



BEHAVIOUR POLICY

Related Policies:

Antibullying and Anticyberbullying Policy
Student Codes of Conduct for KS3, KS4 and Sixth Form students
Legal and Illegal Drug and Substance Abuse Policy
Home School Agreement
Exclusions Policy

A. Introduction

1. Children and young people come to school to learn and good learning depends upon good behaviour. Pupils are expected to
 - treat their fellow pupils, their teachers and the School environment with respect, care, tolerance and consideration
 - follow the rules and regulations of the School while at school and any additional rules and regulations which apply or are communicated by staff when on school trips
 - uphold the reputation of the School at all times
 - behave in a manner which respects the interests and feelings of all people outside the School with whom they come into contact when in school uniform or engaged in school activities
2. As an IB World School, the IB **Learner Profile** makes clear the responsibility to behave well at all times, namely that all members of the School should:

“...work effectively and willingly in collaboration with others”

“...act with...a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities”

“...take responsibility for their own actions and the consequences that accompany them”

“...show empathy, compassion and respect towards the needs and feelings of others...”

“...act to make a positive difference to the lives of others...”

“...actively enjoy learning...”

As a British School we also make clear that students understand and demonstrate fundamental British values. Therefore, the School should be a place of safety and security for all pupils and staff. The approach to behaviour management from all staff will reflect the inclusive nature of the school and ensure fair treatment for all pupils regardless of age, gender, sexual orientation, race, ability and disability.

The School will not tolerate:

- behaviour which disrupts or impedes the learning of others
- bullying (see the Anti-bullying Policy)
- rudeness
- coarse, foul, threatening and abusive language
- prejudice in all its forms
- physical or verbal aggression or intimidation



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- theft or deliberate damage to property
- refusal to follow the instructions of members of the school staff
- possession of drugs, alcohol or other banned substances or materials (see the Legal & Illegal Drug and Substance Abuse Policy)
- posting on social media material potentially damaging to the reputation of the school

All pupils will be subject to the Rewards and Sanctions set out below. The School will recognise or reward:

- effort in all areas of school life
- achievement and success
- kindness and care
- courtesy and consideration
- support and encouragement of others
- service to the school community and wider society.

Parents are expected to support the School in encouraging the good behaviour of pupils at all times. Implicit in the acceptance of a place in the School is an acceptance of the provisions of this policy, its attendant procedures, rewards and sanctions, and the Home School Agreement.

B. Punctuality – rewards and sanctions in the Senior School

One element of good behaviour is arriving to school and to lessons on time. Each Friday, the Form Tutor will inform the Deputy Head of their Form Group's punctuality. If a whole Form Group has been punctual for a complete week, then they can be awarded 10 House Points. Each half term, the winning Form Group for punctuality will receive brioche (or healthy alternative).

Sanctions for infringements of the punctuality rules are:

Stages	Action	Recording/Sanction
1. Student is late twice in a week to registration or class.	Teacher to record a late to class as a comment. Tutor to note as an incident on the MIS with a late detention as sanction for two lates in that week. (Reception create late list for cross-reference).	Recorded on register for registration. Recorded on MIS as an incident by teacher. Tutor to note in Planner/email so student knows when and where detention is. Detention run by HKS in KS3 & KS4. Sixth Form students gated – DSF to inform guard



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2. Despite having received late detentions, student persists in being late.	Student to report at 08:45 to Form Tutor for a week.	Recorded as an incident on MIS and email home by Form Tutor. School Detention
3. Despite monitoring from Form Tutor, student still late.	Form Tutor to refer to Head of Key Stage. Student to meet HKS each morning at 08:40 and at break time.	E-mail home by Head of Key Stage. Detention with Deputy Heads
4. Still no improvement.	Head of Key Stage to meet with parents.	Record of meeting on MIS. Principal's detention
5. Still no improvement.	Head of Key Stage to refer student to DH. Student to meet with DH each morning at 08:30.	Internal suspension, recorded on MIS.

C. Sanctions in the Senior School

1. In most cases it is hoped that a discussion with the student to explain why their behaviour is unacceptable will be sufficient to deal with poor behaviour.
2. More serious or repeated incidents of poor behaviour may result in the imposition of the sanctions detailed below and which are stated in order of severity.
3. The imposition of all sanctions will be recorded on a pupil's record using the School's management information system (MIS). The record of sanctions will be consulted in the preparation of all school references and reports for the individual pupil.

D. Disruptive behaviour in lessons

1. When a pupil is not paying attention in class or is disturbing others, the teacher may ask him/her to move seat or change group.
2. For more disruptive behaviour in a lesson, the teacher may require the pupil to leave the classroom and work under the supervision of a teacher in a neighbouring classroom. When invited to return to the classroom by the teacher, the pupil should apologise and thereafter play a positive part in the lesson.
3. For persistent disruptive behaviour in a lesson or series of lessons, the teacher may impose a detention of up to twenty minutes duration at break or during lunchtime. The detention will be supervised by the teacher or academic department imposing the sanction.



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4. When disruption of lessons has become a serious problem affecting the learning of other pupils, the teacher will refer the pupil to the Head of Department/Faculty and/or appropriate Head of Key Stage. A formal detention of up to 40 minutes may be imposed at lunchtime, supervised by the Head of Department/Faculty and/or appropriate Head of Key Stage or his/her delegate. Work will be set and designed to help the pupil understand the need for him/her to reform his/her behaviour. Parents will be informed of the imposition of this detention and of the School's concerns either in person or by email.
5. If disruptive behaviour continues the pupil will be referred to a member of the Senior Leadership Team. A Deputy Heads' Detention may be imposed with 24 hours' notice to parents from 15.30 – 16.30 on any school day. The pupil may also be placed on a behaviour target card for a specified period which will provide a lesson-by-lesson monitoring of behaviour each day. Parents will be asked to come into school to discuss concerns in detail.
6. If disruptive behaviour continues or a single event is grave enough to warrant it, pupils may be given a Principal's detention with 24 hours' notice to parents from 15.30 – 16.30 usually on a Friday
7. As a final step before resorting to more serious sanctions to be approved by the Principal, the pupil may be removed from the particular lesson(s) in which s/he is being disruptive for an extended period of up to ten school days.

E. Other unacceptable behaviour

1. A detention may be imposed by the teacher or Head of Key Stage at break (20 minutes), lunchtime (up to 40 minutes) or after school (15.30-16.30 on any school day). An after school detention will be imposed only with 24 hours' notice to parents.
2. A pupil may be kept apart within school (Inclusion) under the supervision of a member of staff and be removed from lessons or have other privileges, such as break and free time at lunch, removed for a period of up to ten school days. Sixth Formers may have their permission to leave the School premises at break and/or at lunchtime suspended for a specified period.
3. A pupil may be placed on a behaviour target card for a specified period and this may apply to behaviour in lessons and/or more generally in school.

F. School disciplinary process

1. Where the sanctions outlined above have proved ineffective in reforming the behaviour of the pupil over time, the Principal, on the recommendation of the School Leadership Team, may and most probably will impose the formal sanctions outlined in points 3-7 below.
2. The sanctions detailed below may also be imposed by the Principal for serious cases of indiscipline which may include (not exhaustive):
 - Possession of prohibited and illegal drugs, alcohol, cigarettes, etc. as well as substances such as 'Legal Highs' (substances which produce the same, or similar effects, to drugs such as cocaine and ecstasy, but are not controlled under legislation designed to control prohibited substances)
 - Smoking on the school premises
 - Possession of prohibited items (such as sharp knives that can constitute a hazard)
 - Bullying
 - Violent conduct, aggression both physical and verbal, intimidation of others
 - Stealing



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- Defiance of instructions given legitimately by an authorised member of the School staff
 - Vandalism to school property or to the property of others
 - Foul and abusive language
 - Truancy and excessive lack of punctuality
 - Cheating, plagiarism, deception, slander
 - Any behaviour which places another pupil or member of staff at risk of harm or distress
 - Any behaviour which seriously damages or has the potential to seriously damage the school's reputation, for example through the inappropriate use of social media
3. Pupils in possession of, using or supplying prohibited and/or illegal drugs and/or legal highs to another member of the School community should expect to be excluded permanently and most probably will be.
 4. The Principal may issue a written warning in response to persistent and/or serious misbehaviour. This would be issued in all cases after a meeting with parents and the pupil involved. The written warning would be accompanied by a behaviour contract that sets out the specific requirements for reform. The contract would be regularly reviewed and may be removed at that point if behaviour has reformed or may be extended as required.
 5. The Principal may issue a final written warning if the pupil has failed to respond satisfactorily to the first written warning or in response to serious misbehaviour. This would be issued in all cases after a meeting with parents and the pupil involved. The final written warning would be accompanied by a behaviour contract that sets out the specific requirement for reform. The contract would remain in force for the remainder of the pupil's career in the School.
 6. If the terms of the final written warning are breached or in the case of serious misbehaviour the Principal may, on the recommendation of the School Leadership Team, and following a meeting with the parents and pupil concerned:
 - a. Exclude the pupil from school for a specified period of time. On return to school a behaviour contract will be imposed which sets out the specific terms on which the pupil is to be re-integrated into the School. This contract and its terms would remain in force for the remainder of the pupil's career in the School.
 - b. In the case of serious misbehavior, exclude a pupil even if a prior written warning has not been issued. On return to school a behaviour contract will be imposed which sets out the specific terms on which the pupil is to be re-integrated into the School. This contract and its terms would remain in force for the remainder of the pupil's career in the School.
 - c. Exclude the pupil from school permanently.
 7. It is unlikely that a pupil would be excluded temporarily from the school more than once as a second exclusion would usually be permanent.



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G. Sanctions in the Primary School

1. The class teacher will deal with day-to-day matters in a caring, supportive, fair and above all constructive manner. Due consideration will be taken of the age and relative maturity of the individual child in the manner and type of sanction imposed.
2. In most cases we hope that a verbal reprimand will be sufficient to deal with poor behaviour. This will always include a reminder of the behaviour expected of a pupil at the School.
3. The class teacher may also use a range of sanctions appropriate to their own experience and to the age-related needs of the children in the particular class. The range of sanctions used in the Primary School ('Good to be Green') is outlined in Appendix I.
4. If a child is identified by the teacher as requiring additional support with managing their behaviour, an individual behaviour plan will be formulated. This will be done in partnership with parents, the Learning Support Department and with the support of the Headteacher and Deputy Headteacher.
5. The full range of sanctions available for the Senior School will be applicable to Primary School pupils following consultation with and approval by the Head of Primary School, and if an exclusion is involved, with the approval of the Principal
6. The School disciplinary process set out above will be applied in the Primary School as required and with full consideration of the age and maturity of the child/children concerned.

H. Right of appeal

1. In accepting a place at the School, parents accept the authority of the Principal and teaching staff to apply the Behaviour Policy and its associated sanctions. All sanctions will be explained to parents on request. Our aim is to deal with each event sensitively and appropriately. The pastoral team, with SLT, review rewards and sanctions regularly to ensure that they are fit for purpose.
2. Parents will have the right of appeal to the Board of Governors where the Principal has decided on the permanent exclusion of a pupil. All appeals must be made in writing and include a formal statement of the grounds on which the appeal is made. Appeals must remain confidential to ensure that the requirements of natural justice may be met. The Board of Governors will provide a formal decision in writing to the parents within 15 working days of receipt of the appeal. At its discretion the Board will convene meetings and take evidence from relevant sections of the School community in order to inform the consideration of the appeal.
3. The decision of the Board will be final and no further appeal will be allowed.



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APPENDIX I

PRIMARY SCHOOL CLASSROOM SANCTIONS **Reception to Year 6**

'Good to be Green'

In each classroom there is a chart on the wall with three coloured sections – green, yellow and red. Each child in the class has his/her name card attached to the green part. The message given to children is that it's 'Good to be Green'. All children should be working hard to follow our school/class rules in order to stay green.

If a child does something inappropriate then they will be given a verbal warning. The child then knows this is his/her chance to stop and change behaviour; choosing the right thing to do in order to stay green.

If a child continues with inappropriate behaviour after the warning, he/she is asked to move his/her name card from green to yellow. The child physically moves his/her name card and the need to make correct choices is once again explained. Should he/she continue to behave inappropriately then the child would move the card from yellow to red.

The children understand that the yellow and red sections have a consequence/sanction. Appropriate sanctions are discussed as a class with the teacher so the children are clear and in agreement. For example, classes may decide that missing part of morning playtime or golden time is appropriate.

Every day is a new day and a fresh start. Children always start the day on the green section.