The extent to which they are used, and the type of action taken will vary according to the circumstances. The needs of SEND pupils are considered. In the application of this policy whilst recognising that Sibford School is a mainstream school and our expectations of behaviour conform to those expected within most homes.

More serious sanctions are as follows:

Detentions

In the Senior School detentions can be either academic or pastoral. Parental consent is not required for detentions. Lunchtime detentions still allow pupils time to eat, drink and use the toilet.

After School detention is a more serious level of sanction, usually taken by the Heads of Key Stage or Deputy Head. In most cases, parents will be informed 24 hours before the after school detention.

Report Cards

Sibford School has a system of Report Cards as a means of supporting children experiencing difficulties in learning, conduct and/or emotional behaviour. The emphasis at Sibford is on personal responsibility and self-discipline. Use of a report card provides immediate, individual feedback on a lesson to lesson basis, encouraging the pupil to be an active participant in the process of improving his/her behaviour. All non-voluntary report cards represent a step up on the disciplinary ladder.

VOLUNTARY REPORT CARD (yellow)

Pupils may also wish to monitor their own work or behaviour from time to time, and are encouraged to take responsibility for their own learning. The tutor can issue their tutee with a Voluntary Report Card where targets are set and progress is reviewed at the end of one week.

TUTOR REPORT CARD (blue)

A tutor is likely to issue a report card as a result of behavioural concerns, academic concerns or target setting. It encourages the pupil to target specific areas of behaviour that need improving, take responsibility for their own learning and recognise that observation and feedback from staff play an important part in improving learning and behaviour. Parental feedback will be given.

HEAD OF KEY STAGE - REPORT CARD (Orange)

This report is likely to be a response to a serious level of concern, either academic or behavioural. The Head of Key Stage will inform parents that their child is on this report. In the case of boarders it may be appropriate to discuss the report card with the houseparent.

DEPUTY HEAD - REPORT CARD (Red)

A Deputy Head report card is the most serious level of reporting and indicates a very serious level of concern;

Failure to respond may well lead to:

- A formal interview with the Head, a period of Fixed Term Exclusion, signing a pupil contract, or in exceptional circumstances, exclusion from Sibford School.

All completed cards are to be placed in the main school file and a record entered on SIMS.

Students in the Sixth Form are usually very focussed on their studies and behaviour is normally excellent. However, there may be times when a student would benefit from further support and intervention and the school will put supportive measures in place to ensure students achieve their best.

Sixth Form

Initial stage

Students initially fail to meet deadlines, attend lessons, respond to instructions, or behave appropriately;

- classroom teacher deals with it as appropriate
- Tutor / HP informed for support
- SIMs record

Failure to improve leads to:

Stage 1: Teacher / Tutor intervention

Teacher agrees targets for academic improvement / tutor sets pastoral/behaviour targets

Student monitored by teacher for 2 weeks

Tutor informed to support and monitor

HOD / HP / AHOSF informed

SIMs record

Review with teacher / tutor at end of specified period, leading to signing off or progress to:

Stage 2: Co-Head of Sixth Form intervention

Student supported / monitored across all subjects by tutor for specified time
Targets set for improvement and supported by tutor / HP
Parents informed in writing
SIMs record made

Formal review with tutor / teacher / HP at end of specified period, leading to signing off or progress to:

The school will do all that it can to support and guide the student, but in rare circumstances parents and students are warned that failure to improve at this stage may lead to removal from specific subjects/Sixth Form

FIXED TERM EXCLUSIONS

Serious sanctions are employed to give a clear and strong message to the guilty party, and the rest of the school community, regarding what is acceptable behaviour. Fixed Term Exclusions are used when a pupil has not responded to other sanctions or persists in behaviour that is at odds with the school's ethos and code of conduct or when the offence is deemed serious enough to merit this high-level sanction. Where a pupil is excluded, parents will be contacted, usually by phone with a subsequent letter confirming the exclusion and its reasons. Before returning to school, a senior colleague will normally carry out a readmission interview to reemphasise the school's expectations. See appendix for typical behaviours.

Internal Suspension

Internal Suspension may be used as an alternative. This is the placement of a pupil away from other pupils for a fixed period. During this time, they are expected to reflect upon their behaviour and complete any work set. It is most likely be used with Boarding pupils whose parents are overseas.

The use of the Quiet Reflection (QR) room for isolating pupils

Use of the QR room in serious cases of poor behaviour:

- Pupils may be put in the QR room, separating them from the general school populace for a given period of time.
- The pupil should be clearly visible for safeguarding purposes.
- The pupil will be kept in the QR room for only as long as is necessary whether to prevent contact with other pupils whilst investigations take place or whether they are awaiting collection by a parent or guardian.
- Time in the QR room should be reflective. The pupil's time should be spent productively.

- The pupil should be treated with respect, regularly monitored, provided with water and school meals as applicable and allowed to visit the toilet as required.

Permanent Exclusions

Permanent exclusions are rare at Sibford School and are a final response to extremely serious breaches of school rules or repeated failure to meet the expectations of the school. (see appendix)

If a pupil is excluded, parents will be informed in writing and a record will be made in the School Exclusion Log and on SIMS.

The Clerk of School Committee will be informed immediately of all permanent exclusions. The parent or guardian of the excluded pupil has the right of appeal against this decision to School Committee (the Governing Body).

Appeals against exclusion, fixed term or permanent.

An appeal must be made by the pupil's parents or guardian in writing to the Clerk of School Committee, at the school address, upon receipt of the letter notifying the parents or guardian of the exclusion. The Clerk of School Committee will establish an Appeal Panel to consider the appeal. This Appeal Panel will consist of three members, including two Governors and an independent person. The Appeal Panel will convene a hearing upon receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. The Head will not be a member of the panel, but will be asked to present the supporting facts and materials. All letters and documents relied on by the Head shall be made available to the parents or guardian prior to the hearing.

The panel may call for any further information it requires. At the conclusion of the hearing, the panel shall retire to consider what recommendation it may make and communicate its decision.

The panel may decide that:

1. The exclusion be confirmed.
2. The exclusion is rescinded.
3. The exclusion be rescinded and replaced with an alternative sanction.

The decision will be communicated to the Clerk of School Committee, the parents or guardian and the Head.

PHYSICAL RESTRAINT

Section 550A Education Act 1996 allows teachers, in school or on authorised out of school activities, to use reasonable force to prevent a pupil from (or continuing to):

- commit a criminal offence (including criminal behaviour under age);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to good order and discipline, whether the behaviour occurs in class during a teaching session or elsewhere.

The 2006 Education and Inspections Act permits the use of reasonable force to restrain a pupil in the event of extreme behaviour. This policy has been written with reference to the July 2013 "Use of Reasonable Force" document which is a non-statutory guidance document published by the DFE

Restraint occurs when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. It should rarely be used. Physical contact with pupils may occur under other circumstances such as providing physical prompts, giving support in PE and supplying reassurance. The term restraint does not extend to these situations. Staff should not be inhibited in providing such contact when it is professional and appropriate to do so.

Reasonable force may be used in the following circumstances:

- In self-defence where risk of injury is imminent;
- Where there is a developing risk of injury or significant damage to property;
- Where good order and discipline are compromised;
- When the activity occurs on the school premises or during an authorised activity off the premises.

At Sibford School, physical restraint will only be used in extreme circumstances. Any force used should always be 'reasonable', the minimum necessary to achieve the desired result.

Reasonable Force

There is no legal definition of 'reasonable force'

- It depends on circumstances of the case
- It is only reasonable if the circumstances warrant it (the use of force is never justified to prevent trivial misdemeanours, or where the situation could clearly be resolved without force)
- It might depend on the age, understanding and sex of the pupil
- The force used must be proportionate to the circumstances and the seriousness of behaviour or the consequences it is intended to prevent. The force used should be the minimum to achieve the desired result.

Physical contact in other circumstances

- Physical contact may be necessary in some instances such as; to show exercises and techniques e.g. during P.E., sports coaching, or first aid etc.
- Young children and children with SEND may need physical prompts or help
- Contact should be avoided, but where a pupil is in distress and needs comforting (teachers will use professional judgement) as to age appropriate/situation appropriate

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for “prohibited items”. Please see list of prohibited items.

Power to search pupils

The school pays heed to government guidance on Searching, Screening and Confiscation at school (updated 2022).

Mobile phones

Are not permitted during the school day. If brought into school they must be out of sight and switched off. If a mobile phone is seen, it will be confiscated for the day and the pupil will be issued with an after school detention

Confiscation of inappropriate items

The general power to discipline (“Discipline in Schools” DfE –Teachers’ Powers) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a sanction, so long as it is reasonable in the circumstances. Staff are protected by law from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Items confiscated will normally be returned to the pupil or parent within a stated time period depending on the offence.

With consent: School staff can search a pupil or their possessions for any item if the pupil consents.

Without consent: Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives and weapons
- cigarettes and vapes
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- electronic devices holding malicious or inappropriate material (this

- could include text messages, emails, images and social media)
any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Staff may seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Authorised staff with a reasonable suspicion that a pupil may have, on an electronic device, materials in contravention to the school's Behaviour Policy, are authorised to seize and search the device, with or without consent.

No member of staff or volunteer at Sibford School is permitted to use physical force or restraint as part of any disciplinary action.

Recording incidents

With searches or use of force, contemporaneous records are kept and detailed, written reports should be recorded on SIMS. The member of staff concerned should tell the Head or senior member of staff and provide a written report as soon as possible.

Staff may need advice from a senior colleague or professional associations when compiling a report and they should keep a copy. Parents should be told and given the opportunity to discuss on the same day, or as soon as is reasonably practicable.

Complaints

We hope to avoid confusion or complaint by close liaison with parents or guardians to report occasions when restraint has been used, and to fully explain the circumstance. We are aware that a dispute about the use of force might lead to a disciplinary investigation, or by police and social care under child protection procedures; we know that a disciplinary panel or court may have to decide whether the force used was reasonable, followed the school's policy, and was needed to prevent injury, damage, or disruption.



Appendix

Behaviour Levels in School – A Guide



This booklet does not aim to cover every example of unacceptable behaviour, so should be regarded as a supplement to the guiding principle that sanctions will always be appropriate to the specific instance of unacceptable behaviour or the overall pattern of behaviour.

Level One (Minor) Behaviour Sanctions – Examples and Results:

Examples of Poor Behaviour	Range of Possible Sanctions	Guide
<ul style="list-style-type: none"> • Inadequate work. • Missed or late prep. • Missing items for learning/equipment/kit. • Missed club. • Poor attitude to classwork or prep. • Poor behaviour or attitude at any time. • Distracting others. • Interrupting teacher/pupil. • Littering. • Late for lessons/activities. • Misuse of electronic equipment pre-warning, 3 strikes pre-SIMS. • Uniform/jewellery infringement. • Using fire exit doors. • Other – give details. • Behaviour disrupting learning of others. • Low level disruption. 	<ul style="list-style-type: none"> • Talking privately with the pupil. • Separation from those with whom they are behaving inappropriately. • Verbal reprimand and warning. • Rectifying and making good any damage they have caused. • Inform parents/other staff of minor offences. • Subject detention/report card. • Positive interventions. 	<ul style="list-style-type: none"> • 3 behaviour points in a week – daily lunchtime detention. • 5 behaviour points in a week – Head of Key Stage detention. • 1 behaviour point per minor. • Managed at department level; monitored by tutor. • Smaller departments use faculty level. • Escalated to tutor as appropriate. • Phone call home, recorded on SIMS.

Behaviour Pre-Level One will be dealt with by subject staff.

Level Two Behaviour Sanctions – Examples and Results:

Examples of Poor Behaviour	Range of Possible Sanctions	Guide
<ul style="list-style-type: none"> • Anti-social behaviour. • Persistent repeated L1 behaviour. • Repeated disruptive behaviour. • Mid-level disruption. • Disruption in Meeting for Worship. • Being out of bounds. • Consistent lack of punctuality. • Inappropriate physical behaviour. • Absenting from a lesson/activity. • Inappropriate language. • Insolence. • Lack of respect for students/staff. • Persistent low-level disruption. 	<ul style="list-style-type: none"> • Loss of privileges – Greens pass, early lunch. • Issuing a lunchtime detention or loss of free time/community service. • Discussing the consequences of their behaviour and how to avoid such situations in the future with the relevant Head of Key Stage. • Issuing a Report Card (may also be used as a support mechanism). • Parental discussion and letter home. • Formal note on pupil's file. • Chewing gum detention. • Removal from transport. • Departmental detention. • Involvement/mentoring of Head of House. • Subject detention & report card. 	<ul style="list-style-type: none"> • Daily detention. • Conduct scores. • Standard letter home from tutors. • 3 behaviour points – recorded on SIMS. • Escalated to Head of Key Stage. • Monitoring. • Involvement of Support for Learning or Wellbeing Department as appropriate. • Voluntary/tutor report card. • Head of Key Stage report card.

<ul style="list-style-type: none"> • Chewing gum. • Inappropriate use of language concerning non-personal protected characteristics e.g., "that's gay." • Inappropriate use of social media. • Misbehaving on school transport. • Other bullying behaviours. • Cyber/online incident. • Behaviour impacting learning. • Failure to attend lunchtime detention. • Banter. 		
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Level Three (On Call) Behaviour Sanctions – Examples and Results:

Examples of Poor Behaviour	Range of Possible Sanctions	Guide
<ul style="list-style-type: none"> • Use of mobile phone during the school day. • Persistent repetition of L2 behaviour. • Truancy (being off campus without permission). • Deception (deliberately misleading an investigation). • Bullying. • Smoking or vaping on school campus. • Fighting. • Continual inappropriate use of social media. • Offensive graffiti on school property. • Other (give details). 	<ul style="list-style-type: none"> • After school detention until 17:45. • Letter home to parents. • Replacement of damaged property. • Parents invited to school to meet the relevant member of SLT. • Loss of privileges. • Internal suspension. • External fixed term exclusion. • Behaviour sufficient to warrant removal by 'on call' member of staff. • Sixth Form leadership mentoring. 	<ul style="list-style-type: none"> • 5 behaviour points. • Head of Key Stage/Deputy Head.

Level Four Behaviour Sanctions – Examples and Results:

Examples of Poor Behaviour	Range of Possible Sanctions	Guide
<ul style="list-style-type: none"> • Racist incident. • Bringing alcohol/drugs/vapes on to campus. • Police involvement in or out of school. • Using mobile technology to intimidate and/or humiliate in or out of school. • Persistent repetition of categories above. • Swearing at a member of staff. • Serious actual or threatening violence. • Theft. • Consuming alcohol on school campus. • Smoking/vaping inside school buildings. • Persistent/continual bullying. • Verbal abuse. • Physical assault. • Carrying an offensive weapon. • Damage to structural aspects of school property. 	<ul style="list-style-type: none"> • Red Report card. • Internal exclusion. • External Fixed Term Exclusion (FTE). • SLT after school hours detention. • Permanent exclusion may be considered in extreme cases. • Formal note on pupil's file. 	<ul style="list-style-type: none"> • 10 behaviour points • Deputy Head • Deputy Head mentor programme • Quiet Reflection room.

<ul style="list-style-type: none"> • Deliberate damage to someone else’s property. • Any behaviour that is likely to bring the school into disrepute. • Unauthorised access to staff/guest Wi-Fi • Negative behaviours regarding protected characteristics. • Other (give details). 		
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Level Five Behaviour Sanctions – Examples and Results:

Examples of Poor Behaviour	Range of Possible Sanctions	Guide
<ul style="list-style-type: none"> • Repetition of categories above. • Supplying any illegal drug. • Drug or substance related abuse. • Physical assault with intent to harm. • Harmful Sexual Behaviours (HSB). • Any form of harassment based on protected characteristics. • Parental behaviour. • Repeated series of offences in L4. • Other serious offences. 	<ul style="list-style-type: none"> • Permanent exclusion. • MASH. 	<ul style="list-style-type: none"> • 15 behaviour points • Head/DSL

Notes:

- If there are any prior concerns about a pupil’s behaviour in school, the school reserves the right to decline to take the pupil on a school trip.

This policy should be read alongside the following policies and the Home-School Agreement:

- Social Respect (Anti-Bullying) Policy
- Safeguarding (Child Protection) Policy
- Staff Handbook
- Special Educational Needs Policy
- Complaints Policy
- Educational Visits Policy
- Early Years Foundation Stage Manual
- Admissions Policy
- Acceptable Use Policy
- Social Networking/Internet Policy (draft)
- E-Safety Policy (draft)