

COGNITA

Behaviour Policy

September 2019



MEONCROSS
SCHOOL

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 at Meoncross School.

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 Education (Independent School Standards) (England) Regulations 2014, our policy outlines our code of conduct for pupils, as well as the use of rewards and sanctions 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 Headmaster 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 Headmaster 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, rewards for good behaviour and any sanctions for breaking rules. The measures in our policy have been developed to ensure a positive, nurturing and restorative approach towards behaviour management. Our aim is to use our core school values as a lens through which we can help pupils reflect carefully on their own conduct and understand the negative consequences of poor behaviour on themselves and others.
- 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 Headteacher 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 aims to promote a positive, nurturing and restorative approach towards behaviour management, which is fair, consistent and transparent.
- 3.2 We work in close partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects our strong commitment to encouraging and supporting positive pupil behaviour, with any sanctions seen as a last resort.

- 3.3 Our school ethos is to set high expectations for all pupils with consistently applied support. We expect our staff, parents and pupils to understand and respect the values, rules, expectations and responsibilities outlined in this policy. We rely on 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 at any time. Similarly, we expect our teachers and other staff to remain calm in all situations and to refrain from any sort of verbal intimidation such as shouting, sarcasm or aggressive body language, whether on or off the school premises.
- 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 mental health problems occur, we will work with the parents to help them seek external professional support, as well as provide support in school within the scope of our available resources. Where we have concerns that a pupil may be suffering from a serious mental health issue we will work with parents to help them engage support from medical professionals; and within the scope of available resources the school will make every effort to ensure these pupils are effectively supported in school. If we identify that a pupil may need support, we will endeavour to take a proactive approach with early intervention in order to try to avoid more serious problems occurring. This will include in-school strategies and partnering with local and national 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;
- Training for staff to ensure they are fully aware of the educational and pastoral needs of vulnerable pupils including effective strategies for supporting these children
- 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 considered and that they are kept fully informed so they can participate in decisions taken about them;
- Training for staff to help them understand and identify 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, violence; or any displays (verbal or physical) that could be construed as discriminatory (i.e. sexist, racist etc.)
- 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 and our aim is to encourage children to respond appropriately in alignment with our school values and to behave in socially acceptable ways.
- 5.2 All members of staff are responsible for setting standards of good behaviour in the school and are empowered to speak to any child whenever they deem necessary; unless the Headteacher says otherwise.
- 5.3 Staff will:
- Encourage pupils to treat others (children and adults) with respect;
 - Support pupils' self-esteem and confidence
 - Look for opportunities to praise pupils' efforts and achievements and communicate these to parents as appropriate
 - Speak calmly to any pupil who makes a wrong choice using the school values as a lens to support behaviour modification (e.g. what value was missing?)
- 5.4 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.
- 5.5 If such behaviour occurs:
- We will ask the pupil which of the school values was absent due to their behaviour
 - We will seek to get the child to understand the impact of their behaviour and why it was wrong and help them to understand how they could have behaved differently
 - If the behaviour is repeated, the child will be reminded once more as above and further action taken as per the sanctions set out in this policy
- 5.6 The role of the teacher
- Teachers are responsible for ensuring that the school values are respected and fully understood and adhered to by their pupils in their care; and that children behave in a responsible manner during the school day (during lessons and breaks)
 - Discipline points are recorded on SIMS and further details are added to CPOMS where appropriate.
 - 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
 - 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 any sort of remark that could be construed as humiliating or discriminatory (e.g. comments regarding race, religion, culture, sexual orientation etc.)
 - Never use any type of physical force outside of those within the school's Use of Reasonable Force Policy
 - 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 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 Headteacher 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.

5.7 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 any sort of remark that could be construed as humiliating or discriminatory (e.g. comments regarding race, religion, culture, sexual orientation etc.)
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

Policy

5.8 Our Rewards

We wish to promote a culture that supports good character development and our reward system is underpinned by the core values agreed by the school community.

Our core values are:

| | | | | | | |
|---------------|-------------------|------------------|-----------------|--------------------|-----------------|------------------|
| Family | Resilience | Integrity | Optimism | Achievement | Kindness | Adventure |
|---------------|-------------------|------------------|-----------------|--------------------|-----------------|------------------|

Pupils who meet or exceed our high expectations and display the values of the school, must have their efforts recognised and rewarded. We believe that positive reinforcement of good behaviour is more effective than negative punishments in promoting a cooperative and purposeful atmosphere.

We take care to ensure all pupils are rewarded fairly and school without prejudice for effort and improvement aligned to the values of the school.

Lower School

Golden stars

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

Endeavour Cup

- One child per form is awarded the Endeavour Cup per term linked to the school value 'Achievement'

Class Rewards

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

Golden Book

- Staff can add pupil names to the Lower School Golden Book, when they display behaviour or academic achievement linked to the school values. These pupils are celebrated in the weekly Lower School Assembly

Golden Table

- Staff can add pupil names to the Lower School Golden Book related to the Golden Table when they display consistently outstanding table manners. Pupils chosen will eat lunch with staff at the Golden Table.

Celebration Assembly

- A Celebration Assembly is held at the end of each term during which Bronze, Silver, Gold or Platinum Certificates are awarded to every pupil dependent on the number of points (KS2) or stars (KS1) achieved.
- All points (KS2) or stars (KS1) achieved are added to the whole school house points cup award at the end of each term.

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

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 whole class has done something well
- The class will be rewarded when the jar has been filled from one of their chosen activities, this usually takes place half-termly.

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.

Juniors - MX Points

- MX points to be recorded in books as an 'MX'.
- Verbal MX points can be awarded and recorded by pupils individually.

Upper School Rewards

When pupils display a value, the following recognition may be received:

- Positive comments and encouragement regarding work
- Work displayed around the school
- House points awarded
 - During lessons
 - For conduct around the school
- Academic Colours awarded for exceptional academic excellence (one per faculty area during each Key Stage)
- Sporting colours awarded for sporting achievements
- Celebration on the school website and social media, subject to parental consent
- Positions of responsibility including pupil mentor, School Council Representative, Form Captain, Team Captain, House Captain, Upper School Prefect, Head Boy/Girl, Deputy Head Boy/Girl and Assistant Head Boy/Girl.

House points contribute towards House, Year Group and individual totals and awards are made at the end of each term and each academic year.

In addition to this, a weekly prize draw is held, and pupils gain entry by meeting short term goals, typically 5 or more house points that week. This is adjusted from time to time to ensure it provides the most inclusive and engaging system possible to promote a positive learning environment.

There are three levels of award available for each of the 7 values as shown below.

| | Family | Resilience | Integrity | Optimism | Achievement | Kindness | Adventure |
|----------------|----------|------------|-----------|----------|-------------|----------|-----------|
| Good | 1 point | | | | | | |
| Excellent | 2 points | | | | | | |
| Above & beyond | 3 points | | | | | | |

Teachers award House points using the SIMS management information system. This information is communicated to parents via the VLE

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 House 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 / Meon'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.

5.9 Our Sanctions

The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner, wherever possible using the school values as a behaviour modification framework. 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.

- 5.9.1 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.
- 5.9.2 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.
- 5.9.3 Parents will be involved at the earliest stage if problems are persisting or recurring.
- 5.9.4 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:

Behaviour Points System

Lower School Sanctions

If pupils display any behaviour which is not in keeping with the school values, when appropriate, staff will endeavour to find out the reason for this behaviour. If a child displays constant negative behaviour, all incidents will be recorded on CPOMS, as will incidents of a more serious nature. They will talk to the child/children and discuss which of the school values were missing in their behaviour. If sanctions are deemed necessary, the following approach will be taken:

EYFS

- Pupils are given an initial verbal reminder linked to the School Values and class rules regarding expected behaviour
- Pupils are given a second verbal reminder linked to the School Values and class rules regarding expected behaviour
- If the negative behaviour continues, time out is given as appropriate due to the age, incident and individual pupil
- Pupils talk with the Head of EY who refers to School Values, Kind Hands Tree and/or Class Rules to reinforce positive expectations
- Key Worker/Head of EY makes contact with child's parent to advise of incident, depending on the behaviour displayed

KS1

If pupils display any behaviour which is not in keeping with the School Values **during lessons or during unstructured time**, the following approach will be taken:

- Pupils are given an initial verbal reminder linked to the School Values and class rules regarding expected behaviour
- Pupils are given a second verbal reminder linked to the School Values and class rules regarding expected behaviour
- If the negative behaviour continues, time out may be given as appropriate to the incident, age and individual pupil needs

KS2

If pupils display any behaviour which is not in keeping with the School Values **during lessons**, the following approach will be taken:

- Pupils are given an initial verbal reminder linked to the School Values and class rules regarding expected behaviour
- Pupils are given a second verbal reminder linked to the School Values and class rules regarding expected behaviour and their name is written on the board. The pupil's name will be deleted from the board immediately that he or she is displaying positive behaviour
- If the negative behaviour continues, time out may be given as appropriate to the incident, age and individual pupil needs

Year 6

- Pupils in Year 6 may also be given a Negative Behaviour Point. The reason for the Behaviour Point is noted in the pupil's Homework Diary and contact made with parents to explain the circumstances.

If pupils display any behaviour which is not in keeping with the School Values during unstructured times, the following approach will be taken:

- Pupils are given an initial verbal reminder linked to the School Values and class rules regarding expected behaviour
- Pupils are given a second verbal reminder linked to the School Values and class rules regarding expected behaviour
- If the negative behaviour continues, time out may be given as appropriate to the incident, age and individual pupil needs

In the event of a serious incident, either during lessons or unstructured times, or in the event of continued negative behaviour despite following the steps above, teachers will use their professional judgment and pupils will be referred to the Deputy Head, Lower School (DH, LS). A pupil may be removed from the classroom or playground and after some reflection time, discuss the incident with the DH, LS. Depending on the nature of the incident, the DH, LS, along with the pupil where appropriate, will decide on the consequence. The DH, LS will discuss the incident with parents.

Upper School (Y7 - Y11)

Pupils can be issued with behaviour points in the following circumstances:

- Poor behaviour in lessons or unstructured time
- Missing subject equipment, kit or homework

Staff enter points onto SIMS as soon as practicable, indicating as accurately as possible what they have been issued for. Where further details are required, these must be entered on CPOMS, *Note: Failure to bring an exercise book in when it should contain homework is to be entered as non-completion of homework*

All Points issued to pupils will be recorded and tracked over a single term.

Where concerns are identified the Pastoral Lead will discuss these with the pupil, their form teacher and parents. Where concerns relate to homework or equipment, the Deputy Head (Academic) will intervene.

The Pastoral team will look to intervene and work with pupils and form teachers to try to avoid any further deterioration of behaviour.

Behaviour in lessons

The table below will provide a framework for decision-making about behavioural incidents. It is not exhaustive, and staff should use their professional judgement to intervene as appropriate, in accordance with the ethos of this policy.

| Number of behaviour points | Description |
|-----------------------------------|--|
| 0 points | 1 st infringement within a lesson. Verbal warning only |
| 1 point | Chewing gum anywhere in school |
| 1 point | 2 nd infringement within a lesson. Written warning – name on board |
| 3 points | 3 rd infringement in lesson & lunchtime detention with HoD. Parents informed. Pastoral encouragement conversation. |
| 6 points | Isolated serious incident at staff discretion. SLT or Pastoral Team remove pupil from lesson. 1 hour after school detention. Parents informed. |

Behaviour during unstructured times

- Unstructured time includes: Break times, during lunch, moving between lessons, assemblies, school functions and school trips (including a residential).
- Infringements during these times are defined as any silly dangerous, unpleasant, or disrespectful behaviour towards another pupil(s) or member of staff.
- Staff will use their judgement, discretion and experience to decide what constitutes an infringement.

| Number of behaviour points & sanctions | Description |
|--|--|
| All Year groups - 0 points | 1 st infringement - verbal warning only |
| YR - Y2 – age appropriate time out | 2 nd infringement during the same break or lunch. Teacher to use professional judgement and record incident on SIMS / CPOMS |
| Y3 - Y6 – time out next to duty staff + lunch time detention + 2 behaviour points (Y5 & 6 only) | |
| Y7 –Y11 – Sit out rest of break + lunch time detention + 2 behaviour points | |
| Investigation, sanction issued + 3 behaviour points + parents / carers informed | 3 rd infringement during same break - Refer immediately to SLT or pastoral team |

Subject equipment and homework (Y7 – Y11 only)

- Pupils are expected to have the required equipment and kit for their lesson as detailed in their parent handbooks and communicated by class teachers
- If 2 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 6 discipline points are accumulated for missing homework (from a range of subjects), in any one term, then the pupil will have a lunch time detention with the Academic Deputy Head.
- If 8 discipline points are accumulated in any one term for missing homework then the pupil will have an after school detention with the Academic Deputy Head. Continued issues may result in a Headmaster's Saturday detention and an academic performance meeting.

| Infringement | Number of behaviour points | Sanction |
|------------------------------------|--------------------------------------|---|
| Lack of PE Kit / homework | 1 point | Verbal warning |
| Lack of homework after 1 day grace | 2 points | Lunchtime detention with class teacher/HoD |
| | 6 points accumulated in any one term | Lunchtime detention with DHA, parents informed |
| | 8 points accumulated in any one term | After school detention with Deputy Head Academic. Continued issues may result in a Headteacher's Saturday detention & an academic performance meeting. |

Accumulation of points

We always aim to support pupils in overcoming difficulties and the following table lays out strategies that we will use to intervene if pupils accrue a number of discipline points. Points are re-set at the start of every new term.

| Number of points accrued during a term | Outcome |
|--|--|
| 3 | Encouragement meeting with Pastoral Lead |
| 5 | Challenge card (2 weeks) – targets designed by pupils and agreed with Pastoral Lead. Parents informed. |
| 8 | Formal contact with parents by telephone or in writing. Isolated break times organised by Pastoral Team. Maximum 3 days. |
| 10 | Internal isolation for 1 day and parents to meet with Pastoral Team, followed by a second challenge card. Pupil must report to a member of the Senior Leadership team daily until half term. |
| 12 | After school detention until 5pm with a member of the Senior Leadership Team |
| 15 | Fixed term exclusion and re-integration meeting with the Headteacher and parents. |

5.9.5 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 table will be used as a framework for decision-making and the final decision will always be at the discretion of the Headteacher.

SERIOUS INCIDENTS – WHOLE SCHOOL

| Infringement | Level | Sanction | Example |
|--|--|---|--|
| Vandalism of school property | Level 1 | Immediate internal isolation (maximum 2 days), parents contacted and charged for any damage or repairs/replacement. | Single incident - e.g. vulgar/explicit graffiti written on school property. |
| | Level 2 | Immediate external suspension (maximum 2 days), parents must collect. | Single incident - deliberate damage to school property. |
| | | | Second incident in which the pupil has wantonly damaged school property. |
| Level 3 | Immediate removal from school, followed by permanent exclusion at the discretion of the Headteacher. | Single serious incident or repeat incident e.g. setting fire to school property or repeated graffiti | |
| Assault, bullying, aggression and foul language (including physical, verbal, emotional, racist, gender-based, homophobic or sexualised and cyber, as well as other discriminatory language or behaviour towards pupils or staff) | Level 1 | Immediate internal isolation (maximum 2 days), parents contacted and called in for a meeting. | Single incident where it is established what has taken place. |
| | Level 2 | Immediate external suspension (maximum 2 days), parents must collect and attend a meeting regarding the incident. | Second repeat incident. |
| | Level 3 | Immediate removal from school, followed by permanent exclusion at the discretion of the Headteacher. | Third repeat incident or serious incident, at the discretion of the Headteacher. |

| Infringement | Level | Sanction | Example |
|---|--|---|---|
| Misuse of ICT (note: some conduct may constitute an offence under the Computer Misuse Act and the school reserve the right to contact the Police if it is deemed appropriate) | Level 1 | Immediate internal isolation (maximum 2 days), parents contacted and called in for a meeting. | Single incident where a child has accessed, viewed or distributed sexually explicit material in school, regardless of who owns the device or what the device is e.g. phone, iPad, tablet, Kindle etc. |
| | | | Single incident in which a child has tried to bypass IT security systems in school such as hacking or password theft |
| | Level 2 | Immediate external suspension (maximum 2 days), parents must collect and attend a meeting regarding the incident. | Repeat incident involving ICT equipment |
| | Level 3 | Immediate removal from school, followed by permanent exclusion at the discretion of the Headteacher. | Third repeat incident or serious incident, at the discretion of the Headteacher. |
| | | | Use of technology, software or social media that brings the school into disrepute |
| Possession or consumption of cigarettes, alcohol and drugs or possession of weapons in school or on a fixture, residential or educational visit. | Sanctions ranging from internal isolation and parental meeting to permanent exclusion will be considered on an individual basis, at the discretion of the Headteacher. | | |

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 Headteacher reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

6 Suspension and Exclusion

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

7 Allegations of Abuse against Teachers and Other Staff

7.1 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.

8 Complaints Procedure

- 8.1 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 Headteacher. You may find it helpful to refer to our Complaint Procedure for guidance (available via the school website).
- 8.2 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.

9 Monitoring and Evaluation

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

| Ownership and consultation | |
|-----------------------------------|---|
| Document sponsor (role) | Group Director of Education |
| Document author (name) | Karen Nicholson, ADE. 2018 Review - John Coleman, ADE 2019 Review – David Baldwin, DE |

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| Audience | All school staff |

| Document application and publication | |
|---|-----|
| England | Yes |
| Wales | Yes |
| Spain | Yes |

| Version control | |
|------------------------|--|
| Implementation date | September 2019 |
| Review date | Review and update for implementation in September 2020 |

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