

COGNITA

Behaviour Policy



MEONCROSS
SCHOOL
September 2023

1 Introduction

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning to support the wellbeing of our pupils in order for them to thrive in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School.
- 1.2 This policy applies to all pupils [including those in the Early Years].
- 1.3 We are committed to promoting and protecting 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.
- 1.4 In keeping with Education (Independent School Standards) (England) Regulations 2014/British School Overseas Standards (as amended), 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 safety welfare of children.
- 1.5 The Headteacher is responsible for developing this policy within the framework set by Cognita as proprietor. This means that the Headteacher 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. **Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (including online).**
- 1.6 This policy should be read in conjunction with the School's other applicable policy including our Anti-Bullying Policy, Safeguarding Policy, Suspension, Expulsion and Removal in Other Circumstances Policy, Drug and Alcohol Policy, SEND Policy, Code of Conduct, Staff Code of Conduct, Acceptable Use of ICT Policy, Digital Safety Policy, Digital Safety Agreements, Use of Reasonable Force Policy and Attendance Policy.
- 1.7 The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.
- 1.8 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 Policy will be rigorously followed, and action will be taken in accordance with the relevant local safeguarding partners 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 in accordance with the provisions of the Safeguarding Policy.*
- 1.9 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 Contract accordingly.

- 1.10 We support children at times when difficult events happen in their lives, such as domestic abuse, 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.

2 Our approach

- 2.1 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.
- 2.2 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. 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 behaviours at all times so that our pupils can benefit fully from their experiences in school.
- 2.3 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.
- 2.4 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 whilst the learning of their peers is not impeded.
- 2.5 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 early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs.
- 2.6 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/private organisations/professionals.

3 School Principles

- 3.1 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.
- 3.2 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- 3.3 The School Principles:
- School staff and pupils should all show respect for one another;
 - Good behaviour should be the expectation and sanctions should always be applied consistently for unacceptable behaviour, including bullying, inappropriate/harmful sexual behaviour, and violence;
 - Appropriate and preventative 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 or disabilities;

- 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 those children 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 this policy is grounded.

4 Expectations and Responsibilities

- 4.1 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.
- 4.2 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.
- 4.3 To be socially acceptable, we believe that children should be able to:
- Treat other children and adults with respect and kindness;
 - Speak politely to other people; and
 - Have self-confidence and high self-esteem.
- 4.4 To encourage this, the staff will:
- Treat all children and adults with respect and kindness;
 - Speak politely to other people;
 - Praise all 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;
 - Encourage self-reflection to children when they get something wrong to encourage learning;
 - Tell parents in a timely manner about their child's efforts and achievements, any concerns around behaviours, and explain any concerns about risk to self/others arising from the behaviour; and
 - Avoid using critical or sarcastic language towards all children and adults.
- 4.5 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, sexist or homo/bi/transphobic remarks, or other discriminatory comments towards anyone including those with protected characteristics (Equality Act 2010).
- 4.6 The role of the teacher
- Teachers are responsible for ensuring that the School Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;

- Incidents of poor behaviour may (where appropriate) 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 and equally;
- 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.
- If a pupil misbehaves in class, the teacher will keep a record using the school behaviour recording system of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they must seek help and advice from the senior member of staff named at the front of this document, including 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, with reference to the School's Safeguarding Policy as appropriate;
- 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 Headteacher 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, around the School and in all off site educational activities including helping to keep the School clear of clutter and litter;
- Never make racist, sexist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010);
- Never resort to physical measures to manage behaviours (other than reasonable force, see below)
- 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 restraint is used. The action taken is recorded and the parents must be informed. Please see our separate policy on the Use of Reasonable Force for further details;
- Comply fully with the Staff Code of Conduct, and the Digital Safety Policy which includes the Acceptable Use of ICT Policy.

4.7 Expectations of pupils in our school

- Comply with the School's Code of Conduct at all times
- 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, kindness 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, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010); sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

The above list is not exhaustive.

4.8 Expectations of parents

Parents who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

5 **Policy on rewards and sanctions**

5.1 Our rewards – promotion of good behaviour

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
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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.

Responsibility Positions

- Positions of responsibility including pupil mentor, School Council Representative, Form Captain, Team Captain, House Captain, Lower School Prefect, Head Boy/Girl. These are awarded on a yearly or termly basis dependent on the position.

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)

- position and children are adjusted accordingly.
- MX points can be awarded for consistent good behaviour.
- Year 6 will also follow the reward system as set out for the Upper School, this is to prepare them for the transition and to reflect their growing maturity.
- Y3 and Y4 Behaviour Display (Good Behaviour) All children's names to start on the chart in a positive

Juniors - MX Points

- MX points to be recorded in books as an 'MX'.0
- Verbal MX points can be awarded and recorded by pupils individually.

Upper School Rewards

MX Points

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

	Family	Resilience	Integrity	Optimism	Achievement	Kindness	Adventure
Good	<i>1 MX point</i>						
Excellent	<i>2 MX points</i>						
Above & beyond	<i>3 MX points</i>						

Each value focuses on different characteristic / quality that we encourage all Meoncross pupils to demonstrate/display towards their learning and other pupils at the school.

Pupils can receive MX Points (for any value) whilst participating in any school activity – lessons (class work/homework), attitude/respect towards pupils/staff, extra-curricular activities, sporting fixtures, school performances, open mornings, houseevents, assemblies etc.

Teachers award MX Points using SIMS. This information is communicated to parents via the VLE.

MX Points – Weekly Prize Draws

- Throughout the academic year, **pupils earn MX Points across all the school corevalues.**
- **Prize draws take place in assembly each week** and are focused on individual success.
- Each competition covers a **one-week period** (depending upon other school commitments, this will sometimes be a two-week rollover period).
- To enter the Individual prize draw, pupils need to **receive a stated amount of MX Points over a one-week period.**
- Winning Individuals and Tutor groups can then choose their prizes from the lists below.

Individual Prizes Available

- Film Club in ICT Room (Netflix or Amazon Prime) across x2 lunchtimes – password for account(s) needed (packed lunch needed).
- Time in the ICT Room for Computer Session (1 lunchtime / packed lunch

needed).

- Sports activity in the gym over x1 morning breaktime (x8 pupils maximum).
- Xbox Gaming Session (1 lunchtime / packed lunch needed).
- Winter Warming – Bacon/Cheese Roll & Hot drink (x1 Breaktime AM).
- Basketball / Table Tennis in the gym - (1 lunchtime / lunch must be eaten in Dining Hall).
- Year 10 & 11 Only – x4 Lunchtime Passes to Stubbington Village.

MX Points – Tutor Group Half Term Competition

- Totals for each Tutor Group are calculated over a half term, with the Tutor Group achieving the most MX Points winning one of the following Tutor Group prizes.

Tutor Group Prizes Available

- Film Club in ICT Room (Netflix or Amazon Prime) across 2 lunchtimes – password for account(s) needed (packed lunch needed).
- Lunch at Sports Ground/Gym/Astro, exclusive access to this facility and sports equipment (packed lunch needed).

MX Points – Focused Half Term Core Value

- Throughout the academic year, **one of the school's core values is selected as the 'focused' value**, for each specific half term.
- Certain Core Values have been selected to mirror specific pupil commitments within that half term E.g. **Achievement** is placed within the half term that includes the end of year examinations / **Kindness** is placed within the half term before Christmas (Hampers Donations).
- A table, mapping out the whole year is placed in all tutor rooms, so pupils are aware of what value is the 'focused' one for each specific term.
- Totals for specific core values, within each half term are calculated and Form Tutors are asked to nominate one pupil from each form that they feel has displayed behaviour from the chosen value.
- Form Tutors will make their decision using the data from whoever has received the most MX points (for that chosen value) and any additional observations.
- Winning pupils will win an individual prize.

End of Term Success - Celebration Assembly

MX Points (Individual Prizes and The House Cup)

- **MX Points are calculated at the end of term** and pupils who have achieved the most (1st, 2nd & 3rd) within their year, are rewarded with a voucher.
- **MX Points also contribute towards the House Cup**, where combined MX Points totals (KS1- KS4) are added each term.
- This also includes all **House Competitions** throughout the academic year, such as Sporting House matches / Spelling / Maths Challenge / Chess / Mastermind / Curriculum Collapse / Meon's Got Talent etc.
- Totals are calculated each term and the **winning House is announced and presented with the Meoncross House Cup**. Pupils in the winning House are awarded with a non-uniform day at the start of the following term.

- To ensure more pupils are rewarded at the end of a term, those pupils that **have not received a single Discipline Point** (Academic or Behaviour) within the term, are all rewarded with a non-uniform day at the start of the following term (this reward used at the discretion of the Assistant Head).

Meoncross Colours

- **Academic Colours** awarded for exceptional academic excellence (one per faculty area during each Key Stage).
- **Sporting colours** (2-year cycle) awarded for sporting excellence within specific sports (Year 6, 8 & 10).
- **Pastoral Colours** awarded to individual pupils in each tutor group for showing kindness and support towards their peers – selected by each Form Tutor.

Success celebrated amongst the wider Meoncross community

- **The Marketing Department** collate individual / team successes and use the Meoncross social media accounts to showcase and celebrate all achievements (subject to parental consent).
- **The Meonian (newsletter)** is also used to showcase recent individual or school success.

Pupil Positions of Responsibility

- These include Form/Assistant Form Captains (Year 7-9), School Council Representatives from each Tutor Groups, Team Captains, House Captains, Upper School Prefects (Year 10-11), Head Boy/Girl (Year 10-11), Deputy Head Boy/Girl (Year 10-11) and Assistant Head Boy/Girl (Year 9-10).

MX Points = Prefect Points for Years 9 & 10

At Meoncross School, the journey to being considered for a Prefect starts at the beginning of Year 9.

Upper School Prefects

The aim is to have a team of Upper School Prefects possessing different skills and interests, who want to work together for the good of the school, gaining vital life skills from this experience.

There are several important principles which **ALL Upper School Prefects** must follow:

- **Be a role model**; someone for younger pupils to aspire to be like.
- Give **guidance, advice, and care** for those under their supervision.
- Be **fair and consistent** in dealing with others.
- **Show initiative**, with the success and reputation of the school an essential constant.
- **Abide by all the school rules**, including uniform.
- **Respect all** of those they encounter.

Throughout Year 9 & 10 (up until Hustings in March), pupils can **demonstrate** that they have the **necessary responsibility, reliability, and behaviour** to become a **trusted Upper School Prefect** at Meoncross School.

Prefect status is awarded to pupils, **using a voting system**, after they have entered the 'hustings' in Year 10, however, **pupils can gain an advantage by starting with additional votes** that they have been awarded, based on their behaviour/attitude towards others over the last year and a half (**MX Points also count as Prefect Points**).

Prefect Points

MX Points will now also count as 'Prefect Points'

- At the start of Year 9, until February half term, in Year 10, all MX Points will also be counted as 'Prefect Points' and help towards a successful application as a Meoncross Prefect.
- In addition, every half term, one of the school's values will be known as the 'focused value', any MX Points received for this value, **will be worth double as Prefect Points**.
- 'Prefect Points' are recorded on an internal spreadsheet (not the total visible on SIMS / VLE).

YEAR 9 - Assistant Head of School (May)

This will be the first opportunity, for the accumulation of Prefect Points to aid a pupil's application for a position of responsibility. At the end of the Spring Term, each pupil will have a current total and those pupils that apply for Assistant Head Boy/Girl positions, will have their current Prefect Points total equated into votes prior to the hustings.

For example:

TIER 1 50+ Prefect Points = 3 votes

TIER 2 30-49 Prefect Points = 2 votes

TIER 3 0-29 Prefect Points = 1 vote

The **Tier Totals will not be revealed to the pupils, but decided each year, depending upon the Prefect Point accumulation success for that specific cohort.*

YEAR 10 Prefect Hustings (March)

Pupils will have accumulated Prefect Points since the start of Year 9 and by half term in February (Year10) their totals will be equated into votes, providing applicants with additional votes, and prior to the prefect hustings.

For example:

TIER 1 100+ Prefect Points = 5 votes

TIER 2 75-100 Prefect Points = 3 votes

TIER 3 50-100 Prefect Points = 1 vote

The **Tier Totals will not be revealed to the pupils, but decided each year, depending upon the Prefect point accumulation success for that specific cohort.*

5.2 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/professionals; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

5.3 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.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy.

Examples of sanctions that are used in the School include:

- Verbal reprimand from a member of staff;
- Letter to parents to advise of the misbehaviour;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks as punishments, such as writing lines or essays;
- Detention
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- School based service or imposition of a task, under the supervision of a member of staff;
- Assistance with domestic tasks, such as collecting litter;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring; and
- Withdrawal from a lesson, school trip or team event.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

5.3.1 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 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 referral to Early Help or other agency is needed to support the child/family.

- 5.3.2 Parents will be involved at the earliest stage when problems arise, are persisting or recurring.
- 5.3.3 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, expulsion and removal in other circumstances, without first using lower-order strategies.
- 5.3.4 Any sanction must be reasonable in all the circumstances and account must be taken of relevant factors which may include 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, both 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) Discipline Points System

Pupils can be issued with **Discipline Points** in the following circumstances:

- **Behaviour** - Poor behaviour in lessons or unstructured time / Persistent lateness to Lessons / Misuse of Technology / Uniform/Appearance Infringement - **overseen by the Form Tutors and Assistant Head – Pastoral.**
- **Academic** - Missing subject equipment (including lunch card) / kit or non-completion / No or poor homework –**overseen by the Deputy Head – Academic.**

Staff enter points onto SIMS as soon as practicable, using the drop-down options to select the reason for issuing a Discipline Point. Staff are encouraged to provide a reason for issuing Discipline Points, especially Behaviour Points, as it helps the Pastoral Department build a picture around a specific pupil's negative behaviour.

Where further details are required, these must be entered on CPOMS.

Behaviour Discipline Points

Behavioural Discipline Points 1-3 are tracked and monitored by the Form Tutors and Assistant Head (Pastoral), with the Form Tutors providing the main source of early intervention. At x3

Discipline Points, the pupil will be issued with a Challenge Card, which is issued and checked / signed daily by the Form Tutor(s) and/or Assistant Head (Pastoral).

Any additional Discipline Points beyond the Challenge Card (x3) will be overseen by the Assistant Head (Pastoral) and will include further parental notification and involvement.

The Pastoral team (Form Tutors and Assistant Head) will look to intervene, be pro-active, rather than reactive and work with the pupils and parents to try to avoid any further deterioration of behaviour.

Academic Discipline Points

Where concerns relate to homework or equipment, the Deputy Head (Academic) will intervene.

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 Discipline Points	Description
x0 Points	1st infringement within a lesson. Low-level Disruption Verbal / Final warning
X1 Point	2nd infringement within lesson Low-level Disruption X1 Discipline Point issued
Additional X2 Point	3rd infringement within a lesson. Low-level Disruption Pupil removed from lesson by Pastoral Lead/SLT. Pupils removed from Circulation (1, 2 or 3 days) Parents informed
X1 Point	Disruptive Incident (Single / isolated incident that disrupts the lesson) More serious than low-level disruption X1 Discipline Point issued Pupil removed from all breaktimes (1, 2 or 3 days)
X1 Point	Poor Effort in Class Poor Attitude / Approach to Learning / Work Completed X1 Discipline Point issued
X3 Points	Isolated Serious Incident (within a lesson) Pupil removed from lesson by Pastoral Lead/SLT Parents informed SLT or Assistant Head to lead investigation Investigation to determine severity of sanction(s) *SLT discretion on any additional sanction, depending upon the severity of the incident*
X1 Point	Uniform & Appearance Chewing Gum anywhere in school No Lunch Card (Repeat Offence) X1 Discipline Point issued Repeat Offenders will miss breaktimes (1, 2 or 3 days)

Behaviour during unstructured times

- Unstructured time includes Break times, during lunch, moving between lessons, assemblies, school functions and school trips (including a residential).

- Infractions 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 Discipline Points	Description
Lower School	
All Year groups - 0 points	1st infringement - verbal warning only
YR - Y2 – age-appropriate time out	2nd 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)	
Upper School	
x0 Discipline Point	1st infringement – Low Level Verbal warning to pupil(s) to improve their behaviour.
x0 Discipline Point	2nd infringement – Low Level Final warning to pupil(s) to improve their behaviour.
x1 Discipline Point issued Pupil removed from all breaktimes (1,2 or 3 days)	3rd infringement – Low Level of Disruptive Behaviour Repeated poor/harmful behaviour towards another person. Disrespectful behaviour towards another person (including staff) or property (belonging to someone else). Teacher to use professional judgement and record incident on SIMS /CPOMS
<u>Isolated Serious Incident</u> - Removed from the area. - Refer immediately to SLT or Assistant Head investigation. - Investigation to determine severity of sanction(s). Parents contacted.	Isolated Serious Incident Towards another person (including staff) or property (belonging to someone else, including school property). Teacher to use professional judgement and record incident on SIMS /CPOMS

Accumulation of ‘behaviour’ discipline points within a single term

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 within a single term.

All points are tracked on a daily basis by the Assistant Head, with regular intervention taking place throughout the term. The Assistant Head will also keep all other teachers informed at every stage.

Discipline Points accumulated (1 term)	Outcome
x1 point	Supportive Intervention from Form Tutor to help with current issues/concerns
x2 points	Supportive Intervention from Form Tutor & Assistant Head to help with current issues/concerns
x3 points	Challenge card (2 weeks) Targets designed by pupils and agreed with Assistant Head Form Tutor & Assistant Head to monitor and sign Challenge Card on a daily basis First formal contact with parents (email)
x5 points	After School Detention with Assistant Head Formal contact with parents (by telephone)
x7 points	Pupil Conduct Report (ongoing) – Targets created by the Assistant Head Parents & Assistant Head must sign Conduct Report every day After school detention with SLT Parents contacted by phone and meeting arranged with Assistant Head
x10 points	Supervised Internal Isolation (max 3 days) Formal contact with parents (by telephone)
x12 points	Fixed Term Exclusion (max 3 days) Parental meeting with the Head and Assistant Head
x15 points	Parental meeting with The Head Pupil's future at Meoncross at risk (the Head's discretion)

Academic Discipline Points - Subject equipment / kit and homework (Y7 – Y11 only)

Equipment

- Pupils are expected to have the **required equipment and kit for their lessons**, as detailed in the parent handbook and communicated by class teachers.
- If x5 discipline points are accumulated for a **lack of equipment** across a range of subjects, within a term, the pupil will have a supportive meeting with the Deputy Head (Academic). This meeting will be communicated with all staff.

Homework

- All homework set must be completed.
- Failure to complete homework by the stated deadline, will result in x1 Discipline Point and a second 24-hour deadline set.
- Failure to complete homework after second deadline (24hrs after original deadline), will result in a subject lunchtime detention run by the subject teacher or Head of Department. The detention will last until the homework is completed to the expected standard (for that pupil).
- Failure to bring an exercise book in when it should contain homework is to be entered as non-completion of homework.
- All points are tracked on a daily basis by the Assistant Head and pupils of concern are passed onto the Deputy Head (Academic).

Issuing / Accumulation of 'academic' discipline points within a single term

Infringement	Number of Discipline Points	Sanction
Lack of equipment / PE Kit / Lunch Card (item)	x1 point	Verbal encouragement to not forget again
Homework – Issuing of Discipline Points		

Poor / incomplete homework or No Homework – 1 st deadline missed	x1 point	24-hour completion deadline set
No Homework – 2 nd deadline missed (24 hours later)	Additional x1 Point Lunchtime Detention (homework to be completed) with subject teacher or Head of Department	
Continued issues will result in a Head Teacher's Academic Performance meeting with the Deputy Head (Academic), parents and parents.		

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

**** (Please note - On all serious incidents, the Head will use his/her discretion when issuing any sanctions. Below are guidelines, which will be considered. However, each incident will be investigated and a suitable sanction decided, based on all the evidence collated and any known previous information (e.g. other known infringements)**.**

Infringement	Level	Sanction	Example
Damage (vandalism) of school property or another person's property (deliberate, or as a result of poor behaviour)	Level 1	Immediate Supervised Internal Isolation (1, 2 or 3 days), parents contacted charged for any damage or repairs/replacement	Single incident - Vulgar/explicit graffiti written on school property. Other minor damage to school or another person's property.
	Level 2	Immediate fixed term exclusion (1, 2 or 3 days), parents must collect and attend a re- integration meeting at the end of the Fixed Term period.	Single incident – Deliberate damage / vandalism to school or another person's property (which incurs a cost to the school or endangers school community members). Single incident - Pupil has stolen school property, or stolen property of another member of the school community. Second incident - Pupil has written vulgar/explicit graffiti on school property.
Stealing of school or someone else's property.			

			Other minor damage to school or another person's property.
	Level 3	Immediate removal from school, followed by permanent exclusion at the discretion of the Head.	Single serious incident or repeat incident (at The Head's discretion) e.g. setting fire to school property Third incident - pupil has written vulgar/explicit graffiti on school property. Other minor damage to school or another person's property. Third incident - of stealing school / someone else's property.
<p>Assault, child on child abuse, aggression and foul language (including physical, verbal, emotional, racist, misogynistic, gender-based, homophobic or sexualised and cyber). It should be noted that the school reserve the right to contact the Police or advise the victim(s) to contact the Police, if it is deemed appropriate</p> <p>As well as other discriminatory language or behaviour towards pupils or staff.</p>	Level 1	Immediate Supervised Internal Isolation (1, 2 or 3 days), parents contacted (phone)	Single incident (Lowest severity) - once investigation has established what has taken place.
	Level 2	Immediate fixed term exclusion (1, 2 or 3 days), parents must collect and attend a re-integration meeting at the end of the Fixed Term period.	Single incident (deemed more serious than Level 1) - once investigation has established what has taken place. Second / Repeated incident (Lowest severity) - once investigation has established what has taken place
	Level 3	Immediate removal from school, followed by permanent exclusion at the discretion of the Head	Third / Repeated incident (Lowest severity) - once investigation has established what has taken place.

Infringement	Level	Sanction	Example
<p>Misuse of ICT, including mobile phones, Smart Watches, laptops, online activity (including anything linked to bringing the school into disrepute)</p> <p>Please 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</p>	Level 1	Immediate Supervised Internal Isolation (1, 2 or 3 days), parents contacted (phone	<p>Single incident - Pupil has accessed, viewed, or distributed (without consent) personal (to someone else) / unsuitable / explicit material, which negatively impacts members of the school community, or the reputation of the school.</p> <p>Single incident - Damaging the reputation of the school, or negatively impacting members of the school community by irresponsible ICT actions (e.g. fake social media accounts / school related meme's / misuse of the school contact email address).</p> <p>Single incident - Pupil has tried to bypass IT security systems in school, such as hacking or password theft.</p>
	Level 2	Immediate fixed term exclusion (1, 2 or 3 days), parents must collect and attend a re- integration meeting at the end of the Fixed Term period.	<p>Repeated incidents (see the x3 single incidents stated above)</p> <p>Single incident (Deemed more serious than Level 1).</p>
	Level 3	Immediate removal from school, followed by permanent exclusion at the discretion of the Head.	Repeated (third) incident (see above) or serious incident (deemed more serious than Level 1 and 2), at the discretion of the Head
<p>Possession or consumption of cigarettes, vapes, alcohol and drugs or possession of weapons in school or on a fixture, residential or educational visit.</p>	<p>Sanctions ranging from Supervised Internal Isolation to permanent exclusion will be considered on an individual basis, at the discretion of the Head.</p> <p>Parents will always be contacted</p>		

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.

Mobile Phones

Both parents and pupils sign the Digital Safety Agreement which states, "If I bring a mobile phone into school, I agree to hand it in at the beginning of registration and collect it at the end of the school day" and "I am not allowed to use my phone on school premises". Any breach of these rules is considered to be a serious matter and will result in the removal of all break times (school discretion - 1, 2 or 3 days). However, should the misuse include additional breaches (such as taking and distributing photos / videos), the sanction will be issued from the 'Serious Incidents'.

In all cases it will be necessary for both the pupil and parents to meet with the Head to discuss this further.

6 Suspension and Expulsion

- 6.1 The Headteacher reserves the right to suspend, expel or remove pupils from the school. Suspension and expulsion will be dealt with in accordance with our Suspension, Expulsion and Removal in Other Circumstances Policy, which includes examples of behaviour that may warrant those sanctions.

7 Allegations of Harmful Sexual Behaviour (HSB) and child on child abuse

- 7.1 Allegations of a student demonstrating Harmful Sexual Behaviour and/or child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made, and always in consultation with the Designated Safeguarding Lead. All allegations will be dealt with in accordance with the Safeguarding Policy. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents when there has been a report of HSB/child on child abuse, unless to do so will heighten risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and schools will carefully consider what information is shared with respective parents to ensure that confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an investigation is underway, to the extent appropriate. Referrals to children's Social Care/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy.

8 Complaints Procedure

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.

- 8.1 The School's Complaints Procedure [(which apply equally in the EYFS setting)] is on our website and sets out how current parents can raise a formal complaint and how the School will handle it.

9 Monitoring and Evaluation

- 9.1 The School will record all behavioural incidents (including bullying) and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. [Major sanctions for boarders are kept together with those for day pupils.] The Headteacher is responsible for ensuring these records are appropriately maintained.
- 9.2 The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils [including within boarding houses] which may indicate that there are possible cultural issues within the School [or boarding house] which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.
- 9.3 The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.

- 9.4 Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.
- 9.5 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the European Director of Education.

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