

# Behaviour Management Procedures

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## PRINCIPLES

1.1. At St Dunstan's College, a sense of community is at the centre of how we interact. We support pupils to have effective and safe working relationships and to show respect for others inside and outside of the College.

1.2. Positive behaviour is encouraged by informal praise, as well as by the use of a rewards system that formally recognises academic achievement and progress, contributions to co-curricular life and excellent conduct and informally rewards enthusiasm and participation through the College House system.

1.3. Pupils are expected to maintain the highest standards of conduct, to accept responsibility for their actions, to act in accordance with the College values and to encourage others to do the same. If a poor choice has been made, pupils should engage with the restorative process to repair relationships and/or accept an appropriate sanction if necessary, in accordance with the below guidance.

1.4. The College recognises that high quality behaviour for learning is underpinned by many factors, including positive relationships, routines and consistency, engaging lessons and recognition of pupils' successes.

1.5. Throughout the College (including EYFS), corporal punishment is not used or threatened. Sanctions will never be imposed that are either degrading or humiliating. A sense of mutual trust lies at the heart of the College's beliefs and ethos.

1.6. Pupils are actively encouraged to understand and abide by the *College Rules*, which outline the behaviour expectations in all contexts to reflect the values of the College. Where actions and choices are of benefit to individuals or the College, we seek to reward, and where they are harmful, we seek to remind pupils of expectations, give warnings of possible consequences, engage the restorative process and sanction, as appropriate.

1.7. Consistency in expectations and consequences is important for both staff and pupils, and the rewards and sanctions guidance below aims to promote clarity, consistency, and responsibility.

1.8. The College will consider reasonable adjustments necessary to ensure pupils with a disability are not inadvertently discriminated against, in line with the guidance in the Equality

Act 2010. This may include; for example, training staff in de-escalation and supervision techniques for a pupil whose disability causes him/her to lash out at others. A pupil engaging in arson, theft, sexual abuse, exhibitionism or voyeurism occurring as a result of a disability is not protected under the Equality Act.

## **EXPECTATIONS**

We expect our pupils to:

1. arrive to school, lessons and activities ready for learning and on time, with correct equipment, dress and academic work
2. behave respectfully to all members of the St Dunstan's and wider community, including other pupils, teaching and support staff and to look after our shared environment.
3. act in accordance with the College values, allowing all members of the community to feel safe from unkind behaviour, rudeness, bullying, harassment or discrimination.
4. engage with restorative reparative approaches and/or sanctions when poor conduct has occurred in an honest and reflective way.

We expect our staff to:

1. build positive working relationships with pupils in the College, using clear and consistent routines to promote positive choices and to prevent poor conduct from occurring in the first place and ensuring that their response to any incidences of poor behaviour is calm, fair and recognises pupils' individual pupil needs.
2. be proactive in ensuring good behaviour and high expectations at all times during the school day, whether in a lesson, corridor or recreational space. This responsibility applies at all times, whether 'on-duty' or not.
3. ensure pupils are rewarded appropriately, including with verbal, specific praise, commendations, communication to parents and College awards.
4. communicate promptly and effectively with pupils, colleagues and parents as appropriate to the situation, and in accordance with Behaviour Management Procedures, using iSAMS and/or MyConcern as appropriate.

## SENIOR SCHOOL REWARDS:

TYPE OF REWARD	REWARD ISSUED FOR	ISSUED BY	REPORTED TO	FURTHER DETAILS
<b>Verbal praise</b>	Noteworthy homework, academic achievement, effort, fulfilment of College values or noteworthy co-curricular contribution	All staff	Form Tutor if desired	Praise can be given to the student but also to others in recognition of the student such as their Form Tutor.
<b>Commendation</b> (1 point)	Exceeding expectations in homework, academic achievement, effort, fulfilment of College values or co-curricular contributions	All teaching staff	Form Tutor and parents via iSAMS	The accumulation of set numbers of points will result in a Bronze Award Certificate, Silver Award Certificate or a Gold Award Certificate.
<b>Leadership Team Commendation</b> (5 points)	Repeatedly exceeding expectations in homework, academic achievement, effort, fulfilment of College values or co-curricular contributions	Heads of Year Heads of Department SSLT	Form Tutor, Head of Year and parents via iSAMS	
<b>Head's Commendation</b> (10 points)	Exceptional behaviour, attainment or contribution to College life which particularly embodies the College Values	Head	Form Tutor, Head of Year and parents via iSAMS	Recipients will attend a breaktime reception with the Head
<b>Half Colours</b>	Outstanding and significant contribution to and excellence in College activities, the academic profile of the College and/or consistent embodiment of the College Values.	SSLT	Form Tutor, Head of Year and parents via iSAMS	Student is given a choice of either a Half Colours tie or Half Colours badge. Half Colours are awarded at end-of-term assemblies.
<b>College Prize</b>	Outstanding and significant contribution to and excellence in College activities, the academic profile of the College or to a particular Academic Subject and/or consistent embodiment of the College Values.		Form Tutor, Head of Year and parents via iSAMS	Academic and co-curricular prize criteria are prize-specific.  Prizes are awarded at the end-of-year Prize Giving ceremony.
<b>Full Colours</b>	Outstanding and longstanding contribution to and excellence in College activities, the academic	SSLT	Form Tutor, Head of Year	Full Colours blazer is awarded to student at end-of-term assembly.

	profile of the College and/or consistent embodiment of the College Values.		and parents via iSAMS	
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### JUNIOR SCHOOL REWARDS:

TYPE OF REWARD	REWARD ISSUED FOR	ISSUED BY	REPORTED TO	FURTHER DETAILS
<b>Verbal praise</b>	Noteworthy homework, academic achievement, effort, fulfilment of College values or noteworthy co-curricular contribution	All staff	Form Teacher if desired	Praise can be given to the pupil but also to others in recognition of the pupil, such as their Form Teacher
<b>House Point</b>  (1 point)	Repeated or special acts of good behaviour, kindness, being a positive role model, facing a challenge positively, listening, exceptional work, making excellent progress, persevering or class participation	All staff	Form Teacher  Recorded by sticker in pupil planners	The weekly House Point total is announced in the Celebration Assembly as a combined score for each House that week. The accumulation of 25 points will result in a Certificate of Excellence, 50 points in a Bronze Award Certificate and badge, 75 points in a Silver Award Certificate and badge and 100 points in a Gold Certificate and Badge, to be presented during Celebration Assemblies.
<b>Superhero of the Week</b>  (1 point)	A demonstration that particular week of a special act of good behaviour, kindness, being a positive role model, facing a challenge positively, listening, exceptional work, making excellent progress, persevering or class participation	All teaching staff	Form Teacher	Certificates are awarded to one child per form each week in the Celebration Assembly, with certificates outlining the reason for the award being given. The child who wins the Superhero award is also given 1 House Point.
<b>College Values Certificate</b>  (1 point)	A demonstration of excellence in one particular College value: compassion, curiosity, courage, confidence or curiosity	All teaching staff	Form Teacher	Certificates are awarded to one child per year group each week in the Celebration Assembly, with a teacher explaining why this particular award has been given. Winners are also awarded 1 House Point.
<b>Blue Star Conduct Award</b>	In recognition of the fact that a pupil has reached the top of the class behaviour chart (the	All teaching staff	Form Teacher	Pupils who reach the Blue Star on the class behaviour chart are awarded 1

(1 point)	Blue Star) in a day. This involves moving two steps up the chart.			House Point for their efforts across the day.
<b>Deputy Head Award</b>  (2 points)	Repeatedly exceeding expectations in homework, academic achievement, effort, fulfilment of College values or co-curricular contributions	Junior School Deputy Head Pastoral/ Academic	Form Teacher, Section Head.	Awards are given as stickers to the pupils and awarded in either Celebration Assembly or Final Assembly each term.
<b>Head of Junior School Commendation</b>  (3 points)	Exceptional behaviour, attainment or contribution to College life which particularly embodies the College values	Head of Junior School	Form Teacher, Section Head.	A certificate will be given to the pupil in the final assembly of the term.
<b>College Prize</b>	Outstanding and significant contribution to and excellence in College activities, the academic profile of the College or to a particular Academic Subject and/or consistent embodiment of the College Values.	Head of Junior School	Form Teacher, Section Head.	Academic and co-curricular prize criteria are prize-specific.  Prizes are awarded at the end-of-year Junior School Prize Giving ceremony.

## INFORMAL BEHAVIOUR MANAGEMENT

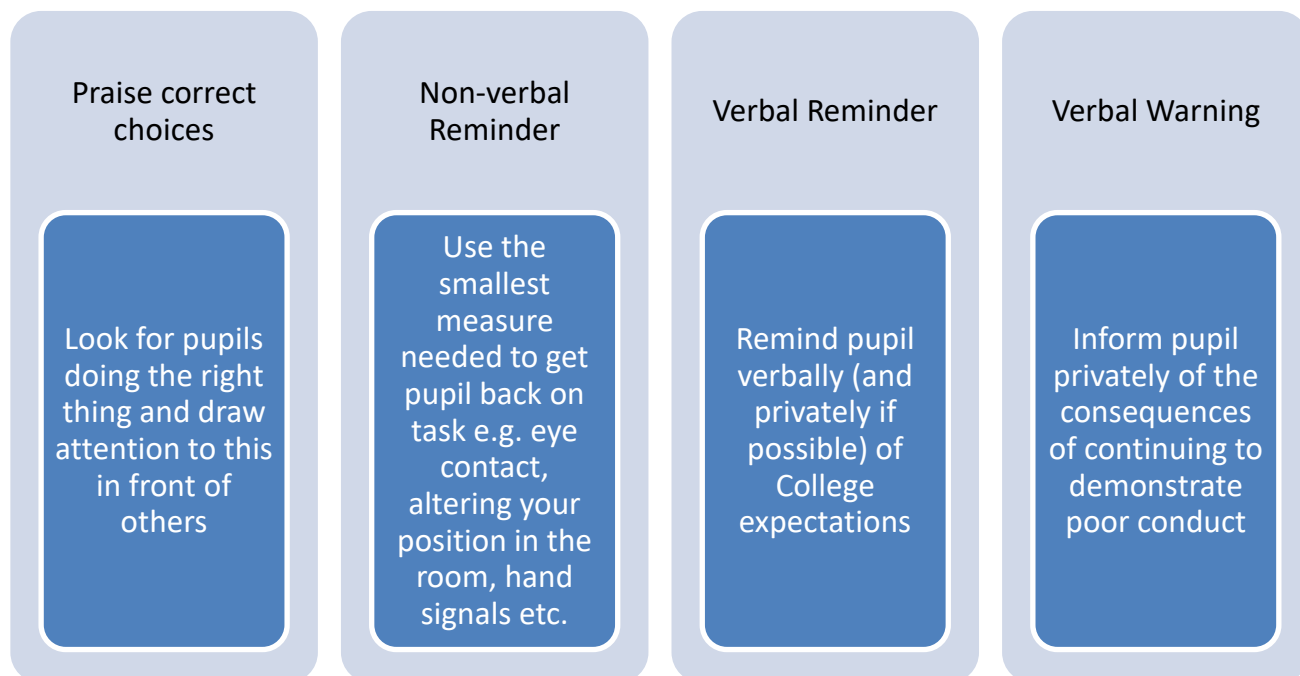
Excellent behaviour is to be expected from all pupils in the College. Positive celebration and reinforcement of good behaviour for learning helps to ensure that all pupils reach the standards we expect of them, both inside and outside of lessons. In addition, building strong relationships within the community increases the likelihood of pupils continuing to strive to meet our high expectations.

In instances where conduct falls short of expectations, it is expected that staff use their professional judgement to intervene and remind pupils of our high expectations and of possible consequences. Skilful behaviour management and consistent routines can help pupils to self-regulate and reduce the likelihood of behavioural issues escalating to the extent that a sanction is required and staff are trained in how to intervene in a timely way to nip problems in the bud. However, if warnings are not heeded, pupils are expected to take responsibility for their actions which may include engaging in a restorative process and/or accepting an appropriate sanction.

Staff are expected to reprimand pupils as privately as possible; pupils should never be humiliated in front of their peers, nor should negative behaviour be rewarded with excess attention. At all times, staff are expected to remain calm and in control of their emotions when dealing with pupils.

### Informal Behaviour Management

Staff can reduce the likelihood of poor behaviour occurring both through excellent teaching (for example giving clear parameters for task completion) and through intervening early, in the least invasive way, to redirect pupils from poor behaviour. It is expected that all staff employ these techniques, according to their professional judgement, to ensure exceptional behaviour for learning both inside the classroom and around the College site.



## **RESTORATIVE PROCESSES**

There will be occasions when, despite our best efforts, pupils continue to make poor choices. In such cases, the first stage response is to issue a 'callback' which is a restorative conversation between pupil and teacher. It is important that both participants in the restorative conversation have the opportunity to speak and give their views with the teacher guiding the conversation towards a resolution, which may require an apology from the pupil.

To ensure a successful conversation, adequate time should be allowed and a suitable location arranged. The conversation should be structured around the following questions:

1. What happened?
2. What were you thinking/feeling at the time?
3. How did this affect yourself/your learning/others?
4. What needs to happen now for us to move forward?

If a pupil repeatedly receives callbacks for the same issue, teachers should consider behaviour interventions to support the pupil in making better choices, as outlined below.

Pupils in the Junior School who receive a callback will be issued with a restorative project by their Form Teacher for completion during their callback time. This may be reflecting on behaviour or actions via a storyboard, letter of apology or consideration of alternative actions in a given situation. Academic callbacks may warrant a pupil completing unfinished work, or redoing academic work to a more expected standard. Form Teachers will inform the staff member who is leading the callback session as to the expected task for completion so that the pupils are supported in completing their task throughout the callback session.

## **BEHAVIOUR INTERVENTIONS**

Before applying a deterrent sanction, it is often more appropriate to consider an intervention which is not punitive, but is instead designed to encourage the pupil to reflect on their behaviour and to enlist the support of the College community, including parents, in making better choices, as well as setting out clear consequences should support not be taken up. At the lower end, such interventions will be led by the class teacher or Form Teacher/Tutor. If further support is required, report cards, further parent meetings and action plans can be actioned by pastoral staff or Heads of Department.

Interventions may include:

- Callback conversation with pupil
- Parent phone call
- Parent meeting with Head of Year/Head of Department
- Digital report card to Head of Year/Head of Department
- Parent Meeting with Head of Section and Action Plan
- Parent Meeting with Deputy Head Pastoral and Behaviour Contract

- Parent Meeting with Head/ Head of Junior School and final Behaviour Contract

Notes should be taken of parent meetings and phone calls on the College template which are then shared with parents. For meetings, we advise two staff members to be present where possible to support with this.



## SENIOR SCHOOL RESTORATIVE PROCESSES AND SANCTIONS:

<b>FIRST STEPS</b>	<b>TYPICAL BEHAVIOUR</b>	<b>ISSUED BY</b>	<b>REPORTED TO</b>	<b>ESCALATION AND FURTHER DETAILS</b>
<b>Verbal Warning</b>	Any infringement of student expectations	All staff	n/a	To callback or demerit as appropriate
<b>Callback</b>	A callback is issued for poor behaviour such as talking over others, being off task, distracting others, poor effort with academic work, low-level discourtesy or unkindness to others.	All teaching staff	Form Tutor via iSAMS	Escalate through behaviour interventions  Takes place at 1605 on same day unless otherwise directed.
<b>SANCTION</b>	<b>SANCTION ISSUED FOR</b>	<b>ISSUED BY</b>	<b>REPORTED TO</b>	<b>ESCALATION AND FURTHER DETAILS</b>
<b>Demerit</b>	Uniform infraction Missing equipment Missing homework Lateness Unauthorised use of mobile phone <sup>1</sup>	All teaching staff	Form Tutor, Head of Year and parents via iSAMS	2 demerits in a week for the same reason or 4 in a half term for the same reason escalates to a detention.  Form tutor should offer support with low-level disorganisation
<b>Detention</b>	2 demerits in a week for the same reason 4 demerits in a half term Repeated failure to complete academic work (in lesson or homework)	All teaching staff	Form Tutor, Head of Year, Head of Dept, Head of Section and parent via iSAMS.	The detention time should include some form of remedial action, such as completing or re-doing work. Detentions are held on Tuesdays and Thursdays from 1615-1715. Students have one opportunity to reschedule a detention, after which failure to attend escalates to a Saturday detention. Earning three detentions in a half term escalates to a Saturday detention.
<b>Saturday Detention</b>	3 detentions in one half term Some Serious Offences	Head of Section	Form Tutor, Head of Year, Head of Section, Deputy Head Pastoral	Saturday detentions take place on Saturdays from 0830 – 1030 and are supervised on rotation by members of the Senior Leadership Team. Students

<sup>1</sup> Mobile phone use without permission incurs a demerit but the phone should also be confiscated and signed in to College Office for collection at the end of the day.

	Persistent non-compliance with expectations		and parents. Recorded in iSAMS and formal letter	are to meet the supervising teacher in the College Foyer by 0830.  Failure to attend will result in a meeting with the Deputy Head Pastoral.
<b>Gating</b>	For certain Serious Offences Persistent non-compliance with expectations	Head of Section	Form Tutor, Head of Year, Head of Section, Deputy Head Pastoral and parents. Recorded in iSAMS and formal letter	Loss of privileges such as socialising at break and lunch or leaving site for Sixth Formers. Student kept with Head of Year/Head of Section and undertakes appropriate reparative action.  Failure to comply with conditions of gating will result in a parent meeting with the Deputy Head Pastoral and a likely escalation to temporary exclusion.
<b>Temporary Exclusion (internal or external)</b>	For Serious Offences or as a result of escalation of the sanctions process due to non-compliance.	Deputy Head Pastoral	Form Tutor, Head of Year, Head of Section and parent. Recorded in iSAMS and formal letter.	For internal exclusions, the student remains at school but is isolated during lessons with work provided for them to complete. They will also be escorted into lunch and may not participate in the Forder co-curricular programme. For temporary external exclusions, work will be provided for the student to complete at home. A reintegration meeting is held following temporary exclusions with the Deputy Head Pastoral.  Failure to maintain a positive relationship with the College following a Temporary Exclusion is likely to result in another Exclusion, Temporary or Permanent, at the Head's discretion.
<b>Permanent Exclusion</b>	A permanent exclusion from the College, for Serious Offences or persistent poor conduct or academic irresponsibility.	Head	All staff, pupil's parents, the Local Authority. Recorded in iSAMS and formal letter.	See <i>Exclusion Procedures</i> for further details of Exclusion Procedures

## JUNIOR SCHOOL RESTORATIVE PROCESSES AND SANCTIONS:

<u>Name of Sanction</u>	<u>Moving Name Down On Class Behaviour Chart</u>	<u>Callback</u>	<u>Pupil Meeting with Deputy Head Pastoral/ Head of Pre-Prep</u>	<u>Conduct/Academic Report</u>	<u>Conduct/Academic Detention</u>	<u>Head of Junior School Detention</u>	<u>Temporal Exclusion (Internal or External)</u>	<u>Permanent Exclusion</u>
	<p>This follows a verbal warning.</p> <p>It happens immediately on visual class chart (or as soon as pupil returns to the classroom if they are in a specialist lesson)</p>	<p>Issued when a pupil's name is at the bottom of the behaviour chart.</p>	<p>Given when a pupil has received 3 callbacks in a half term, or two within a week.</p>	<p>Given in the instance of a number of call backs within a week or half term, after the Pupil Meeting with Form Teacher, Head of Section, Deputy Head Pastoral/Head of Pre-Prep/Deputy Head Academic.</p>	<p>Should the issue addressed by the Conduct/Academic Report not improve, the Junior School Deputy Head Pastoral/Academic may request a review meeting with the pupil and parents for further action and may issue a Conduct/Academic Detention.</p>	<p>Should an improvement in conduct not be seen following a Conduct Detention, the Junior School Deputy Head Pastoral/Academic and Head of the Junior School may request a review meeting with the pupil and parents for further action and may issue a Head of Junior School Detention.</p>	<p>Should the relevant behaviours not be improved following the Head of Junior School Detention, an Exclusion sanction may be given.</p>	<p>Should the relevant behaviours not be improved following the Head of Junior School Detention, a Permanent Exclusion may be given. This will follow consultation between the Head of the Junior School and the Head.</p>
<b><u>Issued by</u></b>	All staff	All staff	Form Teachers/Section Heads	Deputy Head Pastoral/Deputy Head Academic/Head of Pre-Prep	Deputy Head Pastoral/Deputy Head Academic	Head of the Junior School	Head of the Junior School	The Head
<b><u>What this looks like</u></b>	A child's name is physically moved down the behaviour	<b>Prep</b> Callbacks are held every	The meeting involves the pupil, Deputy Head	A Conduct/Academic Report will involve targets/reminders for	Conduct/Academic Detentions run after school (usually 1545-	This comprises of a fixed term exclusion for 1 or 2 days	The decision as to the duration of the exclusion,	A permanent exclusion

	<p>chart one space if their misdemeanour continues following a verbal warning.</p> <p>Pupils can be moved immediately to the bottom of the behaviour chart for more serious behaviours.</p> <p>Behaviour charts are found in every classroom, with every pupil's name. Pupils start the day in the middle of the behaviour chart and can be moved up for positive actions, and down if they are sanctioned.</p>	<p>lunchtime and are supported by an allocated staff member. During the callback session, pupils are given the opportunity to reflect and may be asked to do one of the following: write an apology; explain their actions; consider what they should have done; redo/complete unfinished work.</p> <p><b>Pre-Prep</b> A callback in the Pre-Prep always involves a pupil missing some playtime in order to reflect upon their actions. It may take the form of: 1:1 conversation with Form Teacher /</p>	<p>Pastoral (Prep School) or Head of Pre-Prep (Pre-Prep)/Deputy Head Academic and Form Teacher and/or Head of Section.</p> <p>During this meeting the pupil will have the opportunity to discuss and reflect upon their behaviour, and next steps will be considered.</p> <p>The Deputy Head Pastoral/Head of Pre-Prep may choose a next step that is possibly, but not limited to: Giving the pupil another opportunity to show improved behaviour; allocating the pupil a member of staff to act as a mentor to meet with regularly; issuing a</p>	<p>pupils to reach during a fixed period of time. Usually these will be reviewed after two weeks. Targets will be set to specifically acknowledge and address the areas that the pupil has been sanctioned for.</p> <p>Conduct targets will need ticking off and reviewing by the pupil, Form Teacher and parents on a daily or weekly basis. At the end of each week, the Conduct Report will be viewed by the Head of Section and after two weeks the process will be reviewed by the pupil and the Deputy Head Pastoral/Head of Pre-Prep/Deputy Head Academic.</p>	<p>1630) and are held by the Deputy Head Pastoral/Academic. Pupils will be given the opportunity to discuss, reflect and where possible use restorative justice procedures to fix any pastoral wrongdoings. Academic Detentions will involve addressing the academic concerns raised.</p>	<p>served, usually served in the Deputy Head Pastoral/Academic's office.</p>	<p>and whether it is served on or off site, will be made by the Head of Junior School.</p> <p>For both internal and external exclusions, work will be provided for the child to complete.</p>	<p>from the College.</p>
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		member of staff who issued the callback; sitting out for part of play with a reflective timeout; writing or making an apology; completing unfinished work in class.	conduct report with targets; organising regular pupil meetings with the Deputy Head Pastoral/Head of Pre-Prep/Deputy Head Academic.					
<b><u>When are parents informed, and how?</u></b>	Parents do not need to be informed at this stage.	Parents informed via email if a child receives a call back.  Teachers will record this on iSAMS.	Parents informed via email and follow-up conversation had between Deputy Head Pastoral/Deputy Head Academic/Head of Pre-Prep and parents.  At this stage next steps are decided, collaboratively with parents, which may result in a Conduct/Academic Report being issued.	Parents will be informed of the Conduct/Academic Report target and may be expected to fill in the report card at home. Parents will be informed of the targets and are important in supporting the process at home. Parents will also be consulted during the review steps.	Parents will be contacted after the Conduct/Academic Detention to discuss next steps.	Parents will be contacted after the Head of Junior School Detention to discuss next steps.	In both instances, the exclusion ends with a meeting with the Head of the Junior School and the parents of the pupil.	Parents will be informed by the Head.

<p><b><u>Conduct reasons for giving this sanction including but not limited to</u></b></p>	<p><u>Moving down one space on behaviour chart</u>  Disruption in class or in a lesson  Rudeness to a staff member  Not following instructions  Name calling  Repeated uniform infringements</p> <p><u>Instantly moving to bottom of behaviour chart</u>  Physically hurting a peer  Graffiti / damage to school proplerty  Name calling with intent (Prep)  Swearing</p>	<p>Callbacks are given if a child's name has been moved to the bottom of the behaviour chart (see image below).</p>	<p>Given when a pupil has received 3 callbacks in a half term, or two within a week.</p>	<p>Given in the instance of a number of call backs within a week or half term, after the Pupil Meeting with Form Teacher, Head of Section, Deputy Head Pastoral/Head of Pre-Prep.</p>	<p>Should an improvement in behaviour not be seen following the Conduct Report phase.</p>	<p>For Serious Offences, or for repeated offences of a more minor nature that have not been resolved by the previous steps.</p>	<p>For Serious Offences, or for repeated offences of a more minor nature that have not been resolved by the previous steps.</p>	<p>For Serious Offences, or for repeated offences of a more minor nature that have not been resolved by the previous steps.</p>
<p><b><u>Academic reasons for giving this sanction including but not limited to</u></b></p>	<p>No homework without valid reason/ multiple homework absences (Prep)  Forgetting kit or equipment (eg: swimming) (Prep)  Repeated lack of engagement in learning (without clear reason or explanation)</p>	<p>Callbacks are given if a child's name has been moved to the bottom of the behaviour chart (see image below).</p>	<p>Given when a pupil has received 3 callbacks in a half term, or two within a week.</p>	<p>Given in the instance of a number of call backs within a week or half term, after the Pupil Meeting with Form Teacher, Head of Section, Deputy Head Academic/Head of Pre-Prep.</p>	<p>Should an improvement in Academics not be seen following the Academic Report phase.</p>	<p>For serious concerns, or for ongoing concerns of a more minor nature that have not been resolved by the previous steps.</p>	<p>For serious concerns, or for ongoing concerns of a more minor nature that have not been resolved by the previous steps.</p>	<p>For serious concerns, or for ongoing concerns of a more minor nature that have not been resolved by the previous steps.</p>

	Quality of work produced below expectation of a pupil (without clear reason or explanation) Defacing another pupil's work							
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## Sanctions and restorative approaches in EYFS

Throughout the EYFS years staff use positive, verbal praise and celebrate positive **behaviour** choices at every opportunity and together as a community we discuss how our positive choices makes others feel happy and safe.

If Nursery children demonstrate inappropriate **behaviour**, such as being physical with other children, not participating in tidying up routines or not following teacher instructions, they are spoken to individually about the impact their **behaviour** is having on others and the consequence they may receive if they continue. If that **behaviour** continues the child is given an appropriate consequence which may include missing out on some playtime or a toy being removed from play. If this **behaviour** continues, the child may be removed from the class and asked to spend some time in another classroom to reflect. Parents will be communicated with via the child's orange communication book or via email and a meeting may be arranged to discuss further support for the child.

The rewards and sanctions policy is similar in the Reception year, however in Reception a visual **behaviour** chart is used which gives the pupils a visual reminder of expectations. Correct **behaviour** choices are celebrated by children moving up the **behaviour** chart, and children are given warning for inappropriate **behaviour** by moving their name down the **behaviour** chart. Examples of inappropriate **behaviours** may include being physical with other children, not participating in tidying up routines or not following teacher instructions Reception parents are able to communicate with school staff via the reading record or direct email. Teachers may request a meeting with parents if children are receiving consequences for repeated **behaviours** and an individualised plan may be made to promote appropriate **behaviour**. This may include 1:1 discussion time with teachers, the use of social stories or individual **behaviour** charts. If a child has demonstrated serious, dangerous or inappropriate **behaviour** it will be logged on the call back system on iSAMS and parents will be contacted to discuss the severity of the incident.

In the event of a child receiving more than 3 call backs in a term the Deputy Head Pastoral and Head of Pre-Prep will be informed and may enter discussion with the child's family to put further measures in place.



**Serious Offence:** infractions that incur the most serious sanctions. Any single act or developing pattern of behaviour may be deemed a Serious Offence at the discretion of any member of the College Leadership Team. Any offence may be deemed a ‘Serious Offence’ in the professional judgement of the Head, Deputy Head Academic, Deputy Head Pastoral or Head of Junior School, given the circumstances and context of the offence. Serious Offences include but are not limited to:

- Drug abuse including supply, possession or use
- Alcohol abuse
- Smoking
- Theft
- Blackmail including sexual blackmail
- Sexual harassment
- Wilful truancy from timetabled lessons or activities, including assemblies and registration periods (whether on or off site)
- Bullying, including cyberbullying
- Physical assault, threatening behaviour or intimidation
- Fighting, regardless of provocation, extent of physical contact or injury
- Sexual harassment
- Racist, sexist, homophobic or disablist abuse or expressed views whether expressed in person or online (or other breaches of the Equality Act 2010)
- Sexual misconduct including the supply and possession of pornography
- Wilful damage to property
- Certain violations of the College’s Pupil Acceptable Use Policy for ICT or the College’s Bring Your Own Device Policy
- Direct refusal to comply with a reasonable staff instruction
- Possession or use of unauthorised weapons
- Cheating, including plagiarism (not limited to public examinations)
- Malicious allegations against staff
- Persistent attitudes or disruptive behaviour which are inconsistent with the College’s ethos, including on social media
- Failure to adhere to an agreement made as part of an Academic or Conduct Sanction, for example a Behaviour Agreement
- Parental or pupil behaviour which, in the Head’s reasonable opinion leads him to believe that removal of the pupil from the College is in the best interests of the College or the pupil

## **FOLLOW UP ON SANCTIONS AND REWARDS**

Tutors in the Senior School will be made aware via iSAMS email of any sanction or reward that is issued for one of their tutees. It is expected that tutors follow up each of these with a discussion with the pupil, extending congratulations or talking about how future sanctions might be avoided. Tutors should monitor rewards and sanctions on a weekly basis and report positive or worrying trends to their Head of Year (HoY) for follow-up. Follow up from HoY might include further rewards or sanctions.

If a teacher or tutor feels that sanctions aren't being properly applied, or that a sanction is disproportionate, they should speak to the appropriate HoY in the first instance or the Deputy Head Pastoral should the outcome be unsatisfactory.

<b>Behaviour Management Procedures</b>			
<b>Author/s:</b>	Jade McLellan Laura Whitwood	<b>Date Reviewed:</b>	Lent 2022
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