

COGNITA



Positive Relationships Policy

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) Regulations 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, ALN 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 Additional Learning Needs (ALN) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified ALN.
- 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 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/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 Additional Learning Needs (ALN);
- 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 to 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 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 (below), including a conversation with the parent to seek improvements and the use of appropriate strategies.

Senior: Pastoral Support Lead or Head of Sixth Form, escalated, if necessary, to the Assistant Head; Wellbeing and Attitudes To Learning and subsequently, Pastoral Deputy Head.

Prep: Assistant Head of Prep, escalated, if necessary, to the Head of Prep.

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, 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.



St. Clare's School: Expectations

Be Ambitious

- Do not give up when the work becomes challenging
- Use 'Stretch and Challenge' opportunities
- Strive to achieve personal targets
- Ask essential questions to aid understanding
- Extend learning outside the classroom

Be Confident

- Be positive about learning from mistakes and act on feedback
- Ask for additional support when necessary
- Contribute to class discussions and group work tasks
- Always try your best

Be Ethical

- Show respect to all members of the school community; be considerate and kind
- Never make racist, sexist or other abusive and humiliating remarks
- Never resort to physical violence
- Arrive on time to all lessons, equipped and ready to learn
- Avoid disrupting teaching and learning
- Behave sensibly and safely in all areas of the school

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 **Prep School Rewards and Sanctions**

The school is keen to acknowledge effort and good behaviour and to praise and celebrate pupils in their curricular and extra-curricular achievements.

Pupils are rewarded with Class Dojo points under 3 main categories:

1. **A**cademic achievement and recognition
2. **C**itizenship and supporting the ethos of the school
3. **E**ffort and progress

- Class Dojo points are issued to recognise good behaviour, effort, and attainment. These are recorded on the Class Dojo app and tallied at the end of each week. The pupil with the highest number of Dojo points in each class will be invited to take a Dojo Dip during Friday's

Celebration Assembly in front of the whole school. (A Dojo Dip is where a pupil takes a lucky dip to receive a prize as a reward for being the top points scorer during that week. There will be a box of prizes suitable for infant pupils and a box of prizes suitable for junior pupils).

- Reports on sports, trips and other activities given by pupils in whole school assemblies.
- It is important that Dojo points are given out consistently for all pupils to have the same opportunity of receiving rewards. 1- 3 Dojo points are rewarded for any example of excellence in the 3 main categories (ACE).
- Notable extra-curricular achievements are celebrated by announcements in the Celebration 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.
- In addition to Class Dojo, any pupils that have demonstrated a contribution of any of the ACE categories during the week will be awarded with a 'Star of the Week' certificate and the teacher will write on the certificate the reason for achieving the award, which will subsequently be read out by the Head of Prep. A photograph will then be taken of all the Stars of the Week and will be shared with parents via Cognita Connect and/or school social media. The pupil winning the Star of the week award is to be chosen by the discretion of the class teacher. This is to encourage all pupils to realise that if even if they are not 'on course' for winning the Class Dojo Dip, they recognise that positive behaviour/effort is constantly monitored and rewarded.
- The House System and the awarding of House Points will no longer be used for rewarding any of the ACE categories.
- During each term, at least one House Challenge/Competition will take place. The house with the most collective points at the end of each term will receive the 'achievement trophy' in the termly 'Celebration Assembly'. Members of the winning house will receive a reward prize from the Head of Prep and the winning House will be pictured on the House Display in the hall and shared via Cognita Connect and/or school social media.
- The Head of Prep monitors and recognises positive behaviour and suitable awards are awarded to pupils at her discretion throughout the year.

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

Prep School Consequences

STAGE	CONSEQUENCE	BEHAVIOUR	PROCEDURE
6	Repeat of stages 1,2 and 3 (4th time) – Fixed Term Exclusion/Permanent Exclusion	<ul style="list-style-type: none"> Repeating any serious offence or continuing to display behaviour that led to stages 4 and 5 	<ul style="list-style-type: none"> Meeting with parents Police intervention/LA Intervention Child and family guidance/support
5	Repeat of stages 1,2 and 3 (3rd time) Name written in Behaviour Book/parents invited in for a formal meeting with Head of Prep and class teacher. SLT Day Isolation	<ul style="list-style-type: none"> Continuing to display behaviour that led to stage 4 consequence. Behaviour that affects the health and safety of pupils/staff Persistent bullying or assault 	<ul style="list-style-type: none"> Parents invited in to discuss pupil's poor behaviour with HOP and class teacher SLT day isolation Removal of any privileges eg school trips or sport fixtures etc. Restorative conversation
4	Repeat of stages 1,2 and 3 or behaviour deemed totally unacceptable Name written in Behaviour Book/parents telephoned – loss of lunchtime	<ul style="list-style-type: none"> Repeating behaviour that warranted Stage 3 intervention. Bullying Swearing and/or rudeness to staff Vandalism or damage to school property Persistently defiant behaviour 	<ul style="list-style-type: none"> Parents informed of misdemeanor or repeated poor conduct Loss of lunchtime and pupil asked to write a letter of apology. Restorative conversation
3	Name written in Behaviour Book/parents telephoned – loss of playtime	<ul style="list-style-type: none"> Repeating behaviour and not learning from interventions Preventing or repeatedly disrupting others from learning Being disrespectful to staff/visitors 	<ul style="list-style-type: none"> Parents informed of misdemeanor or repeated poor conduct Loss of playtime and pupil asked to write a letter of apology. Restorative conversation
2	Warning by Assistant Head Prep	<ul style="list-style-type: none"> Any repeat of stage 1 Swearing Being physical with another pupil Rudeness 	<ul style="list-style-type: none"> Use of intervention strategies Discussion with student about their misdemeanor and the reasons behind it Restorative conversation
1	Verbal Warning	<ul style="list-style-type: none"> Persistent chatting in lessons/end of break line Shouting out in class Uniform infringement Poor attitude to work Missing homework Low level disruption Littering Running/pushing/shoving in corridors Silly behaviour 	<ul style="list-style-type: none"> Use of intervention strategies Discussion with student about their misdemeanor and the reasons behind it

NB: At the end of each term, pupil names appearing in the behaviour book/ reports will be deleted in a whole school assembly to demonstrate to others that they may start the term with a 'clean slate' and that any negative behaviour will not be carried forward.

St. Clare's Community Support:

In line with the community spirit and ethos of St. Clare's, prep school pupils will help with these daily tasks:

- Day-to-day tidying of the school premises;
- Litter-pick and maintenance of the school grounds;
- Additional support to aid staff with general duties i.e., errands and messages
- Reporting any building/maintenance problems
- Duties i.e. Nursery playtime support (Y6)
- Prefects supporting the positive relationships policy by monitoring the hallways after playtimes and assemblies

5.2 Senior School Rewards and Sanctions

The School Positive Relationships 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.

Pupils are rewarded with merit points under 3 main categories:

4. Academic achievement and recognition
5. Citizenship and supporting the ethos of the school
6. Effort and progress

Level of Award	Number of Merits	Reward
Bronze	50 merits	Praise Postcard to parents – Form Tutor
Silver	100 merits	Praise Postcard to parents – Head of Key Stage Choice of reward from list B
Gold	200 merits	Praise Postcard to parents - Assistant Head Wellbeing & Attitudes to Learning Choice of reward from list A

- Merit points are issued to recognise good behaviour, effort, and attainment. These are recorded on ISAMS and tallied at the end of each term. Pupils achieving merit point totals (Bronze, Silver, Gold) are rewarded with certificates/awards/prizes, as detailed in the rewards list.
- 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 senior leadership team and the Headteacher and sent home.
- Senior leadership team send home “good citizen” reward letters to acknowledge students that embody the values of St. Clare's

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- 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/ e mails home from Subject Teachers/Heads of Key Stage /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 Phone call' made by the Headteacher to recognise exemplary work, attainment, or effort.

It is important that merit points are given out consistently for all pupils to have the same opportunity of receiving rewards. 1- 3 merit points are rewarded for any example of excellence in the 3 main categories (ACE).

Pupils will be rewarded for academic progress, effort, and achievement in their classwork and homework.

Reward List A	Reward List B
Breaktime tea and biscuits with assistant head/ deputy head/ head teacher	Certificate/ badge
Lunchtime activity with snacks for 4 people	Stationery
Lunchtime film and snacks for 4 people	Confectionery
Certificate/ badge	Dining Hall Fast Pass x 2
Stationery	
Confectionery	
Dining Hall Fast Pass x 4	

- The form class with the most merits per year will be rewarded with a lunchtime pizza party or popcorn and film party, as chosen by pupils.
- The house with the most collective points at the end of each term will receive the 'achievement trophy' in the termly 'Celebration Assembly'.

5.2.1 School Houses:

- Newton
- Ogmores
- Sker
- Southerndown

5.2.2 Merits and Praise Postcards are awarded for:

- Excellent conduct and behaviour
- Consideration of others
- Contributing to community activities and school life
- Good effort in homework
- Good effort in class
- Outstanding work
- Representing the school
- Academic achievement
- Attendance (at clubs/revision sessions in addition to attendance at school)

5.2.3 Other 'Methods' for Praising and Rewarding Pupils

It should be recognised that there will be numerous informal methods used to reward pupils. Without being exhaustive, these may include:

- Verbal praise

- Extra privileges
- Displays of work
- Comments in exercise books/pieces of work
- Praise in assemblies/classrooms
- Celebration assemblies – termly
- Positive telephone calls by class teacher/comments to parents/ recognition postcards for behaviour and work
- Commendation for pupils go to Head of Key Stage/ Heads of Faculties/Assistant/Deputy/Head for praise
- Subject Awards
- Use of school social media communication

In addition to these rewards, some Faculties/Departments have developed their own ways of rewarding high achievement in their subject areas.

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 List of Consequences). Crucial to our system of consequences is the principle of proportionality. A member of staff who refers a matter to the Pastoral Support Lead 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.

5.3 Our Sanctions/ Consequences

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.**

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.

5.3.5 The school uses ISAMS to record rewards and sanctions. The system is to be monitored by the Pastoral Support Lead/ the Assistant Head – Wellbeing and Attitudes to Learning, subject teachers and SLT.

5.3.6 If a pupil misbehaves persistently according to the Positive Relationships Policy, they are initially to be sanctioned by the subject teacher/ form 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 sickness/injury note/letter/phone call from home;
- Lateness to lessons: monitored by form tutors and subject teachers - if pupils are regularly late to lessons. Three lates in a week result in a sanction by the form tutor.

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.

5.3.7 All instances of Stage 3 sanctions should be accompanied by a written (electronic) account from the reporting teacher.

Pupils may receive a Stage 3 sanction for behaviour which includes:

Any repeat of **Stage 2**.

- Preventing or repeatedly disrupting others from learning
- Being disrespectful to staff, visitors, or other pupils
- Truancy from lessons
- Misuse of mobile phones/ social media

5.3.8 St. Clare's Community Support:

In line with the community spirit and ethos of St. Clare's, pupils sanctioned with a Stage 2 or above may be required to undertake duties to improve the school environment and support staff. Valuable tasks may be carried out to this effect:

- Day-to-day tidying of the school premises;
- Litter-pick and maintenance of the school grounds;
- Additional support to aid staff with general duties i.e., cleaning, filing;
- Minor maintenance and appropriate DIY jobs to assist administrative staff.

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 a further Stage 3 sanction or who are involved in more serious misbehaviour will be referred to the Pastoral Support Lead/ Assistant Head: Wellbeing and Attitudes to Learning/ Deputy Head-Pastoral or Headteacher. They may then be requested to attend an internal suspension (day isolation), internal exclusion or face a fixed term/permanent exclusion.

These systems will be monitored weekly by the Pastoral Support Lead/ Assistant Head: Wellbeing and Attitudes to Learning. The Pastoral Support Lead/ Assistant Head: Wellbeing and Attitudes to Learning will speak to pupils on a regular basis to monitor both the poor behaviour but also praise pupils who have Reward Points. They will collate the pupils' good and bad behaviour and act on it as required.

5.3.9 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

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.

6.2 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 (day isolation) from lessons means that the pupil must work in a designated area from 8.40am until 3.40pm.

An internal exclusion day may also involve the pupil undertaking given tasks to complete within the confines of the school site: St. Clare's Community Support.

- 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.

STAGE	<u>Consequence</u>	<u>Behaviour</u>	<u>Procedure</u>
6	<u>Expulsion/ Permanent Exclusion</u> Headteacher	<ul style="list-style-type: none"> Repeated FTE's Drug dealing Inappropriate physical or verbal behaviour towards any member of the school community 	<ul style="list-style-type: none"> Permanent Exclusion L.A. intervention Inform Police Child and Family Guidance
5	<u>Suspension: Fixed Term Internal Exclusion/ Fixed Term External Exclusion</u> Assistant Head: Wellbeing and Attitudes to Learning Deputy Head: Pastoral	<ul style="list-style-type: none"> Behaviour that affects the Health and Safety of staff and pupils (e.g., setting off fire alarms/fire extinguishers) Repeated smoking/ vaping/ consumption of alcohol Persistent bullying Physical assault Possession or use of drugs Stealing 	<ul style="list-style-type: none"> Fixed Term Internal Exclusion/ Fixed Term External Exclusion Police intervention Meeting with parents and pupil: Restorative Panel St. Clare's Community Support – pupils will be given tasks to complete within the confines of the school site (e.g., admin, assistance in the prep school, maintenance of school grounds (at Assistant Head's discretion)
4	<u>Day Isolation - Internal</u> Pastoral Support Lead	Any repeat of <u>Stage 3.</u> <ul style="list-style-type: none"> Physical or verbal altercation/ fighting/ intentional bullying Very rude behaviour (letter of apology must be written) Swearing at a member of staff Persistently defiant behaviour Vandalism and intentional graffiti to affect the school fabric/ environment Smoking/ vaping/ consumption of alcohol Distribution of vapes/ cigarettes 	<ul style="list-style-type: none"> Parents informed Removal of privileges (i.e., school trips/ rewards (Pastoral Support Lead discretion) <i>Any physical or verbal altercation will be addressed based on its severity and further escalated – i.e., <u>Stage 5</u> procedures may be imposed</i>
3	<u>After-School Detention</u> Middle Management	Any repeat of <u>Stage 2.</u> <ul style="list-style-type: none"> Preventing or repeatedly disrupting others from learning Being disrespectful to staff, visitors, or other pupils Truancy from lessons Misuse of mobile phones/ social media 	<ul style="list-style-type: none"> Parents informed – Stage 3 Consequence Letter Restorative Conversation and question sheet St. Clare's Community Support Independent Reflective task Completion of subject specific task
2	<u>Breaktime/ Lunchtime Detention</u> Subject Teacher/ Form Tutor	Any repeat of <u>Stage 1.</u> <ul style="list-style-type: none"> Lateness to lessons 3 times in a week Rudeness Improper use of language or hand gestures Silly behaviour Lack of effort in lessons Lack of effort to catch up on missed work, when requested by staff Repeated failure to follow staff instructions 	<ul style="list-style-type: none"> Restorative Conversation St. Clare's Community Support Independent Reflective task Completion of subject specific task
1	<u>Verbal Warning</u>	<ul style="list-style-type: none"> Lateness to class Persistent chatting in lessons Shouting out in lessons Forgotten books and lack of necessary equipment Uniform infringement Failure to hand in one piece of homework Poor attitude to work Insufficient work in lessons Low level disruption Running in the corridors Pushing in queues Eating and drinking in the school building (including chewing gum) Forgotten/books/homework/equipment/ PE kit etc. Dropping litter 	<ul style="list-style-type: none"> Use intervention strategies Explain to the student what they have done wrong After a warning has been given and if there is no improvement, a Subject Teacher/Form Tutor detention will be issued at break/lunch – <u>Stage 2.</u>

**We reserve the right to escalate or de-escalate the sanction depending on the nature of the incident.
There is no corporal punishment.**

6.2 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.

6.3 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 Support Lead and subsequently the Assistant Head: Wellbeing and Attitudes to Learning if problems are persisting or recurring.

Prep School

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:

- behaviour recorded;
- 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 behaviour 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).

6.4 It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

6.4 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, inappropriate or harmful sexual behaviours, and persistent disruptive behaviour in class the following will be followed:

- verbal warning by the Headteacher or Deputy Head. 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 behaviour whereby parents also take responsibility for helping their child to improve;
- Suspension (fixed term exclusion); and
- Expulsion (permanent exclusion).

[See Suspension, Expulsion and Removal in Other Circumstances Policy]

6.4 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 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. 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.

Positive Relationships Policy

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