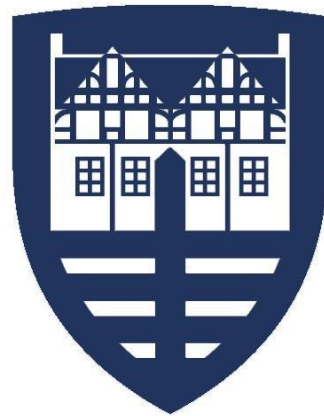


Cognita Schools Ltd

Behaviour Policy

Meoncross School



September 2018

1 Purpose

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils.
- 1.2 This policy applies to all pupils including those in the Early Years.

2 Background

- 2.1 We are required to ensure the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.
- 2.2 In keeping with the Independent School Standards our policy outlines our code of conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.
- 2.3 The Head is responsible for developing this policy within the framework set by Cognita as proprietor. Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. This means that the Head decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct.
- 2.4 This policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an Anti-Bullying Policy, which is available on our website.
- 2.5 This policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our Safeguarding and Child Protection Policy, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs and/or disability.
- 2.6 If any pupil's behaviour is considered by the Head to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding and Child Protection Policy and Procedures will be rigorously followed and action will be taken in accordance with the relevant local safeguarding children's board referral procedures. *If any child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.*
- 2.7 We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our parent contracts accordingly.
- 2.8 We support children at times when difficult events happen in their lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

3 Applicability

- 3.1 Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.
- 3.2 We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.
- 3.3 To this end, we have an ethos of setting high expectations for all pupils with consistently applied support. We expect our staff, parents and pupils to understand and respect the rules of the school and the expectations and responsibilities outlined in this policy. We expect both staff and parents to model positive behaviour at all times so that our pupils can benefit fully from their experiences in school.
- 3.4 It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.
- 3.5 We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's well-being, during any activity, whether on or off the school premises, under any circumstances.
- 3.6 Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy and to ensure that all children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.
- 3.7 Children who are mentally healthy have the ability to:
 - Develop psychologically, emotionally, intellectually and spiritually;
 - Initiate, develop and sustain mutually satisfying personal relationships;
 - Use and enjoy solitude;
 - Become aware of others and empathise with them;
 - Play and learn;
 - Develop a sense of right and wrong; and
 - Resolve (face) problems and setbacks and learn from them.
- 3.8 Where severe problems occur, we expect the child to receive external support, as well as support in school at an early stage, such as via the Common Assessment Framework and early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents and the pupil in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support pupils, using evidence-based approaches.
- 3.9 Staff work closely with the Special Educational Needs Coordinator (SENCO) and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

4 Definitions and Scope

4.1 School Provision

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Our school provides:

- A committed senior management team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- Staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges;
- An effective strategic role for the Special Educational Needs Coordinator (SENCO), ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
- Working with parents and carers as well as with the pupils themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
- Continuous professional development for staff to inform them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem;
- Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published SEND Policy;
- Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and
 - A healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

4.2 Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every pupil well and can spot changing patterns and early signs.

4.3 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

4.4 We will support pupils with medical needs and be fully aware of any medication that children are taking, including supporting any Individual Health Care Plans.

4.5 School Principles:

- School staff and pupils should all show respect for one another;

- Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs;
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;
- All pupils should be listened and responded to;
- All pupils are entitled to learn in a safe and secure environment;
- Pupils should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
- All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the school community should understand and accept the principles on which the Behaviour Policy is grounded.

5 Procedures and Responsibilities

- 5.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.
- 5.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Headteacher says otherwise.
- 5.3 To be socially acceptable, we believe that children should be able to:
- Treat other children and adults with respect;
 - Speak politely to other people; and
 - Have self-confidence and high self-esteem.
- 5.4 To encourage this, the staff will:
- Treat all children and adults with respect;
 - Speak politely to other people;
 - Praise children's efforts and achievements as often as they can;
 - Explain to children what they should have done or said when they get it wrong;
 - Tell parents about their child's efforts and achievements; and
 - Avoid using critical or sarcastic language.
- 5.5 We will not accept the following behaviour from children or adults:
- Use of unkind or rude language;
 - Hitting, kicking, biting or other such physical responses; or
 - Racist or sexist remarks, or other discriminatory comments.
- 5.6 If such behaviour occurs:
- We will tell the child that it is wrong and explain what they should have done or said, or not said;
 - If the behaviour is repeated, the child will be reprimanded once more as above;
 - If the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected; and
 - We will try to find out why the child is behaving in this way and then treat the situation accordingly.

5.7 The role of the teacher

- Teachers are responsible for ensuring that the school Behaviour Policy is enforced in their class, and that their classes behave in a responsible manner during lesson time;
- Any incidents of anti-social behaviour will be discussed by the teacher with the class, e.g. during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each pupil fairly;
- If a pupil misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the senior member of staff named at the front of this document, including, where relevant, a conversation with the parent to seek improvements and the use of appropriate strategies;
- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil;
- An incident form is used to record in detail any incident involving a child or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Head and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book;
- Obey all health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter;
- Never make racist, sexist, homophobic or other abusive or humiliating remarks;
- Never resort to physical violence;
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details;
- We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Head only and where there is good reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search pupils in a blanket way; and
- Comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy.

5.8 Expectations of pupils in our school

- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Never make racist, sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

6 Policy

6.1 Our rewards

Pupils who choose to take responsibility, and show they are able to follow the Code of Conduct of the school, must have their efforts recognised and rewarded. We believe that his positive reinforcement of good behaviour is more effective than negative punishments in promoting a cooperative and purposeful atmosphere.

Care should be taken to ensure that it is not always the same 'good' pupils receiving praise; particular attention should be paid to those who have been associated with poor behaviour in the past, to recognise and reward effort and improvement, where possible.

Praise begins with frequent use of encouraging language and gestures in lessons and around the school – for example, quietly thanking a child for obvious efforts, whether it be to stay on task or tuck in a shirt, will be more effective than constantly criticising them for the times they forget.

Pupils should be thanked for their efforts, and praised publicly, whether in lessons or in form time, or in assemblies and newsletters. This might be for assistance they have given on Open Mornings, or their care of visiting pupils, or their good behaviour on a trip.

Equally, without singling pupils out, our disapproval should also be made clear in cases of negative attitudes or behaviour; it is important to focus on the behaviour itself, to express our disappointment and surprise that Meoncross pupils should have let themselves down. Where possible, staff should discuss the behaviour and try to suggest ways in which the situation could have been avoided, or can be put right.

Lower School

Golden stars

- Golden Stars are the equivalent of X5 MX points. These can be awarded for outstanding work or behaviour.

Achievement and Endeavour

- 1 child awarded in each category per term.

Reception and Key Stage 1

Stars

- Children collect stars for work and behaviour on their personal star card which contains 20 spaces for stars.

10 stars = 1 MX point / 20 Stars = a certificate and an additional MX Point

Star of the Week

- Awarded for a variety of achievements, both academic and behaviour.
- This will be presented in the weekly Infant assembly.

Book of Happiness

- Teachers and children can nominate someone to be placed into the book.
- Children can be nominated for any reason.

- Names are read out in the Infant assembly.

Behaviour Display

- All children's names to start on the display in a positive position and children are adjusted accordingly.

Class Rewards

- Marble Jar – teachers to place a marble in the jar when the class, as a whole, has done something well.
- The class will be rewarded when the jar has been filled from one of their chosen activities.

Key Stage 2 (Y3 - Y6)

Y3 and Y4 Behaviour Display (Good Behaviour)

- All children's names to start on the chart in a positive position and children are adjusted accordingly.
- MX points can be awarded for consistent good behaviour (weekly).

Y3 – Y6 Class Rewards

- Teachers to place a marble in the jar when the class, as a whole, has done something well.
- The class will be rewarded when the jar has been filled from one of their chosen activities.
- This would usually happen over the course of a half term.

Juniors - MX Points

- MX points to be recorded in books as an 'MX'.
- Verbal MX points can be awarded and recorded by pupils individually.
- Bronze, Silver, Gold and Platinum Certificates are awarded to pupils accordingly.

Upper School (Y7 - Y11)

Pupils can be awarded MX Points for the following:

1. Academic (MX 'Academic Achievement' Point)
2. Behaviour (MX 'Behaviour' Point)

1 MX point = 1 coloured house token will contribute towards the pupil's house, year and individual totals at the end of each term/year.

There are 3 levels of MX points, depending on pupil achievement:

One house coloured token for good academic work or behaviour.

Three house coloured tokens for very good academic work or behaviour

MX Golden Star (five MX points) token for outstanding academic work or behaviour

MX 'ACADEMIC ACHIEVEMENT' POINTS

- MX 'Academic Achievement' points are issued during lessons by class teachers for class work / homework and entered immediately onto the VLE.
- The class teacher, within the lesson, issues the pupil with the correct number of coloured token(s) for their achievement.
- Ensuring the pupil receives the correct coloured tokens, for their house.

Dreadnought – Green / Victory – Blue / Warrior – Red / Invincible - Yellow

MX 'BEST BEHAVIOUR' POINTS

- MX 'Best Behaviour' points can be issued for positive behaviour by any Meoncross School member of staff (see appendix for some examples) or Year 11 Upper School Prefect (maximum X1 MX 'Best Behaviour' Point per pupil).
- Throughout each term, during tutor presentation time, form tutors award the coloured house tokens for any behaviour points earned over this period.

END OF TERM REWARDS (KS1 - KS4)

HOUSE TOTALS

- The house totals are combined throughout the school (KS1 - KS4).
- Depending where each House finishes within the MX points competition, they will be awarded points for that position (1st = 10pts, 2nd = 7pts, 3rd = 5pts and 4th = 3pts).
- These final House points can then be added to any other house competitions that have been completed during that term (Sporting House matches / Spelling / Maths Challenge / Chess / Mastermind / Curriculum Collapse / MX's Got Talent etc).
- The winning House for Autumn and Spring are rewarded with a non-uniform day during the first week of the following term.

INDIVIDUAL TOTALS

- Yrs7-11 – top two scoring pupils for each year group are rewarded with a £10.00 gift voucher.
- Head of Houses is expected to purchase these vouchers, so they can be presented in the final assembly of term.

Strategies and support

The following outline a range of strategies for use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc;
- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behaviour;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- peer mediation and peer mentoring;
- restorative justice approach;

- school counselling sessions to help pupils with social, mental or emotional health difficulties;
- social skills training;
- referral to CAMHS and/or educational psychology services; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

6.2 Our sanctions

The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding and Child Protection Policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.

Adults should always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.

Parents will be involved at the earliest stage if problems are persisting or recurring.

Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. These include the following:

SANCTIONS - Points System

Lower School (YR - Y6)

YR - Y4 will follow the sanction system for behaviour IN LESSONS and during UNSTRUCTURED TIME but will not include the issuing of negative behaviour points.

Y5 - Y6 will follow the same sanction system but their behaviour will also be monitored with the issuing of behaviour Points IN LESSONS and during UNSTRUCTURED TIME.

Upper School (Y7 - Y11)

Y7 - Y11

Pupils can be issued with Points in the following areas:

Behaviour Points

IN LESSONS or UNSTRUCTURED TIME for poor behaviour

Academic Points

MISSING SUBJECT EQUIPMENT / KIT or MISSING HOMEWORK

- Staff enter points onto the VLE as soon as they are issued, indicating what they have been issued for. NB: Failure to bring an exercise book in when it should have homework in, is to be entered as NON-COMPLETION OF HOMEWORK, not LACK OF EQUIPMENT.
- All Points issued to pupils will be recorded and tracked in a single term.
- Concerns that are flagged by the Pastoral Team can be discussed with the form teacher, pupil and parents; helping to resolve this concern at an early stage and to help create a positive environment for pupils.
- The Pastoral team will then be able to intervene and work with pupils and form teachers before pupils reach the first level (Level 1 = X10 Discipline Points).

Linked to the Meoncross Points System

The Behaviour and Academic Points system will be linked to the Reward System (MX Points).

Area 1 – BEHAVIOUR SYSTEMS IN LESSONS

1st Infringement receives NO POINTS and is a verbal warning only. Pupils are given to opportunity to improve their behaviour.

All other sanctions require staff to enter the number of points directly onto the VLE.

After a warning in lesson and following the issue of points onto the VLE, if a pupil continues to disrupt or behave inappropriately, the pupil must be removed to another classroom. In many cases, this will be to the Head of Department, but if this is not possible, then teachers will have arranged for a nearby classroom to house the pupil. This action must be recorded onto VLE and the teacher will contact parents that day. This will also incur a lunchtime detention with the HoD.

For serious behaviour issues, the member of staff will send an email to the SLT (Mrs George/Mrs Watts /Mr Cripps) or Pastoral Team (Mrs Watts/Mr Barratt/Mrs George), using the specific email addresses.

Behaviour Policy

Number of Points	Sanction (within a lesson)
No Points	1 st Infringement, (within lesson) Official Verbal Warning
X1 Behaviour Point (VLE)	Pupil has chewing gum (anywhere on the school site) Chewing gum to be removed (mainly Upper School)
X1 Behaviour Point (VLE)	2 nd Infringement (within lesson) - Written Warning (Name on the Board)
X3 Behaviour Points (VLE)	3 rd Infringement (within lesson) Age Appropriate Time out (YR – Y2) – <u>revert back to the start</u> Pupil is removed to an adjacent classroom, where they must work in silence. The HoD must be informed (if the pupil is sent to a different class) and an email from the class teacher to be sent home. Lunchtime detention with the HoD (20 Minutes)
X6 Behaviour Points (VLE)	Isolated Serious Incident SLT to remove pupil from lesson immediately After School Detention – Y4 - Y11 (1 hour) / Miss break times – Y3 (1 DAY) and Parents informed

Area 2 – UNSTRUCTURED TIME (not in lessons)

Unstructured time includes: Break times, in the lunch hall, moving between lessons, assemblies, school functions and school trips (including a residential).

Behaviour within an unstructured environment has been organised in the levels of severity, with teachers using their professional judgement.

Offences in this area are defined as any silly dangerous, unpleasant, or disrespectful behaviour towards another pupil(s).

Behaviour Policy

LEVEL	Reason	Sanction (as appropriate)
1	1 st Infringement (Level 1 Behaviour)	Official Verbal Warning NO POINTS
2	2 nd Infringement (during same break time) or Level 2 Behaviour Teacher to use Professional Judgement & Completes VLE recording	<u>YR – Y2</u> Age Appropriate Time out
		<u>Y3 – Y6</u> Time out – stood next to staff member on duty + Lunch Time Detention + X2 Behaviour Points (Y5 + Y6 only)
		<u>Y7 – Y11</u> Pupil to sit out for the remainder of that break time (staff member on duty to select location) + Lunch Time Detention + X2 Behaviour Points
3	3 rd Infringement (during same break time) or Serious Incident Teacher to use Professional Judgement	Referred immediately to Deputy Head, Lower School Investigation to take place Sanction to be issued by Pastoral Lead + X3 Behaviour Points (Y5 - Y11) Parents informed

Area 3 – SUBJECT EQUIPMENT AND HOMEWORK (Y7 – Y11 only)

- Subject Equipment and Homework includes: Pupils are expected to have the required equipment and kit for their lesson. E.g. text and exercise books, any equipment for lessons, such as lab coats and full PE kit.
- If X3 discipline points are accumulated for lack of equipment within a subject area, the pupil will have a lunch-time detention with the class teacher or the HoD.
- If X8 Discipline Points are accumulated for missing homework (from a range of subjects), then the Pupil will have an after-school detention with either AH Upper School, or AH Progress.

Behaviour Policy

Infringement	Number of Points	Sanction
Lack of PE Kit / lack of homework Infringement	X1 Academic Point (VLE)	Official Verbal Warning (If equipment has been forgotten on a non-homework day, teachers should adopt a “three strikes” approach before issuing a discipline point.
Homework is not handed in after a day's grace	X2 Academic points	Lunchtime detention with class teacher
Any Subject Equipment / PE Kit / lack of homework Infringement x 3 (in single subject within one term)	X6 Academic Points accumulated (SEN pupils – X8 Discipline Points accumulated)	Pupil has a lunchtime detention with HoD. Parents informed by Head of Department
Any Subject Equipment / PE Kit / lack of homework Infringement x 8 (From a range of subjects within one term)	-	After-school detention with Assistant Head, Upper School or Assistant Head, progress. Parents informed and/or invited in for a meeting with AH If failure to complete homework continues to be problem, then the pupil may be issued with a Head's detention and/or their parent(s) / guardian(s) may be invited into school to attend an academic performance meeting. This could result in enforced attendance at homework club after school.

SERIOUS INCIDENTS

In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, verbal abuse and persistent disruptive behaviour in class the following will be followed:

OFFENCE	LEVEL	SANCTION	EXAMPLE
Vandalism of School Property	LEVEL 1	Instant Internal Isolation (2 days), parents contacted and charged for any damage or repairs/replacements.	Single Offence - Vulgar/sexually explicit graffiti written on school property (witnessed by staff, CCTV or pupil confession).
	LEVEL 2	Immediate External Suspension (2 days), parents must collect.	Single Offence - Deliberate physical damage to school property (witnessed by staff, CCTV or pupil confession). Repeat offence - Vulgar/sexually explicit graffiti written on school property (witnessed by staff, CCTV or pupil confession) – Pupil has previously been issued with a Vandalism of School Property Level 1
Vandalism of School Property	LEVEL 3	Immediate removal from school, followed by permanent exclusion	Single Offence - Deliberately setting fire to school property (witnessed by staff, CCTV or pupil confession).
			Repeat offence - Vulgar/sexually explicit graffiti written on school property (witnessed by staff, CCTV or pupil confession) – Pupil has previously been issued with a Vandalism of School Property Level 2 Repeat Offence - Deliberate physical damage to school property (witnessed by staff, CCTV or pupil confession) - Pupil has previously been issued with a Vandalism of School Property Level 2.
Assault/Bullying (Includes – Physical, Verbal, Emotional, Racist, Sexual and Cyber bullying)	LEVEL 1	Instant Internal Isolation (2 days), parents immediately contacted and called in for a meeting.	Single offence - Evidence that bullying has taken place (witnessed by a member of staff, social networking messages provided as evidence or pupil confession).
	LEVEL 2	Immediate External Suspension (2 days), parents must collect.	<u>Repeat Offence</u> - Evidence that bullying has taken place (witnessed by a member of staff, social networking messages provided as evidence or pupil confession)–Pupil has

Behaviour Policy

			previously been issued with an Assault/Bullying Level 1.
	LEVEL 3	Immediate removal from school, followed by permanent exclusion.	<u>Repeat Offence</u> - Evidence that bullying has taken place (witnessed by a member of staff, social networking messages provided as evidence or pupil confession) - Pupil has been previously been issued with an Assault/Bullying Level 2.

<u>Use of Foul / Offensive Language</u> (Includes – Racism, Homophobic or any other <u>Discriminatory words</u>)	LEVEL 1	Instant Internal Isolation (2 days), parents contacted and called in for a meeting.	<u>Single Offence</u> - Member of staff to witness use of foul/racist language towards another pupil(s), social networking messages provided as evidence or pupil confession.
	LEVEL 2	Immediate External Suspension (2 days), parents must collect.	<u>Single Offence</u> - Pupil uses aggressive foul language towards a member of staff.
			<u>Repeat Offence</u> - Pupil uses foul/offensive/racist language against another pupil - Pupil has previously been issued with a Use of Foul/Racist language Level 1.
LEVEL 3	Immediate removal from school, followed by permanent exclusion.	<u>Repeat Offence</u> - Pupil uses aggressive foul language towards a member of staff - Pupil has previously been issued with an Assault/Bullying Level 2.	
	LEVEL 1	Instant Internal Isolation (2 days), parents contact and called in for a meeting.	<u>Single Offence</u> - Evidence that a pupil has accessed, viewed or distributed sexually (18+) explicit content.
			<u>Single Offence</u> - Evidence that a pupil has hacked or bypassed the school system, in order to viewed documents or websites that they do not/cannot have access to.

<u>Misuse of ICT / Electronic Devices (Cont)</u>			<p><u>Single Offence</u> - Evidence that a pupil has misused their mobile phone/lpad when on the school site, a school day trip or residential. Accessing websites that the school server blocks.</p>
	<p>LEVEL 2</p>	<p>Immediate External Suspension (2 days), parents must collect.</p>	<p><u>Repeat Offence</u> - Evidence that a pupil has accessed, viewed or distributed sexually (18+) explicit content - Pupil has previously been issued with Misuse of ICT Level 1.</p> <p><u>Repeat Offence</u> - Evidence that a pupil has hacked or bypassed the school system, in order to viewed documents or websites that they do not/cannot have access to - Pupil has previously been issued with Misuse of ICT Level 1.</p> <p><u>Repeat Offence</u> - Evidence that a pupil has misused their mobile phone/lpad when on the school site, a school day trip or residential. Accessing websites that the school server blocks - Pupil has previously been issued with Misuse of ICT Level 1.</p>
	<p>LEVEL 3</p>	<p>Immediate removal from school, followed by permanent exclusion.</p>	<p><u>Repeat Offence</u> - Evidence that a pupil has accessed/viewed or distributed sexually (18+) explicit content - Pupil has previously been issued with Misuse of ICT Level 2.</p>
			<p><u>Repeat Offence</u> - Evidence that a pupil has hacked or bypassed the school system, in order to viewed documents or websites that they do not/cannot have access to - Pupil has previously been issued with Misuse of ICT Level 2.</p> <p><u>Repeat Offence</u> - Evidence that a pupil has misused their mobile phone/lpad when on</p>

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			the school site, a school day trip or residential. Accessing websites that the school server blocks - Pupil has previously been issued with Misuse of ICT Level 2.
<i>Possession of:</i> <ul style="list-style-type: none"> • <i>Alcohol</i> • <i>Drug</i> • <i>Cigarettes</i> • <i>Knives</i> • <i>Guns</i> • <i>Tasers</i> 	LEVEL 1	Instant Internal Isolation (2 days), parents contact and called in for a meeting.	<u>Single Offence</u> - Any pupil bringing an object (that can be described or used as a weapon) onto the school site, without the permission of a teacher. E.g. Knives
	LEVEL 2	Immediate External Suspension (2 days), parents must collect.	<u>Single Offence</u> - Any pupil bringing an object (that can be described as a weapon) onto the school site and then using it in a threatened manner towards another pupil.
			<u>Single Offence</u> - Any pupil found in possession of cigarettes (smoking paraphilia) or alcohol on the school site. <u>Single Offence</u> - Any pupil seen smoking offsite but still in school uniform. <u>Repeat Offence</u> - Any pupil bringing an object (that can be described or used as a weapon) onto the school site, without the permission of a teacher – Pupil has previously been issued with Possession Level 1.
<i>Possession of:</i> <ul style="list-style-type: none"> • <i>Alcohol</i> • <i>Drug</i> • <i>Cigarettes</i> 	LEVEL 3	Immediate removal from school, followed by permanent exclusion.	<u>Single Offence</u> - Any pupil caught smoking or drinking on the school site. <u>Single Offence</u> - Any pupil found in possession of a social drug on the school site or during a school related trip or residential. <u>Single Offence</u> - Any pupil found in possession of a gun or taser on the school site or during a school related trip or residential

<ul style="list-style-type: none"> • <i>Knives</i> • <i>Guns</i> <i>Tasers</i> 			<p><u>Repeat Offence</u> - Any pupil bringing an object (that can be described as a weapon) onto the school site and then using it in a threatened manner towards another pupil – Pupil has previously been issued with Possession Level 2.</p> <p><u>Repeat Offence</u> - Any pupil bringing an object (that can be described or used as a weapon) onto the school site and then using it in a threatened manner towards another pupil– Pupil has already previously been issued with Possession Level 2.</p> <p><u>Repeat Offence</u> - Any pupil found in possession of cigarettes (smoking paraphilia) or alcohol on the school site - Pupil has already previously been issued with Possession Level 2.</p>
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Immediate Internal Isolation (2 days)

Work must be set by subject teachers and pupil to remain isolated from his/her class for a set number of lessons – usually under the supervision of Senior management.

Immediate External Suspension (2 days)

Pupil is immediately collected by their parents and taken home. Work must be set by subject teachers for the two days. It should be noted that, in most cases, the school’s sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Head reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

6.2.1 In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, online or digital bullying, verbal abuse and persistent disruptive behaviour in class the following will be followed:

- verbal warning by the Head or Deputy Head. For most pupils this will be sufficient and the problem will be rectified;
- withdrawal from lessons for the rest of the day;
- detention;
- contacting parents immediately;
- meeting with parents and a plan agreed for monitoring the behaviour whereby parents also take responsibility for helping their child to improve;
- Suspension (fixed term exclusion); and
- Expulsion (permanent exclusion).

[See Exclusion Policy]

It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Head reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

7 Suspension and Exclusion

- 7.1 The Head reserves the right to suspend and expel pupils from the school. Suspension and expulsion will be dealt with in accordance with our Exclusion Policy.

8 Allegations of Abuse against Teachers and Other Staff

- 8.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

9 Complaints Procedure

- 9.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the Head. You may find it helpful to refer to our Complaint Procedure for guidance (available via the school website).
- 9.2 The Complaints procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school. If as a parent/carer(s) your complaint is about exclusion from school for inappropriate conduct, please refer to the Exclusion Policy.

10 Monitoring and Evaluation

- 10.1 Each Head is responsible for maintaining a behaviour log which includes instances of bullying.
- 10.2 The Head is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.
- 10.4 Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.
- 10.5 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the Cognita Assistant Director of Education (ADE).

Behaviour Policy

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Karen Nicholson, ADE. 2018 Review - John Coleman, ADE

Audience	
Audience	All school staff

Document application and publication	
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Wales	Yes
Spain	Yes

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Related documentation	
Related documentation	Anti-Bullying Policy Exclusion Policy Safeguarding and Child Protection Policy