

## POSITIVE BEHAVIOUR AND EXCLUSIONS POLICY

**Policy reviewed by:** James Thompson – Chief Operating Officer

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**Reviewer's Signatu**



Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.



## Scope

This policy has been written with due regard to the [DfE Behaviour in Schools Guidance \(2024\)](#), [The EYFS Framework \(2024\)](#) and The Equality Act (2010). This policy has been written with due regard to the duty of proprietors, under Part 3 of the Independent Schools Standards to ensure that arrangements are made to safeguard and promote the welfare, health and safety of pupils.

### Definitions

1. Suspension: A temporary removal of a pupil from the school as a disciplinary measure for a fixed period.
2. Exclusion: A permanent removal of a pupil for serious misconduct.
3. Required Removal: A non-disciplinary removal due to factors such as unmet needs or unreasonable parental behaviour, as detailed in the Parent Contract.

The policy applies to behaviour:

- On school premises.
- During school-organized or school-related activities.
- Off-premises, where actions impact the school community or reputation.
- Online, ensuring the same standards as in-person behaviour.

Through this policy, the school seeks to ensure a calm, safe and supportive environment which instils a culture of excellent behaviour and protects pupils from disruption. When pupils feel safe to express their views and be open to the views of others, they are more likely to take risks with their learning. We aim to encourage this as it will build their resilience, confidence and learning skills.

By giving pupils the skills to express themselves, listen to others, self-regulate their emotions and behaviour, and build and maintain positive relationships, an environment is created where students feel heard and learning is optimised.

Corporal punishment is not permitted at any Chatsworth Schools, at any time, for any reason.

In regard to the Children Act (1989):

- Corporal punishment is not permitted and never used
- Or threatened
- Nor any punishment which may adversely affect a child's well-being.

The school understands that rewards can be more effective than punishment in motivating pupils. The school is committed to promoting and rewarding good behaviour. See Appendix 1 for the School Rules and Appendix 2 for some of the ways in which good behaviour is rewarded.

The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve his/her educational outcomes. When it is considered a pupil's continuing disruptive behaviour is a result of an unmet educational or other need, the school will consider whether a multi-agency assessment is required and act accordingly. Similarly, the school will consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, staff will follow procedures as set out in the safeguarding policy and speak to the DSL or DDSL.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Cyber Bullying Policy, Screening, Searching and Confiscating Policy and Disability Policies.

## Responsibilities

The Headteacher and designated school leaders are responsible for developing and implementing measures which secure high standards of behaviour. This includes ensuring:

- High expectations of conduct which are understood by staff and pupils alike and are applied consistently and fairly
- The leadership's visibility with staff, pupils and parents, and consistent support for staff in understanding this policy and implementing it to manage pupils' behaviour; this involves the provision of relevant and regular training, including as part of the induction of new staff.
- Measures are in place, including both general and targeted interventions, to improve behaviour and provide pupils with support to help them meet expected behaviour standards
- Behaviour does not normally disrupt teaching, learning and school routines
- Pupils complete any tasks reasonably assigned to them in connection with their education
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully
- Any incidents of bullying, child-on-child abuse, sexual violence or harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively
- Parents are kept informed about their child's behaviour and are involved in a partnership to promote good behaviour and resolve behavioural issues
- Analysing records of misbehaviour, serious incidents and sanctions in order to identify patterns and trends so that improvements can be made, and to understand the quality of the school's behaviour management.
- The Designated Safeguarding Lead will be informed of any serious incident where a safeguarding risk or child protection issue is suspected.

#### Staff are responsible for:

- Undertaking appropriate training to ensure the understanding of the policy and their duties under the Equality Act 2010 and Children and Families Act 2014
- Ensuring the correct implementation of this policy
- Implementing and particular measures or strategies related to behaviour, as identified in a pupil's EHC plan or individual behaviour plan
- Helping to cultivate a calm and safe environment characterised by excellent standards of behaviour, respect, self-discipline and proper regard for authority, ensuring that such conduct is met with due praise, reward and encouragement
- Establishing an understanding of clear boundaries of acceptable pupil behaviour
- Taking responsibility for addressing appropriately pupil behaviour which falls below expected norms whenever and wherever it occurs, and reporting matters of concern to senior colleagues in line with this policy.

#### School Advisors, through the Head, are responsible for:

- Ensuring a safe and supportive environment in which pupils are safeguarded and able to learn and fulfil their potential
- Ensuring that the school's behaviour policies have due regard for national requirements and guidance
- Monitoring the quality of the implementation of this policy
- Liaising with and advising the Head in relation to considerations of permanent exclusion.

#### Pupils are responsible for:

- Developing an awareness of the school's behaviour standards, expectations, pastoral support, and consequences for unsuitable behaviour
- Contributing to an environment that is calm, safe, supportive and where everyone is treated with dignity
- Providing feedback to staff on the school's behaviour culture to support the evaluation, improvement and implementation of this policy

- Supporting new pupils in understanding the behavioural expectations and wider culture of the school

### Parents are responsible for:

- Supporting the school in developing and maintaining good behaviour including collaborating with the school during disciplinary processes.
- Developing an understanding of this policy and reinforcing it at home, as appropriate.
- Reinforcing the school's promotion of good behaviour by, for example, celebrating the pupils' successes and achievements.

### Policy Aims

- To promote good behaviour, self-discipline, respect and proper regard for authority;
- To promote an environment where everyone feels safe, valued and secure;
- To actively prevent bullying and cyber-bullying through education, raising awareness and the celebration of positive behaviour.
- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences.
- To create a school where children are happy, safe and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community.
- Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

### We aim to provide:

- Good adult and peer role models of caring and co-operative behaviour.
- Reinforcement of positive attitudes to expectations.
- Recognition of a wide range of achievements.
- Acceptance by all students in school of a common responsibility for maintaining good discipline and promoting the school's basic guidelines.

### Promoting Good Behaviour

As well as staff acting as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy and Politeness;
- Respect for one another, themselves and property, and proper regard for authority;
- Dress (uniform, cleanliness, any adornments, including make-up, hair);
- Lessons and punctuality;
- Property;
- Privacy;
- Safety;
- Technology.

The school draws on a wide range of opportunities to promote good behaviour and encourage pupils to show respect and take responsibility for their own actions. As well as specific topics across the curriculum, these include the PSHE and RSE programmes, School Council, form and tutor periods, circle time, visiting speakers and annual events.

### Pupils with Special Educational Needs and/or Disabilities (SEND); The Protected Characteristics

It is the aim of the school staff to be inclusive and to meet the needs of all pupils, so that all members of the school community can feel safe and that they belong. In this respect, reference should be made to the relevant school policies, including the SEND and Inclusion Policy, Mental Health and Wellbeing Policy and the Gender Identity Policy. With reference to the management of behaviour, staff take care to enable pupils with SEND to understand and meet expectations and to provide rewards which are

relevant and motivational. Staff will make reasonable adjustments in the administration of sanctions in relation to the understanding and capabilities of pupils with SEND. Similarly, staff are mindful to ensure that behaviour management has due regard for and is respectful of pupils who demonstrate a Protected Characteristic. Further information on Protected Characteristics can be found in the Anti-bullying Policy.

The school will consider and anticipate any particular likely triggers which may cause a pupil with SEND to misbehave and put support in place to prevent these occurring.

## Confiscation of Property

If it is deemed necessary to confiscate a pupils' property, then pupils can expect:

- Items to be returned to the pupil or their parents after a given period. (E.g. items banned from school, such as mobile phones.)
- Items to be destroyed (E.g. pornography, tobacco, alcohol, legal highs)
- Items to be handed to the police (E.g. banned substances, knives, weapons, stolen items)

For full information on confiscations, please refer to the Screening, Searching and Confiscating Policy. Please refer also to the information about inappropriate photographs (nudes and semi-nudes) in the Safeguarding Policy.

## Banned Items

The following items must not be brought into school: eg: mobile phones, certain toys, tobacco products, alcohol, knives, banned substances, stolen items.

## Reporting and Recording

Details of behavioural incidents are reported to the Deputy Head and recorded on ISAMS in wellbeing manager and in the behaviour and pastoral log. The Deputy Head monitors these logs for patterns, trends and other matters of concern, reporting regularly to the Head/SLT.

Serious misconduct and the administration of major sanctions are recorded in the Serious Misbehaviour Register with the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. The Serious Misbehaviour Register is reviewed regularly so that patterns in behaviour can be identified and managed appropriately. The Serious Misbehaviour Register is securely stored, retained according to the school's data retention policy, and accessed only by authorised senior leaders and inspectors where appropriate.

## Sanctions

Sanctions are lawful if they satisfy the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the Head has decided should not do so) or an unpaid member of staff authorised by the Head
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In enabling sanctions to be reasonable, the school ensures that they are:

- Proportionate in the circumstances of the case
- Considerate of any special circumstances relevant to their imposition, including the pupil's age
- Mindful of whether the pupil has SEND or any religious requirements.

A detention may be applied as a sanction. It also serves as a deterrent to future misbehaviour. It is typically a short period where pupils are required to remain under supervision of school staff when their peers have been allowed to go home or to break. A detention may require a pupil to attend, or remain at school, outside of normal school hours. Detentions fall under the three criteria for reasonableness, above, to ensure that they are applied consistently and fairly. Where these criteria are met, parental consent is not required.

Removal from the classroom is a possible sanction for serious disciplinary reasons. It involves limited time out of class on the instruction of a member of staff. It does not include occasions when a member of staff may ask a pupil to step outside the classroom briefly for a conversation and then return. Removal from the classroom will provide for the pupil's continued education, which may be in a different, supervised environment and may involve a different, though still meaningful curriculum. This is to be considered as a serious sanction and should be deployed only after other measures have been attempted, except in extreme circumstances. The Head and parents must be informed if their child has been removed from class. As with other behavioural issues, due consideration will be given to any underlying factors which may have prompted the disruptive behaviour. Following a removal, the school will consider an appropriate process for reintegration back into class. Removal from the classroom should be distinguished from other forms of separation for non-disciplinary reasons, such as using a nurture room or regulating emotions.

Details of the sanctions administered by the school can be found in the two sections below and in Appendix 2. The School Behaviour plan can be found in Appendix 3.

### Serious Misconduct

Serious misconduct will result in the pupil being sent home pending enquiries, after which the pupil may be returned to school on a behaviour and performance contract/report, internally suspended, externally temporary excluded, or permanently excluded or withdrawn by parents. The individual circumstances will determine the course of action by the school.

The Head and staff have the power to discipline pupils for their behaviour in school and in some circumstances, outside of school. This includes the power to impose detention and confiscate pupils' property if required.

“Serious misconduct” includes:

- violent or threatening behaviour
- indecent, offensive, abusive, bullying (including cyberbullying) or harassing behaviour
- theft
- possession or consumption or sale of illegal drugs at the school
- possession or consumption or sale of alcohol, tobacco or ‘vape’ at the school
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- cheating in examinations
- deliberate or reckless damage to property
- rudeness to a member of staff or other adult involved in or encountered in the course of an event organised by the school, or acting on behalf of the school
- serious misuse of school facilities
- repeated breaches of the school Code of Conduct
- breach of the Code of Conduct after a pupil has signed a behavioural or academic contract that is criminal; and/or illegal
- has or could have had a serious adverse effect on: (i) any part of the physical environment of the school; (ii) any aspect of the wellbeing of any member of the school community (pupils and staff); and/or (iii) the learning of the pupil himself or that of any other pupil; and/or harms the public image of the school.

- Discriminatory or harassing behaviour
- Actions that harm the school's reputation or community.

## Fixed Term Suspension and Permanent Exclusions Policy

Pupils guilty of serious misconduct may be liable to either fixed-term suspension or permanent exclusion. In circumstances where a pupil's behaviour, while he/she is not at school (as defined below), damages or threatens, actually or potentially, the wellbeing of any member of the school community or the reputation of the school, the school may investigate the pupil's conduct. As a result of this investigation, if it is considered appropriate to protect the wellbeing of other pupils and the school's reputation, sanctions may be imposed proportionate to the seriousness of the misconduct.

When judging whether to exclude a pupil permanently or suspend them for a fixed-term, the school will take into account all the circumstances: these will include the age of the pupil, the seriousness of the offence, its impact upon the school and any member of the school community (pupils and staff), and any extenuating circumstances raised by the pupil in his/her defence.

The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the school will ensure that a pupil with a disability or special educational needs and/or his/her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the school, that he/she remains at the school.

To support a pupil receiving a fixed-term suspension and who would thereby be at risk of permanent exclusion (in the event that he/she were to commit another breach of the Code of Conduct), the pupil will be required to sign a Pupil Contract in which he/she will agree to a number of targets for behaviour improvement and/or academic performance. This will be monitored by a member of the SMT. Failure to comply could result in permanent exclusion.

Every student has a right to confidentiality during the consideration of a possible suspension or exclusion; an investigation will be undertaken in the strictest confidence and the details only disclosed to those who need to know. This does not preclude the conclusion of an investigation being made public to the school community on completion of an investigation, if the person being investigated has been found to be culpable. The school expects that parents and any other persons involved in discussions about exclusion will also respect the provision for confidentiality. If the school decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed term temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parent with the reasons for this decision.

Where suspension or exclusion has taken place the parents will be notified immediately, followed by a letter. This will detail the following:

- length of suspension/exclusion and whether it is temporary or permanent
- reasons for the suspension/exclusion
- parents' right to make representation to the Head. If they are not satisfied with the Head's decision, stage 3 of the school's complaints procedure (the panel hearing) will be used as a template for an appeal against a permanent exclusion. During an appeal process, a suspension or exclusion will remain in place, except at the discretion of the Head
- the student will be given work to do at home for the first five days of a fixed term suspension.

## Behavioural Incidents away from the school premises

The Head has the authority, and can authorise staff, to discipline pupils for their behaviour, in some circumstances, outside of school. This includes the power to impose detention outside school hours.

DfE guidance makes it clear that teachers may discipline pupils for non-criminal bad behaviour off-site for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school.
- misbehaviour online away from school, including bullying, intimidation and anti-social conduct via social media. (See 'Behaviour Incidents Online' section)

Any instances of misbehaviour away from the school premises will be investigated, considered and dealt with in accordance with this policy.

### Malicious Accusations against Staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

The school will consider an allegation to be malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

### Staff Training

Staff will receive at least annual training on this policy, including safeguarding, recognising mental health concerns and behaviour management so that they have a clear understanding of the systems and procedures, and their legal responsibilities. Training in behaviour management is provided as part of the induction of new staff. Additional staff training and/or support, including on a whole-staff or individual basis, will be provided in the light of specific incidents or issues, or changes to published guidance.

### Liaison with Parents, other Agencies and Schools

- the school actively encourages parents to keep in contact and to keep the lines of communication open. Parents will be kept informed of any serious behavioural issues regarding their child. If a Pupil Contract needs to be put into place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies (e.g. Child Protection Officer, Educational Psychologist, local authority START team case worker) to gain advice or to work in tandem to provide the best support for a pupil
- when pupils make the transition between schools the Head will ensure that any behavioural issues are discussed with the appropriate member of staff from that school in order that the child can be supported and mentored appropriately when he/she arrives
- the policy is available at all times on the school website

- the policy will be reviewed annually. If any amendments are made at other times parents will be informed via the school's newsletter.

## Transition

The school is aware that points of transition into and from the school, as well as moving up between different sections of the school can cause anxiety. This may result in pupils not maintaining their usual standards of behaviour. Also, as can be seen from the appendices below, the school has different expectations of behaviour and varying systems of rewards and sanctions between sections of the school, as pertinent to the pupils' ages. Accordingly, the school has a range of strategies in place to ease transition, reduce anxiety and provide for the induction and re-induction of pupils in behaviour systems, rules, routines and rewards. These include such things as:

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- 'new pupils' handbook
- 'meet the teacher' and new parent/pupil events
- buddy systems
- liaison with senior schools, including participation in induction events.

## Pupil Support

The school recognises that disciplinary sanctions on their own may not be sufficient to enable a pupil to gain and sustain expected levels of behaviour. Accordingly, designated staff with relevant training take responsibility for providing support and monitoring progress to assist pupils in understanding how to improve and achieve expected standards. Pupils with additional needs are also provided with appropriate support and guidance where those needs might affect behaviour. Strategies may include:

- a targeted discussion with pupils, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate
- creation of a short-term report card or longer-term individual behaviour plan
- providing coaching and mentoring
- contact and regular engagement with parents
- inquiries into and reporting on the pupil's subsequent conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the DSL or DDSL
- engagement with local partners, agencies or professionals to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- consideration, where there are serious concerns, of whether a multi-agency assessment, such as an early help assessment, is required
- consideration of whether the support for behaviour management being provided remains appropriate.
- Staff are trained to consider whether behavioural issues may indicate mental health problems and will work with the Mental Health Lead or DSL to ensure appropriate support is provided.

### Child-on-Child abuse (including sexual violence and sexual harassment)

The school implements clear strategies to prevent peer-on-peer (also referred to as child-on-child) abuse, including sexual violence and sexual harassment, and to respond to any such incidents, should they occur.

The school recognises that child-on-child abuse can include sexual violence and harassment, initiation/hazing rituals, physical abuse, emotional and coercive behaviours, and all forms of discriminatory abuse. This includes incidents occurring online.

For full details of the school's approach, please refer to the safeguarding policy, supplemented by the anti-bullying policy, which reinforce the strong message that the school takes a zero-tolerance approach to sexual violence and sexual harassment and will act in accordance with KCSIE and apply appropriate sanctions should a pupils' behaviour fall below expectations in this respect.

The government's [Respectful School Communities Toolkit](#) is a useful resource in this context.

### Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the school's culture. Negative interactions online can damage the school environment and lead to the school feeling like an unsafe place. The school recognises that online incidents may occur both on and off the school premises and investigations may be hampered by issues of anonymity. Nevertheless, the same high standards of conduct are expected online, (on and off the school premises) as apply offline. All members of the school community should still be treated with kindness, respect and dignity.

Any incidence of inappropriate online behaviour, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the safeguarding policy and speaking to the DSL or DDSL when an incident raises a safeguarding concern. In cases where staff suspect a pupil of criminal behaviour online, the school will follow the procedures in the safeguarding policy, making an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. Such initial investigations will be fully documented, and every effort made to preserve relevant evidence. Once a decision is made to report the incident to police, any further school action will not interfere with any police action taken. However, the school has the discretion to continue investigations and enforce its own sanctions, so long as this does not conflict with police action. When making a report to the police, it will usually be appropriate in tandem, for the DSL make a report to Children's Social Care, as set out in the safeguarding policy.

If an incident involves nude or semi-nude images or videos, the member of staff who has concerns should raise them with the DSL or DDSL, taking extreme care to follow the procedures in the safeguarding policy, as such incidences can be both complicated and very sensitive. Further guidance is available in the document '[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)'.

Online incidents which take place away from school and outside the school day are the responsibility of parents. However, they can have a significant impact on the culture of the school. The Head and staff have the authority to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil

is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### Monitoring and Evaluating School Behaviour

The school has developed detailed strategies for gathering data on behaviour and behaviour management. This is monitored by a member of the school's leadership with appropriate training and experience and facilitates the analysis of the behaviour culture within the school and effective reporting to the School Advisory Board. The capture and analysis of data includes:

- behaviour incident data, including removal from the classroom, fixed term and permanent exclusions
- attendance information
- incidents of searching, screening and confiscation
- analysis of surveys/questionnaires completed by staff, parents and pupils.

A member of the school's leadership team/SLT analyses the data objectively and from a range of perspectives, including whole school, year group and individual levels, to identify possible factors contributing to good and inappropriate behaviours, and potential shortcomings in strategies and the provision of support. In this context, due consideration is given to analysis in relation to the Protected Characteristics and the school's legal duties.

### Interpretation

In this policy, the term "senior manager" means the School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools.

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is St Botolph Building, 138 Houndsditch, London, EC3A 7AR. Any enquiries regarding the application of this policy made to the above address.

This policy does not form part of any employee's contract of employment and may be amended at any time.

## Appendix 1 - School Rules

### School Rules

At Griffin House School we adopt a set of 'Griffin House values' and "Golden Rules" which form the basis of all the guidelines given to pupils. At the beginning of each school term the pupils are reminded of these rules in PSHEE lessons and in school assemblies. They are displayed in every classroom and discussed at the start of every term in class and in assemblies.

### The Griffin House values:

Respect

Integrity

Resilience

Passion

### Golden Rules

We are gentle and do not hurt anybody

We respect each other and do not hurt other's feelings.

We use kind and positive words

We listen to each other

We work hard and do not waste our own or other people's time

We are honest and do not cover up the truth

Guidelines to pupils at School; we expect you to:

- show respect for others and their property
- follow all instructions given by staff or other adults working with the pupils
- move quietly in and around school
- bring all the equipment and books that you need for each session
- be punctual
- be safe
- complete all assignments on time
- ask for help and support whenever you need it. It's OK to be proactive.

### Classroom Guidelines

We expect you to work hard and

- enter the room quietly and sensibly
- prepare for your lesson on arrival by having books and equipment out
- limit eating and drinking to break and lunchtime. (students are encouraged to drink water and should bring a sealable bottle for this purpose)
- listen carefully to others without interrupting. Put up your hand when you wish to speak or add to the discussion in class

- treat the room and furniture and other people's belongings with respect
- leave the room tidy
- leave in an orderly way when you are asked
- respect the views of others
- mobile telephones/tablets and laptop should be switched off whilst in school, unless being used to assist learning and authorised. They remain the responsibility of the pupil
- chewing gum, alcohol, drugs or solvents are banned at all times.

### Moving Around School Guidelines

We expect our children to:

walk on the left hand side when going up and down the stairs

walk safely along corridors and on staircases

walk silently around school when in your class line

stop and allow an adult to pass by

### Playtime Guidelines

We expect our children to

use kind words with each other

keep your hands and feet to yourself

treat others as you would like to be treated

speak to someone if someone makes you feel sad during playtime or you see someone being unkind at playtime

share games in the playground and involve others

look after each other

remember to take your outside shoes to playtime and wear your outside shoes during playtime

remember to bring in any of your belongings that you have had outside

line up quietly at the start and end of playtime

Recognise the needs of different groups of children

Enjoy playing together, but not at the cost of someone else's enjoyment

Recognise that someone may want to be alone and respect that

Find ways of including other people who may feel lonely

Establish the rules of a game and ensure that everyone playing knows the rules

Care for people if they are hurt

Listen to adults on duty: respond courteously and obediently

End any game as soon as the bell goes, line up at the designated place, in a quiet orderly manner ready to return to the classroom

### Lunchtime Guidelines

We expect our children to

walk into and leave the hall quietly

line up silently when collecting your lunch

sit where the adults indicate

talk quietly

use please and thank you appropriately

demonstrate good table manners and manners

remain sitting down whilst you are eating

Put up a hand if help is needed and wait patiently until a member of staff is at hand to attend them

Use the crockery, cutlery and glassware correctly and carefully

### Assembly Guidelines

We expect our children to

Enter and leave the hall quietly and in an orderly way

Listen to the music, to adults and to others attentively

Respond appropriately with silence, clapping, comment, praise, laughter, action or song

Accept different styles of presentation and different expectations

### Trips or Competitive Events Guidelines

We expect our children to

Be responsible for one another

Be responsible for their own possessions

Be aware of personal safety and that of others

Be aware of representing the school

Be aware of the needs of members of the general public

Act courteously and speak politely

Walk quietly

Stay together

Accept rules

Encourage and support one another

Respond quickly to instructions

### With visitors in the school

We expect our children to:

Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff

Be welcoming, courteous and helpful to any authorised visitor

If someone is not authorised, attract the attention of a known adult to that fact

### At other times

We expect our children to:

When children are on the school premises, we would like to them to always conform to our expectations of their behaviour, whoever is responsible for them. This means that they should:

Be respectful towards all adults

## Appendix 2

### EYFS / Years 1-2

In Early Years we believe in using positive praise to encourage positive behaviour. There are many methods that all staff employ to do this. This is dependent on the age of the children and their individual needs. All staff will do one or more of the following:

Redirect the child to a new focus or activity

Make the child aware they are being observed

Remove the child from the situation and engage them with an adult led task

Refocus the child's attention to enable them to calm down before they re-join the group

If deemed necessary, the child will be given some time out where they are able to calm down before being integrated back into the activity

We aim to encourage positive relationships and friendships between children. We give each child a clear sense of the difference between right and wrong through discussion as a whole class, group or individual

### Early Years have their own set of golden rules:

We are gentle

We are kind and helpful

We listen

We share and take turns

We are polite

### Classroom expectations

In order for the children to take responsibility for their behaviour they have to think about their actions, how it affects others and what the right thing to do is. This links to our Personal, Social and Emotional Development curriculum.

At no point will physical or corporal punishment be used in dealing with inappropriate behaviour.

## Years 1-2

In our discipline we should be positive, encouraging and caring and set an example through our own behaviour, appearance, punctuality and courtesy. We aim to cultivate responsibility and self-discipline in each pupil.

The fundamental relationship between staff and pupils should be a constructive partnership in learning; one which allows for mutual respect. Appropriate attitudes will be encouraged.

Good behaviour will be reinforced with the following rewards:

- verbal praise to the individual
- drawing attention among the group or class to the work or behaviour
- positive comments written on child's work and/or in Home/School contact book
- award of a star or sticker for work or behaviour
- award of a certificate in a weekly celebration assembly
- Golden time (Years 1 & 2).

Discipline must be tempered by sensitivity and tact and take account of a child's personal circumstances. Rules, orders and instructions should be clear.

Positive guidance techniques should be used, including:

- re-directing children
- early intervention
- anticipation and elimination of potential problems.

A collective staff vision is important in achieving these goals.

In the event that misbehaviour occurs, one of the following actions would be taken:

- a reprimand
- a warning of the consequences if the misbehaviour is repeated
- temporary separation of a child from main group
- missing part of playtime
- the loss of a privilege, e.g. doing a free-choice activity
- persistent misbehaviour would require liaison with the child's parent or guardian
- in extreme cases, e.g. violence against another pupil or member of staff, the advice and support of the Head of the relevant section of the school may be sought.

## Years 3-6

### Aims

- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences. This will be done primarily through PSHEE, form time and collective meetings such as assemblies, but where appropriate will be incorporated into any lesson.
- To create a school where children are happy and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while

encouraging mutual respect between all members of the community. Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.

- To teach the pupils respect for their environment.

## Incentives

Our policy is to use a positive attitude to discipline rather than simply issue punishments for bad behaviour. Praise and encouragement are seen as very important, from an encouraging smile to a quiet word, a public word in assembly, written comments on work, or a visit to other staff, including the Head/Head of Department to show special achievements.

We use a system of house points. These are awarded for good work and behaviour. They are totalled every week for each house team, with the weekly and running totals announced in the celebration assembly. The house team with the highest total at the end of the term has a special treat chosen by them in liaison with the Head of Teaching and Learning. The pupils are thus encouraged to work not only for themselves but for the 'good of the House'.

Certificates for good work and behaviour are awarded in the weekly celebration assembly. In class pupils can be recognised for good attitude and behaviour.

Our discipline aims to be firm and fair. While misbehaviour is checked immediately, the individual circumstances of each child are carefully monitored by tutors and pastoral staff so that staff are aware of any extenuating circumstances. The school's pastoral care system is an integral part of every child's daily school life. Its aim is to develop the social, moral, personal and educational wellbeing of the child through discussion, interaction and awareness of issues appropriate to the age of the child. This is normally led by the form teacher, but all teachers have a responsibility through their lessons to encourage and support students to be better citizens. We believe that the better the rapport between pupil and staff, the less the students will 'step out of line'. An appropriate verbal rebuke or encouragement, together with an explanation the pupil clearly understands, is an important part of the discipline process.

However, there are occasions when it is necessary to correct bad behaviour or work. We aim for all staff to implement any sanctions consistently and to have the backing and co-operation of parents.

## Sanctions

Children who are causing concern academically, physically or socially are discussed with the relevant member of the Senior Leadership Team; actions could include:

- talking to the pupil to better understand the reasons behind the behaviour
- a relevant task or written punishment
- monitoring behaviour
- inviting parents to discuss the concerns raised
- monitoring progress carefully by putting the student (or class) on report – comments written by staff after each lesson and checked by the tutor with the student at the end of each day.
- the report may well be in the form of a 'comment book' where staff record where a child has made a special effort to co-operate or to produce good work rather than the more severe report slip.

Any concerns regarding serious verbal or physical behaviour must be reported immediately to the Head.

Pupils who are repeatedly making the wrong choices or have exhibited poor behaviour outside the class are referred to the Deputy Head. Referred pupils complete a reflection sheet with the aim of identifying what occurred to cause the referral, why it took place and what more positive actions could

and should be taken in future circumstances. The reflection sheet is photocopied and sent home with the pupil for their parents/carers to see. In the event of a pupil being referred to Reflection Time three times in a single half-term will have their parents invited to meet with the Head to decide on a behaviour plan to address the issues.

Parents will, of course, be advised and involved in any disciplinary matters at the appropriate stage in order to make them aware of their child's behaviour in school and to work together to resolve the problem before more serious measures become necessary.

### Appendix 3 – Griffin House Behaviour Management Plan

#### Principles, aims ethos and values

We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. Every child is important, and everyone has the right to feel safe at all times. We have 3 main principles which are: Ready, Respectful and Safe which form the basis of our behaviour curriculum which is taught through our RSHE and PSHE curriculums.

At Griffin House school, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards.

We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through consistency which is tightened through three simplified core rules:

**Ready: READY** to learn and participate in school life

**Respectful: RESPECTFUL** of the individual differences, opinions and values of other learners and adults in school

**Safe: SAFE** in our behaviours towards others and themselves, in the school environment and community

These are referred to and used regularly by all adults working in school. Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a safe and respectful manner.

In order to promote a good disposition towards learning that develops resilience, self-discipline and respect, we want all of our pupils to ensure their behaviour remains Ready, Respectful and Safe at all times.

For us to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships. Our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground. All adults aim to be exemplary role models. All relationships are based on mutual tolerance and respect, trust, fairness, openness, politeness and honesty.

#### Positive Behaviour Management

We believe that good behaviour is a choice and that we can support all our children to make the right choices with their behaviour. We do this through a wide variety of positive behaviour management approaches, underpinned by restorative justice principles and practices.

## Restorative Approaches

A restorative meeting following an incident creates a learning environment where pupils are able to self-regulate their own behaviour and learning. It brings together the harmed and the wrong doer into an environment where both sides are able to talk about the incident and together negotiate what needs to happen to repair the harm and agree how to move forward so that it does not happen again.

A restorative approach is effective because it promotes telling the truth, taking responsibility and can help to build relationships that inspire positive change. It can also help people to understand the impact of their behaviour on others, and how to respect others' perspectives.

We actively 'teach' appropriate behaviour in all situations. This is always modelled to the children by the ways adults interact with children and with each other. We never use harsh criticism or consequences which are psychologically or physically harmful. We always aim to be calm and consistent in our dealing with children, this fits with the calm, quiet and productive working environment we aim to foster.

When conflicts emerge, we take the time to listen and discuss the issues with all parties, adhering to the principles of restorative justice. We then ensure opportunities to make amends are provided where necessary, so resolutions involve all those children involved in the conflict.

## Attitudes for Learning

The required Attitudes for Learning are underpinned by our rules – READY, RESPECTFUL, SAFE. Simply stated this means the children are ready to learn and take personal responsibility for their behaviour. The Attitudes for Learning are closely linked to our whole school values:

Integrity  
Resilience  
Respect  
Passion

Children will be supported in acquiring the required Attitudes for Learning as part of their spiritual, moral, social and cultural development which will be covered through the curriculum as well as in whole school assemblies, lessons and our behaviour system.

### Being ready to learn means:

- Coming to school with a positive attitude.
- Arriving on time.
- Being properly equipped.
- Performing to the best of your ability.
- Being calm and attentive.

### Taking personal responsibility for behaviour means:

- Respecting the right of others - their opinions, personality, privacy & property.
- Following the Griffin House School uniform policy.

Moving around the school in a quiet and orderly manner, always keeping to the left in school corridors.

- Seeking support/guidance from an appropriate adult if needed.
- Caring for the environment in and around school.
- Behaving appropriately whilst in school uniform to uphold the school's reputation.

Adjustments may be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

## Pupil Transition

When a child begins their education at Griffin House School, at whatever age, the behaviour policy is explained to both the child and their parents/carers. When joining the school from a previous

nursery/pre-school/ other primary school the class teacher will contact the previous setting to ensure any behaviour support that a child may need continues to be accessed. In addition to this, as pupils may move on to another school or onto high school, we will ensure that any information about behaviour support is passed on to the relevant setting.

### Playtimes and lunchtimes

To help keep procedures consistent for the children a similar behaviour system operates both in class and on the playground. We have playground monitors to support children who find lunchtimes a challenge.

### Rewards and Sanctions

At Griffin House School we believe that pupils should be actively and positively encouraged to behave well and work hard. We use a range of positive consequences:

Non-verbal rewards such as a smile or body language.

Praise (genuine, specific and at least once a day for each pupil);

Showing work or achievements to other pupils, other teachers, SLT.

Headteacher's award for exceptional work.

Stickers.

Any adult observing a child acting in a thoughtful, kind, generous, or caring way can give the child a praise card.

During Friday's celebratory assembly, the adults in each class nominate a pupil of the week for a certificate.

Recognition of the good behaviour on the year group display.

Children are nominated or selected by adults to attend a celebratory tea party for demonstrating ready, respectful and safe.

We believe that it is essential that all pupils are able to receive positive encouragement and have a fair chance to receive the positive consequences. The application of rewards needs to be consistent and fair and will be reviewed regularly at staff meetings.

### Negative consequences

Sometimes it is necessary to discourage pupils from making poor behaviour choices and at Griffin House School we do this through a system of logical consequences or sanctions (See Appendix 3a & 3b) Our 3 main principles of **Ready, Respectful and Safe** are displayed in every classroom and are referred to on a regular basis. It is very important that these are referred to in order to support children to make good behaviour choices. Staff should adhere to the following:

Negative consequences should never be psychologically or physically harmful.

Consequences should be presented as a choice.

Reference to consequences should be in a matter-of-fact voice (not through adult anger).

Pupils and parents should be informed of the hierarchy of consequences and the recording system. De-escalation techniques should be used to help prevent further behaviour issues arising/recurring and to help restore calm.

If a sanction is used pupils should be able to start afresh as quickly as possible.

It is always made clear that it is the behaviour that is the problem and not the child.

All negative behaviour choices are evidenced in a daily behaviour log, recorded by the class teacher.



### Headteacher

If a child has been on report card a few times and their behaviour has not improved, they will be referred to the headteacher.

Staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND, has been subject to criminal exploitation, or is experiencing significant challenges at home. Staff will consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, staff will follow the school's child protection policy and report this to the designated safeguarding lead via Wellbeing manager.

### Before & After-School Club

Our Before and After-School Club maintain the same high expectations of behaviour as we have during core school hours. Unwanted behaviours are addressed through a verbal warning, which could lead to 'Thinking Time'. During this time, pupils sit within the room but not partaking in activities. Lower-level behaviours would not be reported to parents/carers at pick-up but shared with class teachers. More significant behaviour will be shared with parents and carers at pick up time.

### Appendix 3a

<u>Explanations</u>	<u>Sanctions</u>
<b>1<sup>st</sup> Warning</b> You are given a warning and asked to think about your behaviour and your choices.	
<b>2<sup>nd</sup> Warning</b> You will be given second warning to think about your behaviour and your choices.	
<b>Time In</b> If the behaviour continues - 5 minutes time of their next break time (Supervised by class teacher)  The process starts afresh for each session: Session 1 – up to break time Session 2- up to lunch time Session 3- up to home time	
<b>Reflection Time</b> Reflection Time is given if regularly losing break time i.e. 3 times in a week or a particular serious incident.  The member of staff giving you a reflection time, will complete a reflection sheet which will be taken by you to reflection time with the Deputy Head. Your parents will be told that you have a reflection time.	
<b>Report Card</b> If a child has had 3 reflection times in a half term, they will be placed on report card. This is filled out every lesson by your teacher and then checked at the end of the day by the Deputy Head and taken home for parents to sign.	
<b>Headteacher</b> If a child has been on report card a few times and it is still not working, they will be referred to the headteacher.	<b>Headteacher</b>

**Break Times**

<u>Explanations</u>	<u>Sanctions</u>
<p><b>1<sup>st</sup> Warning</b> For behaviour that doesn't reflect the school values or is not appropriate a first warning is given.</p>	
<p><b>2<sup>nd</sup> Warning</b> If the behaviour continues a final warning is given.</p>	
<p><b>Time In</b> If the behaviour continues, the child will stand by a member of staff on duty for 5 minutes. If the behaviour continues, 10 minutes with a member of staff. If the behaviour continues, 15 minutes with a member of staff. If the behaviour continues, SLT are called, and the child is taken inside.</p>	
<p><b>Reflection Time</b> If the incident involves anything physical or verbally abusive – reflection time is given. The Deputy Head will be informed of the incident. Your parents will be told that you have a reflection time.</p>	
<p><b>Removal</b> If the behaviour carries on despite the consequences, it is an immediate safety risk or particularly severe incident, the child should be brought in and will site outside the headteacher's office. The Head will be informed immediately, and an appropriate sanction will be put in place. Parents will be informed as well.</p>	<p>Headteacher</p>

Appendix 3b



GRIFFIN HOUSE  
PREPARATORY SCHOOL

**Negative Behaviour choices**

<b>Minor Behaviour</b>	<ul style="list-style-type: none"> <li>- Calling out, interrupting, speaking over others, making noises.</li> <li>- Name calling and unkind words (low level).</li> <li>- Eye rolling, back chat.</li> <li>- Non-serious, but inappropriate or reckless physical contact (e.g. patting, over affectionate, rough play etc).</li> <li>- Destroying others or school property, or work,</li> <li>- Running inside, playing with equipment.</li> <li>- Failure to respond to adult requests at a low-level.</li> <li>- Non-approved technology use.</li> </ul>	<p><b>STEP 1: REMIND</b></p> <ul style="list-style-type: none"> <li>- Remind of appropriate behaviours and school values</li> <li>- Remind of consequences for continued behaviour.</li> </ul>	<b>1<sup>st</sup> Warning</b>
<b>Minor Behaviour</b>	<ul style="list-style-type: none"> <li>- Continuation of above behaviours</li> </ul>	<p><b>STEP 2: REFOCUS</b></p> <ul style="list-style-type: none"> <li>- Refocus student back towards what they should be doing</li> <li>- Move student to another space in the classroom to refocus.</li> </ul> <p><b>STEP 3: RELOCATE</b></p> <ul style="list-style-type: none"> <li>- Inappropriate behaviours addressed</li> <li>- Relocate to a neighbouring class</li> <li>- Parents notified by classroom teacher and meeting organised if warranted</li> <li>- Record on Wellbeing Module.</li> </ul>	<p><b>2<sup>nd</sup> Warning</b></p> <p><b>Time In with class teacher 5 mins</b></p> <p><b>3 x Time In a week = reflection time</b></p> <p><b>Reflection time with SLT (parents are notified)</b></p> <p><b>3 x Reflection time a half term moves to report card</b></p>
<b>Major Behaviour</b>	<ul style="list-style-type: none"> <li>- Intentional violence (e.g. kicking, punching, spitting, biting etc)</li> <li>- Abusive or intimidating language or behaviour</li> <li>- Deliberate swearing, name calling, and inappropriate language.</li> <li>- Inappropriate body language or gestures.</li> <li>- Repeated high level behaviour (not following directions)</li> <li>- Theft, making threats, use of technology to intimidate.</li> <li>- Repeated disruption, yelling or screaming, tantrums.</li> </ul>	<p><b>CONTINUE TO, OR SKIP, TO STEP 4: REMOVE</b></p> <ul style="list-style-type: none"> <li>- Remove student to SLT to have time out.</li> <li>- Student to complete a Reflection Sheet in the new space.</li> <li>- Reflection sheet to be scanned for Wellbeing Module and sent home.</li> <li>- Early pick up from school <i>if warranted and approved by SLT.</i></li> <li>- Repeated behaviours result in a 'team around the child' meeting of parents, teacher and leadership, and a behaviour support plan if necessary.</li> <li>- If suspension required, refer to Positive Behaviour and Exclusion Policy.</li> </ul>	<p><b>Internal exclusion</b></p>

Appendix 3c

Reflection Time Record Sheet

<b><u>Name:</u></b>	<b><u>Class:</u></b>	<b><u>Date:</u></b>
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**What happened:**

**Teacher giving reflection time:**

<p><b><u>School Values:</u></b></p> <ul style="list-style-type: none"> <li>- Integrity</li> <li>- Resilience</li> <li>- Passion</li> <li>- Respect</li> </ul>	<ul style="list-style-type: none"> <li>- Be safe</li> <li>- Be respectful</li> <li>- Be honest</li> </ul>
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**How did my behaviour break the school values?**

**How can I change my behaviour to ensure I follow the school values?**

**Teacher leading reflection time:**