

COGNITA



Behaviour Policy

September 2021

1 Purpose

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

2 Background

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

3 Applicability

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

4 Definitions and Scope

4.1 School Provision

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

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

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

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

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

4.5 School Principles:

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

5 Procedures and Responsibilities

5.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.

5.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Headteacher says otherwise.

5.3 To be socially acceptable, we believe that children should be able to:

- Treat other children and adults with respect;
- Speak politely to other people; and
- Have self-confidence and high self-esteem.

5.4 To encourage this, the staff will:

- Treat all children and adults with respect;
- Speak politely to other people;
- Praise children's efforts and achievements as often as they can;
- Explain to children what they should have done or said when they get it wrong;
- Tell parents about their child's efforts and achievements; and
- Avoid using critical or sarcastic language.

5.5 We will not accept the following behaviour from children or adults:

- Use of unkind or rude language;
- Hitting, kicking, biting or other such physical responses; or
- Racist or sexist remarks, or other discriminatory comments.

5.6 If such behaviour occurs:

- We will tell the child that it is wrong and explain what they should have done or said, or not said;
- If the behaviour is repeated, the child will be reprimanded once more as above;
- If the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected; and

- We will try to find out why the child is behaving in this way and then treat the situation accordingly.

5.7 The role of the teacher

- Teachers are responsible for ensuring that the school Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;
- Any incidents of anti-social behaviour will be discussed by the teacher with the class, e.g. during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each pupil fairly;
- If a pupil misbehaves repeatedly in class, the class/subject or form teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the appropriate member of the management team e.g.
Senior: Head of Key Stage 3 and 4 – Mr. Stephen Martin or Head of 6th Form – Mr. Matthew Cole. Escalated, if necessary, to the Pastoral Deputy – Mrs. Rachel Smart
Prep: Mrs. Mary Layland/in her absence Mr Christopher Emanuel
Where relevant, a conversation will take place with the parent to seek improvements, as well as 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;
- We record any incident involving a child or anyone employed in the school which results in personal injury or damage to property. We record all details fully and accurately. Such incidents include loss or theft, deliberate damage and any other serious incident. These are reported to the Headteacher and parents. Details are kept in school and records maintained in the child's personal file if necessary;
- Obey all health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter;
- Never make racist, sexist, homophobic or other abusive or humiliating remarks;
- Never resort to physical violence;
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details;
- We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Headteacher only and where there is good reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search pupils in a blanket way; and
- Comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy.

5.8 Expectations of pupils in our school

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

- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

6 Policy

6.1 Our rewards

- All staff praise, reward and sanction consistently.
- Younger children are given stars and stickers for good work. They share their work with other teachers and the Headteacher.
- Achievement assemblies take place to support our positive approach and reinforce good behaviour thereby celebrating all children's achievements, raising self-esteem and self confidence.

Senior School

The School Behaviour Policy is supported by The School House System.

The School is keen to acknowledge effort and good behaviour and to praise and celebrate pupils in their curricular and extra-curricular achievements. The opportunities include:

- Green cards are issued to recognise good behaviour, effort and attainment. These are recorded on SIMS and counted at the end of the term/year. Pupils with the highest amount of green cards are rewarded with certificates/awards/prizes/trips.
- Reports on sports, trips and other activities given by pupils in whole school assemblies.
- An annual prize giving ceremony is held to acknowledge achievements.
- Commendation Cards/Postcards for good work or significant improvement or achievement in any area of school. These are administered by the Headteacher and sent home.
- The Pastoral Deputy send home "good citizen" reward letters to acknowledge students that embody the values of St. Clare's
- Notable academic and extra-curricular achievements are celebrated by announcements in assembly, certificates and trophies are awarded in the presence of the whole school. Achievements are also recorded in press releases, Headteacher's newsletters, website content and display areas in school.
- Letters home from Subject Teachers/Heads of Section/Heads of Faculty to recognise notable academic achievement or improvement, general good attitude, attendance and work ethic.
- Merit prizes, trips and rewards awarded at the end of each term.
- Weekly telephone call 'Friday Phonecall' made by the Headteacher to recognise exemplary work, attainment or effort.

It is important that green cards are given out consistently for all pupils to have the same opportunity of receiving rewards.

Prep School Rewards and Sanctions

Prep School Rules:

CONCERN FOR OTHERS

- 1 Co-operate with your teachers and be prepared to accept correction.
- 2 Give teachers and elders the right of way at all times.
- 3 Greet people politely as you move about the school and help visitors to find their way.
- 4 Treat all other pupils in a friendly and considerate way. Unkind words or inappropriate physical behaviour are not permitted.
- 5 Show consideration for other people when you are outside school premises.

A SENSE OF RESPONSIBILITY

- 1 Be honest and truthful at all times. Do not allow anybody to be blamed for a wrong that they have not done.
- 2 Always work to the best of your ability.
- 3 Be polite at all times.
- 4 Take an interest in your personal appearance. You must wear the correct school uniform from the time you leave your house until you return home each day. PE kit may be worn to school on the day that you have this lesson at 9.00am.
- 5 Always line up quickly and quietly with your class when the bell rings and always move quietly around the school.
- 6 You may not leave school premises during the school day without written permission.
- 7 Any absence from school must be covered by a written note.
- 8 No pupil should write on furniture, walls, books or damage the property of others in any way.
- 9 You must accept responsibility for any money or personal possessions that you bring in to school. Electronic games are not permitted.
- 10 You must NEVER accept a lift from anyone, to or from school, other than the authorised person.

TIDINESS

- 1 Classrooms should be left in good order – papers collected, bins emptied, windows closed, chairs up on desks and whiteboards cleaned.
- 2 Cloakrooms and toilets are to be left tidy. There should be no bags or shoes left on the floors.
- 3 Chewing gum is not permitted in school.
- 4 Litter must not be dropped inside or outside school.

The Prep School rules will continue to be followed in conjunction with the following system:-

- Pupils throughout the school will receive routine rewards for good behaviour and work such as stickers, certificates and positive comments in their exercise books.
- The green card will be used for passing comments home to parents when a pupil's work or behaviour is exceptional and deserves more than the standard rewards stated above. The pupil who receives the most green cards in each class during a term will be rewarded with a special treat at the end of that term.
- The yellow and red cards will indicate to parents any cause for concern.
- If a pupil misbehaves persistently according to the school rules, it will be added to the yellow card. The type of misbehaviour that will be monitored will include:-
- Persistent poor appearance/uniform.
- Unkind behaviour
- Failure to do homework
- Forgetting homework diary

- Poor attitude/manners
- Use of inappropriate language
- Unauthorised use of mobile devices
- General but persistent poor behaviour eg talking in line or when moving up and down the stairs
- Persistent lack of full PE kit
- If a pupil has two entries on the red card, they will be referred to Mrs Layland or Mrs Hier (depending on the severity of the incident). Meetings with parents will follow if necessary.
- A pupil may receive a 'straight red card' entry for behaviour which includes:
 - Fighting or bullying. However any act of physical violence/verbal abuse will be addressed based on its severity and further escalated sanctions – e.g. internal exclusion/fixed term exclusions may be imposed.
 - Deliberate damage to school property
 - Any other behaviour sufficiently serious to warrant a 'straight red card'
- Pupils who receive more than one 'straight red card' will be referred to Mrs Layland or Mrs Hier and parents will be contacted.
- Should a pupil not respond positively to this system, parents will be consulted and a suitable individual behaviour plan will be implemented.

6.2 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;
- referral to CAMHS and/or educational psychology services; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

6.3 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.

- 6.3.1 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 and Child Protection Policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.
- 6.3.2 Adults should always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.
- 6.3.3 Parents will be involved at the earliest stage if problems are persisting or recurring.
- 6.3.4 Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. These include the following:

Behaviour Policy

Senior School Sanction List:

Stage	Behaviour	Procedure
1	<ul style="list-style-type: none"> • Lateness to class • Inappropriate talking • Forgotten books • One piece of homework forgotten • Poor attitude • Inappropriate language • Low level disruption • Running in the corridor • Eating and drinking in the school building (including chewing gum) • Uniform issues • Bags in wrong location • Forgotten/books/homework/equipment/ PE kit etc. 	<ul style="list-style-type: none"> • Use intervention strategies • Explain to the student what they have done wrong • After a warning has been given if there is no improvement then a subject teacher/form tutor detention will be issued at break/lunch
2	<p>Any repeat of Stage 1.</p> <ul style="list-style-type: none"> • Missed work • Rudeness • Silly behaviour • Late 3 times in a week to morning or afternoon registration • Abusive language towards others. • Graffiti/damaging school property • Persistent lateness to lessons • Repeated uniform infringements • Repeated failure to follow staff instructions. 	<p>Yellow Card</p> <ul style="list-style-type: none"> • 3 Yellow cards – Form Tutor Detention • 6 Yellow cards – Middle Leader Detention (Academic/Pastoral) • 9 Yellow cards – Assistant Head Detention • 12 Yellow cards - Deputy Head's Detention (Pastoral/Academic) • 15 Yellow cards - Head Teacher's Detention <p><i>Pupils receiving in excess of 15 yellow cards and/or red cards could lead to a meeting with the Head Teacher which could result in an internal or external exclusion</i></p>
3	<ul style="list-style-type: none"> • Truancy • Fighting • Bullying- of any type- physical, verbal, cyber etc... • Very rude behaviour (letter of apology must be written). • Smoking/Vaping • Swearing at a teacher (letter of apology must be written) 	<p>Red card</p> <ul style="list-style-type: none"> • Parents informed. • Removal of privileges i.e. school trips / rewards (at staff's discretion) • Internal exclusion <p><i>Any act of physical violence/verbal abuse will be addressed based on its severity and further escalated sanctions – e.g. internal exclusion/fixed term exclusions may be imposed</i></p>
4	<ul style="list-style-type: none"> • No improvement • Repeated smoking/vaping • Persistent bullying • Physical assault • Possession or use of drugs • Behaviour that affects the Health and Safety of staff and pupils i.e setting off fire alarms or fire extinguishers 	<ul style="list-style-type: none"> • Fixed Term Exclusion/Permanent Exclusion • Police intervention • Meeting with parents

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5	<ul style="list-style-type: none">• Repeated FTEs from school• Drug dealing• Inappropriate physical or verbal behaviour towards any member of the school community	<ul style="list-style-type: none">• Permanent Exclusion• LA intervention• Inform Police• Child and Family Guidance
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There is no corporal punishment.

Pupils are given clear guidance on personal conduct as explained in the School's Code of Conduct. However, from time to time incidents may occur, as in any community. In cases of misbehaviour, both in school or when off site, or for inadequate work, the School will use a range of sanctions (see sanction list above). Crucial to our system of sanctions is the principle of proportionality. A member of staff who refers a matter to the Pastoral Middle Leader or Faculty Head will be given full support and an explanation of the action to be taken. Such action will depend on the severity of the incident, the pupil's previous record and any extenuating circumstances. A record of any reported incident will be kept electronically on the pupil's file.

All staff will be consistent and fair in their approach when dealing with any issues that may arise with pupils.

The school uses SIMS to record rewards and sanctions. The new system is to be monitored by the Pastoral Middle Leader, subject teachers and SLT.

If a pupil misbehaves persistently according to the behaviour policy, they are to be added to a yellow card list by the subject teacher. The type of misbehaviour monitored is:

- Persistent poor appearance/uniform
- Failure to do homework on more than one occasion
- Forgetting their homework diary on more than one occasion
- General but persistent poor behaviour/attitude
- Persistent lack/production of full/part PE kit/equipment without required cover
- Persistent sickness/injury note/letter/phone call from home
- Lateness – Issued by form teachers in the morning or afternoon, and subject teachers if pupils are regularly late to lessons. Three lates in a week result in being placed on the yellow card list.

In the case of failure to complete homework on one occasion, the pupils will be given the opportunity to catch up during a lunch or break with their subject teacher or form tutor.

All "straight" Red Cards should be accompanied by a written (electronic) account from the reporting teacher.

Pupils may receive a "straight" red card for behaviour which includes:

- Fighting
- Repeated inappropriate behaviour
- Bullying
- Deliberate damage to school property

If a Pupil's behaviour is of particular concern, one or more of the following may be put in place by the school:

- Behaviour Plan
- Reactive Plan
- Risk Assessment

Pupils who receive several Red Cards or who are involved in more serious misbehaviour will be referred to the Deputy Head or Headteacher. They may then be requested to attend a Deputy Head Detention/Headteacher's Detention or face internal suspension or fixed term/permanent exclusion. These systems will be monitored weekly by the Pastoral Middle Leader. The Pastoral Middle Leader will speak to pupils on a regular basis in order to monitor both the poor behaviour but also praise pupils who have green cards. They will collate the pupils' good and bad behaviour and act on it as required.

The "straight" red cards will be used as little as possible and only when necessary.

Exceptional Circumstances:

Under which it may be appropriate to permanently exclude a pupil for a "one off" or first time offence, could include:

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- involvement with illegal or unauthorised drugs
- carrying an offensive weapon

Suspension / Fixed Term Exclusion

Parents are informed in writing of a fixed-term exclusion / suspension and such incidences are reported to Cognita.

An internal suspension from lessons means that the pupil must work in a designated area from 8.40am until 3.40pm.

- The school reserves the right to override the aforementioned system of sanctions if the nature of the offence so warrants.
- At any stage, a number of other strategies are available to the school's management. These include daily report, counselling and temporary removal from a class.

Confiscation

Staff have the right to confiscate inappropriate items. This may include when:

- an item is a danger to others, e.g. laser pen
- an item disrupts teaching and learning, e.g. a mobile phone/Apple Watch
- an item is against school uniform rules/dress code, e.g. jewellery and non-uniform items
- an item poses a health and safety threat, e.g. neck chain worn during P.E.
- an item which is illegal for a child to have, e.g. pornographic material

When an item is confiscated a record of the incident will be made by the member of staff involved and a copy kept on the pupil's file and school system. Items of obvious value will be labelled and stored in the school's safe until they are returned to the pupil. In most cases confiscation is a sufficient sanction, and return of the item at the end of the lesson or school day is adequate time to reinforce the school rule.

If the school chooses not to return an item at the end of the school day then parents will be informed. In some cases a responsible family adult may be asked to retrieve the item from the Secretary's Office. Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This will be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

Physical Violence

In any incident of physical violence a record must be kept about the victim as well as the perpetrator (in the behavioural log). The victim's parents must be informed of the steps taken to deal with the matter. Similarly, where both parties are held to be culpable, a note of the incident and the action taken should be recorded in both files. Normally all parties involved in a fight will receive a sanction. The teacher will deal 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.

Adults always make it clear that they are not happy 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.

Parents will be involved at the earliest stage and contact will be made by the form teacher in the first instance and then by the Pastoral Middle Leader if problems are persisting or recurring.

Prep School Sanctions – See point 6.1

6.3.5

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

- a red card issued
- verbal warning by the SLT. For most pupils this will be sufficient and the problem will be rectified;
- withdrawal from lessons for the rest of the day;
- detention;
- contacting parents immediately;
- meeting with parents and a plan agreed for monitoring the behavior whereby parents also take responsibility for helping their child to improve;
- parents to be advised that the next stage is a fixed term exclusion;
- permanent exclusion, with the agreement of the Director of Education, will only take place if the above measures have not been successful over time, and that parents have been notified in advance of the possible outcome should re-offending occur of a serious and persistent nature. (See exclusion policy).

6.36 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.

7 Suspension and Expulsion

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

8 Allegations of Abuse against Teachers and Other Staff

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

9 Complaints Procedure

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

10 Monitoring and Evaluation

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

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

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Related documentation	
Related documentation	Anti-Bullying Policy Exclusion Policy

	Safeguarding and Child Protection Policy
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