



POSITIVE BEHAVIOUR AND EXCLUSIONS POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: Christopher Sanderson – Director of Compliance and Policies

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Reviewer's Signature 

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 (2022), The EYFS Framework (2021) and The Equality Act (2010). This policy has been written with due regard to the duty of proprietors, under Section 7 of the Education (Independent Schools Standards) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils.

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, Physical Restraint and Use of Reasonable Force 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.

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.

Governors, 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
- 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: 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 are recorded on iSAMS. 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.

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.

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 or harassing behaviour
- theft
- possession or consumption of illegal drugs 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.

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, 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 regain 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.

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. 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 governors. 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 Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Information at 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

Guidelines to pupils at School; we expect you to:

- We are kind to each other, including using kind hands and feet
- We are well-mannered and polite
- We show respect for others and their property
- We follow all instructions given by staff or other adults working with the pupils
- We move quietly and safely on the stairs and in corridors or in and around school
- We bring all the equipment and books that you need for each session
- We are punctual
- We keep ourselves and others safe
- We complete all assignments on time
- We ask for help and support whenever you need it. It's OK to be proactive
- We always do our best

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

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 conform to our expectations of their behaviour at all times, whoever is responsible for them. This means that they should:
- Be respectful towards all adults

Appendix 2 – Behaviour Management Process

At Griffin House School we aim to ensure that every member of the community feels valued and respected. In order for children to achieve to their best ability, it is vital that they understand how to behave, play and study together in a considerate manner. To achieve this, we believe that it is important children, staff and parents value good behaviour. Therefore, in addition to the academic curriculum, we are also concerned with instilling the importance of right, wrong, fairness and tolerance.

Children learn best when they are in a safe and supportive community, when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do so.

These procedures seek to increase the amount of effective teaching time and develop a learning environment free from disruptions, that encourages and recognises effort, success, improvement and on task behaviour. The people with overall responsibility for behaviour management at Griffin House School is the Head and the Deputy Head. They must follow the policy and encourage good behaviour and respect for others and apply all rewards and sanctions fairly and consistently. Staff are also involved in the updating of the policy and procedures.

Underpinning our positive behaviour policy is a system that seeks to promote good relationships so that people can work together with the common purpose of helping everyone to learn. It is our expectation that good discipline arises from good relationships and from setting high expectations of good behaviour. We know and understand that there may be underlying reasons for a child's behaviour and that we have a duty to the child to examine these reasons.

At Griffin House School we aim to:

- To develop co-operation in all aspects of school life
- To discourage aggression in all its forms
- To ensure the safety of all members of our school
- Make experiences of children and staff as enjoyable and positive as possible
- Develop and foster an innate sense of self-esteem within our pupils
- Develop the ability of children to respect the needs and feelings of themselves and others
- Ensure the children care for one another and value friendships
- Establish and maintain a high standard of behaviour and good citizenship
- Assist staff in developing effective strategies for dealing with and managing pupil behaviour
- Work in unison with parents and carers to establish and maintain consistent behavioural guidelines
- Develop behaviour that stresses courtesy, tolerance, acceptance, co-operation, respect and care. Pupils will be encouraged to manage their own behaviour and use behaviours that will lead to a happy and safe school and be rewarded for showing these behaviours
- Encourage pupils to take responsibility for their own actions and realise that actions have consequences
- Develop respect for their own and other people's property
- Make our school a happy, safe and caring place to be

We aim to make the Behaviour and Discipline procedures as clear and as consistent as possible throughout the school.

Positive behaviour reinforcement

Children at Griffin House are encouraged to support each other's successes and achievements. Achievements in and out of school are celebrated in the classroom and in assemblies. Photographs, certificates, medals can be displayed on a designated board in classrooms or outside it. Children are also encouraged to talk about

their achievements at certain times during the school day. Children are also encouraged to have a growth mindset and to realise that they learn through their mistakes. Their work is also displayed throughout the school. These measures increase self-esteem which leads to positive behaviour patterns and mutually supportive working atmosphere. Unhealthy and overt competitiveness is not encouraged and we also expect parents to adopt this approach at all times and at school events.

House System

Griffin House School operates a House system. All children are placed into one of four Houses, with siblings being in the same House. We award House points for academic achievement and effort in learning, thoughtfulness, service to the school and others and good manners and behaviour.

Children collect individual house points for displaying the above behaviours. At the end of each week these are collated and contribute to the overall house stars total. The house with the most stars at the end of each week takes possession of the ‘Griffin.’

Rewards and sanctions

It is expected that as much positive behaviour as possible is highlighted and rewarded by staff. However, there will be times when sanctions are required. The table below details the rewards and sanctions employed at Griffin House School:

REWARDS	SANCTIONS
<ul style="list-style-type: none"> • Verbal praise • Stickers • Teacher’s stamp • Postcards • House points • Certificates and Headteachers awards • Griffin House Special Mentions • Weekly Achievement Board • Given responsibilities • Praise from other adults • Written comments • Golden time • Class Prize (at the end of summer term) • Headteachers stickers • Dojos • Marbles in a jar 	<ul style="list-style-type: none"> • Verbal reprimand • Reminding of expected behaviour • Repeated reprimand • Removal from group • Isolation within classroom • Loss of outside play time • Loss of golden time • Removal of responsibilities • Sent to Head or Deputy Head - parents contacted at this point • Put on report/behaviour chart • Detention • Exclusion

The Head will meet with pupils on teachers’ recommendations if they have done an exceptional piece of work.

The children are encouraged to celebrate their achievements in and out of school and in assemblies. Children are also encouraged to talk about their achievements at certain times during the school day. Their work is also displayed on boards throughout the school.

Early Years

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 PSHE 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, 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 Juniors. 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 and pupils can be nominated for a Rights Respecting Schools Award golden ticket. In class pupils can be recognised for good attitude and behaviour by having their name on 'the sun' of the class behaviour chart.

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 lead 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

A behaviour chart that is consistent in format in each class is used to recognise particularly good behaviour and poor behaviour.

Poor work may be re-written at break so long as a pupil does not miss both breaks in a day and that missed breaks do not become the norm. Communication between staff and tutors is an important part of this process.

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.