



Behaviour Policy

**This policy is for Langley Prep School
(including Pre-Prep and EYFS).**

INTRODUCTION

Langley Prep School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

Our school is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aim to develop the whole person equipped to take his/her place in the modern world.

The school is strongly committed to promoting equal opportunities for all, regardless of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.

The policy refers to and takes note of current government guidance, specifically – *Behaviour and Discipline in Schools (2016)*, *Preventing and Tackling Bullying (2014)*, *Equality Act (2010)*

AIMS

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. We educate our pupils on these principles through an extensive PDE program which frequently refers to SMSC education and the Fundamental British Values. These are our underlying principles:

- Treat everyone with consideration and respect
- Understand the difference between right and wrong
- Be polite, helpful and friendly

- Understand that rules are to ensure everyone's safety
- Appreciate and respect the school environment
- Value other people, their work and opinions
- Understand and observe the Fundamental British Values
- Respect the culture and beliefs of others

POSITIVE BEHAVIOUR CODE (see Appendix 6)

The school community of Governors, staff, parents and pupils adhere to an established routine and a Positive Behaviour Code, rather than to lists of rules. The school sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

The Positive Behaviour Code is designed to encourage positive behaviour and self-discipline. It was created through input from all Forms in PDE, and finally, through the School Council. Our aim is to continually reward and encourage good behaviour through regular recognition highlighted in events such as: weekly assemblies, House Meetings, House Points, the weekly 'Radiator Of The Week' award, the awarding of 'Courtesy Cups' at Final Assembly and the awarding of the 'Kindness Cup' at Speech Day. In Pre-Prep this also includes; Kindness Leaves, Star of the Week, Mumbles the Bear and Behaviour Tokens. Consequences of varying degrees help to set boundaries and to manage challenging behaviour. Copies of the Positive Behaviour Code are set out on the website, displayed throughout the school, and in the Parent & Pupils Handbooks; these may change from time to time.

Parents and Guardians undertake, when signing the Parent Contract, to support the authority of the Head of Prep in enforcing the Positive Behaviour Code in a fair manner that is designed to safeguard the welfare of the community as a whole.

The following guidelines indicate what is always expected of Langley Prep School pupils: (taken from Positive Behaviour Code)

- be polite at all times
- show good table manners
- show respect to others
- be helpful and be a good role model at all times
- be honest and trustworthy
- include others in all that we do
- be tolerant of others and their differences
- think before we speak
- be kind and thoughtful to everyone
- support our friends and peers through good and bad times
- radiate positivity

- walk around school
- eat healthily
- look after our belongings and keep them tidy
- respect our environment
- be smart and presentable at all times
- share our problems with the appropriate adults around us
- try our best and persevere at all times
- listen when our teacher and others are talking
- put our hand up in class to give everybody a chance to speak
- arrive promptly and be equipped for lessons
- complete the work set to the best of our ability and allow others to do the same

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Positive Behaviour Code and understand what is expected of them and why, as well as the consequences of poor behaviour. Duty staff and Prefects at break times ensure positive behaviour takes place.

Everyone has a right to feel secure and to be treated with respect at Langley Prep School. Harassment and bullying will not be tolerated. Our Anti-Bullying policy, including Anti-Cyber Bullying is available to all parents on request.

We expect pupils to be ready to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

PROMOTING GOOD BEHAVIOUR

Our systems of rewarding good behaviour play a major role in preventing negative incidents. We have a system of 'House Points' which are given by the teaching and non-teaching staff for any aspect of positive behaviour, courtesy and work, based around the six core learning dispositions of our Independent Learner Model and Kindness. These are awarded for conduct and courtesy as well as academic effort. Above this system is our 'Radiator of the Week'. This is awarded by the Head of Prep each week for those pupils that radiate warmth throughout the school or wider community. All House Points and Stars of the Week count toward the House Cup, awarded each term, and the winning House attend a House Supper as a special reward for their effort.

The Form Tutor, Class teacher or Key Worker is the first point of contact for all behaviour related issues. They maintain regular contact with parents, through phone, email and our morning 'drop-in' clinics. Their contact with the pupils is daily, plus extended sessions specifically designated as 'Tutor Time'. The Form Tutor will communicate with the Senior Deputy Head and the Head of Year, where the level of behaviour or a specific incident is deemed serious and they will remain an important part of the management process with their tutee, until the issue is resolved.

Each year, we have a body of Prefects, taken from the Year 8 group. This group is managed by a senior member of staff. Prefects work alongside break-time duty staff to resolve minor problems and report more serious incidents.

Our Year 8 mentoring programme enables the Year 3 pupils to be guided through their first year in the Prep School by a pupil in their last. The mentors are given training in behaviour management, safeguarding and general operations by members of the Senior Management Team. Mentors will also be on hand throughout any behavioural issues to assist their charges with ongoing targets and appropriate conduct outside of lessons. All Year 8 pupils receive Peer Mentoring training prior to taking up their roles of Mentor.

PUPIL VOICE

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, surveys, pastoral interviews, form time, the feelings book, BOB@langleschool.co.uk and via the School Council and Catering Committee.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and guardians who accept a place for their child at Langley Prep School undertake to uphold the School's policies and regulations, including this policy when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

The school is always happy to consider suggestions from parents and hope that parents find the school responsive and open-minded. We achieve this with a termly parents' forum that gathers opinion from representatives in each year group from EYFS to Year 8.

CONSEQUENCES

The Senior Deputy Head is responsible for administering the Behaviour Policy and maintaining the record of serious behavioural incidents. They undertake to apply any consequences fairly, and, where appropriate, after due investigative action has taken place (in-line with this policy). Form Tutors and classroom teachers work to prevent inappropriate behaviour, through minor consequences and regular communication with other staff and the Senior Deputy Head. An electronic duty log is maintained and this is used to record instances of negative **and** positive behaviour, or pastoral concern around the school. Along with the Form Tutors and Heads of Year, the Senior Deputy Head monitors this log on a daily basis to identify patterns and individuals who may need additional support. Pupils identified are discussed in a weekly, pupil-focussed staff meeting (Welfare Minutes & Actions created), as well as overviewed each half term by the Senior Deputy Head. This document is maintained to monitor behaviour over time and is used in the

handover process each year to aid transition from one year to the next. Consequences may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity.

Consequences should be applied fairly and consistently to all pupils, taking account of all circumstances, including the child's age, and within a context of positive reinforcement of good behaviour. Punishments that are humiliating or degrading should never be used.

Corporal punishment is never used as an acceptable sanction or as a threat of a sanction.

Furthermore, it is not acceptable to have pupils standing outside the staffroom, or similar, for an extended period of time. (Refer to the extract from DfEE document "Social Inclusion: Pupil Support" – Appendix 2).

Examples of consequences include: (Posters referring to these are displayed in every classroom and can be found at the end of this policy)

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks with a focus on re-education.
- Loss of privileges – for instance the loss of a prized responsibility for a senior pupil.
- Missing break time.
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- Demerits
- Kit-demerits - which may be issued as a result of kit found to be left lying around the floor of the changing areas
- Confiscation of property that is being used inappropriately or without consideration (parents must be informed)
- Withdrawal from a lesson, school trip or team event.
- Deputy Head or Head of Prep Detention
- Suspension for a specified period, removal from the school community or permanent expulsion.

It is important that any form of sanction should, where possible, fit the negative behaviour displayed by the pupil with the key focus on re-education and support rather than 'punishment'.

For repeated offences or more serious offences, suspension or expulsion may be used by the Head of Prep.

Examples of serious breaches of the rules and regulations include:

- Alcohol abuse
- Bullying, including cyber, racist, sexist or discriminatory bullying
- Drug abuse
- Fraud
- Gambling
- Improper behaviour towards a member of staff or another pupil, including malicious accusation
- Malicious damage
- Persistent disruptive behaviour
- Physical assault/ threatening behaviour
- Using pornography
- Racist abuse
- Sexual harassment
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English Law

For any of the above behaviours, the Senior Deputy Head will be responsible for maintaining a record which will be attached to the pupil's record. It is the School's policy to keep all serious sanction records securely until the pupil has reached the age of 25, when they will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations.

The School will ensure that guidelines in the Equality Act (2010) are followed for issues related to pupils with special educational needs/disabilities and reasonable adjustments are made for these pupils. The Form Tutors, in conjunction with the Deputy Head and the SENCO, ensure that any such adjustments are communicated to all staff within the pupil-focussed staff meeting each week.

USE OF REASONABLE FORCE & PHYSICAL RESTRAINT

The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)*
- *"Causing personal injury to any person (including the pupil themselves)*
- *"Causing damage to the property of any person (including the pupil themselves)*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *“Any teacher who works at the school”*
- *“Any other person whom the head teacher has authorised to have control or charge of pupils”*

What is reasonable force?

- (i) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- (iii) ‘Reasonable in the circumstances’ means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

In accordance with the DfE publication – Use of Reasonable Force: July 2013, schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Any use of ‘Reasonable Force’ with a pupil should be reported to the Head of Prep / Deputy Head, (Operations and Pastoral) and a record should be kept. Parents should be informed before the end of the day, or as soon as reasonably practicable.

PUPIL CONDUCT OUTSIDE OF THE SCHOOL PREMISES

What the law allows: Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

The School will follow up on and apply the behaviour policy for any incidents of poor behaviour, occurring off the school premises, that bring the school's name into disrepute or cause harm to other members of the school community. These include incidents such as: cyber bullying, misuse of social media, verbal, physical and emotional bullying, criminal activities. Criminal activities will be passed onto the relevant external agencies. A pupil can only be disciplined when they are back on school premises (or elsewhere when the pupil is under the lawful control of a staff member).

POWER TO SEARCH WITHOUT CONSENT

In addition to the general power to use reasonable force described above, the head and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items" in line with government guidelines (*DFE: Searching, screening and confiscation, Feb 2014*):

Searching with consent

- Any member of staff has the authority to search pupils for any item with their consent.
- Formal written consent is not required for this sort of search.
- If a member of staff suspects a pupil is in possession of a banned item, the pupil will be instructed to turn out their pockets or bag.
- If the pupil refuses to do this, the staff member will apply an appropriate punishment in line with the school's Behavioural Policy.

Authorising members of staff

- Only the Head of Prep and authorised members of staff have the authority to search pupils without their consent.
- The Head of Prep is responsible for deciding who the authorised staff are. Staff members authorised by the Head of Prep with these powers are:
 - Member of SMT
 - Head of Year
- When deciding which staff will be authorised to undertake searches under these powers, the Head of Prep will consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Searching without consent

- The Head of Prep and authorised staff have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may be in possession of a prohibited item. The staff member will decide what constitutes as reasonable grounds for suspicion on a case-by-case basis.

Prohibited items are:

- Knives or weapons.
 - Alcohol.
 - Illegal drugs.
 - Stolen items.
 - Tobacco and cigarette papers.
 - Fireworks.
 - Pornographic images.
 - Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person.
- Pupils will only be searched by staff members who are the same sex as them and all searches will be witnessed by another member of staff who will be, where possible, the same sex as the pupil being searched.
 - A search will only be conducted by a person who is not the same sex as the pupil being searched, or without a witness, where the staff member reasonably believes that there is a risk of serious harm if the search is not conducted immediately. Under these exceptional circumstances, the member of staff conducting the search will consider that a pupil's expectation of privacy increases as they get older.
 - Searches without consent will only be carried out on the school premises or, if elsewhere, where the member of staff conducting the search has lawful control or charge of the pupil, e.g. on a school trip in England.

During the search

- Definitions:
 - **Outer clothing** – clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, e.g. hats, shoes, gloves.
 - **Possessions** – any goods over which the pupil has or appears to have control, including desks, lockers and bags.

- The person conducting a search will not ask the pupil being searched to remove any clothing other than outer clothing.
- A pupil's possessions, their locker or desk will only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused if the search is not conducted immediately.
- The power to search without consent enables a personal search, involving removal of outer clothing and the searching of pockets, but not an intimate search going further than that, which only a person with more extensive powers (i.e. a police officer) can do.
- If a pupil does not consent to a search or withdraws consent having signed a consent form, then they may be subject to a search without consent but only for prohibited items.
- Members of staff are permitted to use such force as is reasonable, given the circumstances, when conducting a search for prohibited items, but will not use force to search for items banned only under school rules.

After the search

- Staff members are permitted to confiscate, retain or dispose of a pupil's property where it is reasonable to do so.
- Staff members will use their discretion to confiscate, retain and/or destroy any item found due to a search with the pupil's consent, so long as it is reasonable in the circumstances. Where any item is reasonably suspected to be an offensive weapon, it will be passed to the police.
- Staff members are legally protected from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a search conducted without consent

Staff members carrying out a search are permitted to seize any item they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

When a staff member conducting a search finds:

- **Alcohol**, they will retain or dispose of the item as they see appropriate; the alcohol will not be returned to the pupil.
- **Controlled drugs**, they will deliver them to the police as soon as possible; however, they may also be disposed of if the staff member thinks there is a good reason to do so.
- **Other substances** which are not believed to be controlled drugs, they will confiscate them if they believe them to be detrimental to behaviour and discipline.
- **Stolen items**, they will deliver these to the police as soon as possible or return them to the owner if they think there is a good reason to do so.

- **Tobacco or cigarette papers**, they will retain or dispose of them; they will not be returned to the pupil.
- **Fireworks**, they will be retained or disposed of, but not returned to the pupil.
- A **pornographic image**, they will dispose of the image unless there are reasonable grounds to suspect that its possession constitutes a specified offence (i.e. the image is extreme child pornography); in these cases, the staff member will deliver the image to the police as soon as possible.
- An item that has been, or is likely to be, **used to commit an offence or to cause personal injury or damage to property**, they will deliver the item to the police, return the item to the owner, or retain or dispose of the item.
- **Weapons or items which are evidence of an offence**, they will pass the item to the police as soon as possible.

It is up for authorised staff to decide whether there is a ‘good reason’ not to deliver stolen items or controlled drugs to the police. In determining what a good reason is, the member of staff will take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the item.

Where the member of staff is unsure of the legal status of a substance and has reason to believe it may be a controlled drug, the item will be treated as such.

In relation to stolen items, the police will not be involved in dealing with low-value items (e.g. pencil cases); however, it may be appropriate for the school to contact the police if high-value items (e.g. laptops) or illegal items (e.g. fireworks) are involved.

Electronic devices

If an electronic device that is prohibited by the school rules or that is reasonably suspected to have been, or is likely to be, used to commit an offence or cause personal injury or damage to property is found during a search, the staff member is permitted to examine any data or files on the device where there is good reason to do so.

Parental consent is not required in order to search a pupil’s phone if it has been seized in a ‘without consent’ search.

Staff members have the authority to delete data or files if they think there is a good reason to do so, unless the device is suspected to be relevant to an offence, or is a pornographic image of a child or an extreme pornographic image; in these cases, the device will be given to the police and files and data will not be deleted from the device prior to doing this.

In determining what a good reason is, the member of staff will reasonably suspect that the data or file on the device has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Any electronic device that has been seized which is prohibited by the school rules, and there are reasonable grounds to suspect that it contains evidence relating to an offence, will be given to the police as soon as possible.

If a member of staff does not find any material they suspect is evidence in relation to an offence and decides to not give the device to the police, they are permitted to decide whether it is appropriate to delete any files or data from the device or retain the device as evidence of a breach of school discipline.

Parental consent

The school is not required to inform parents before a search takes place or to seek their consent to search their child.

The Head of Prep will inform the individual pupil's parents where alcohol, illegal drugs or potentially harmful substances are found via a phone call, though this is not a legal obligation. Complaints about screening or searching will be dealt with in line with the school's Complaints Procedures Policy.

COMPLAINTS

We hope that parents will not feel the need to complain about the operation of the Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures, which apply equally to the Prep, Pre-prep and EYFS Departments (*and have been drafted to meet the specific requirements for EYFS pupils as described in the ensuing paragraph*) are on our website. Copies can be obtained on request. We undertake to investigate all complaints and to notify parents of the outcome of investigation within 28 days. We maintain records of complaints for three years after the pupil has left our school. There is a 3 staged process for dealing with complaints (see the Complaints Policy).

PASTORAL CARE FOR STAFF ACCUSED OF MISCONDUCT

DfE guidance outlines the need for "common sense and judgement" when applying allegation procedures. The guidance also emphasises the importance of the duty of care for employees subject to an allegation stating that employers should "act to manage and minimise the stress inherent in the allegations and disciplinary process. Support for the individual is key to fulfilling this duty". There is a continual challenge to balance what is fair to staff members who the allegation is made against and protecting young people, particularly around suspensions.

The School provides a named contact that the accused staff member can contact (and will be contacted by) for support. The contact keeps the accused up to date as much as possible. The named contact is someone who they will feel comfortable with and is usually a member of senior staff which helps to maintain discretion. We also provide access to Employee Assist [confidential helpline] for support and using this support is always recommended

PREP SCHOOL PROMOTING POSITIVE BEHAVIOUR

We believe that at Langley Prep School, behaviour is generally exemplary. Much of this is due to clear expectations, a school-wide understanding of our Positive Behaviour Code and we firmly believe that:

- Children learn best when they feel safe, secure and happy.
- Children have the right to be able to work and play without disruption or danger, in an atmosphere of good manners and respect for others and their property.
- A consistent approach across the whole school is the most effective method for positive behaviours.
- Staff have a right to work in a safe, caring and respectful environment.
- Parents have the right to expect a safe, caring environment for their children.
- Parents should share with the school the responsibility to teach their children self-discipline, moral and social awareness and other qualities which prepare them for wider social experiences and society.

However, should a child transgress, the following **eight stage procedure takes place**:

A pupil may engage at any level. Persistent negative behaviour will result in a pupil moving through the stages, however consistent evidence of positive behaviour and effort on the part of a pupil will result in a move in the opposite direction.

The Electronic Duty Log is used in Reception to Year 8 to record positives, concerns and transgressions and inform class teachers, form tutors and other members of staff. All staff can access this from their computers to enable them to have an overview of the pupils that they teach. The Senior Deputy Head monitors these records and works with the Heads of Years (HOY) and Pre-Prep Lead (PPL) to ensure pupils do not continue along the stages.

At all stages the HOY, PPL and Form Tutor are kept informed of events. Copies of Incident Forms and Parental Contact Forms are distributed to the HOY, PPL and Form Tutor and the Senior Deputy Head, who will ensure that a copy remains in a child's file.

In the case of bullying refer to the school's Anti-Bullying policy which illustrates how the bullying policy is designed to dovetail into the behaviour policy.

Warning (Stage 1)

A Stage 1 usually is taken in the form of a verbal reprimand. The member of staff must remain calm and in control at all times. This can be used by all members of staff for what would be seen as low level displays of negative behaviour.

Low level disruption: e.g. calling out, disturbing other pupils, not following instructions, talking when others are talking, boisterous behaviour, display of poor table-manners, (not an exhaustive list)

Reflection (Stage 2)

Stage 2 will generally be reached through any form of repeat of Stage 1. For low level displays of negative behaviour (Stage 1) pupils will have received some form of verbal warning / reprimand. The repeat of the negative behaviour will then result in a loss of free time, which is overseen by the Duty Member of staff in Year 3 – Year 8 or class teacher in Reception – Year 2. When a Stage 2 is issued, a pupil will sit a 5 minute reflection time, in which they will complete a reflection form. Stage 2 MUST be recorded on the Duty Log.

Repeat of Stage 1 behaviour: pupils will have then received a warning (verbal reprimand); poor display of behaviour in corridors and changing rooms (a record on Duty Log)

Demerit (Stage 3)

Pupils will move to Stage 3 for the first instances unkindness towards another child or for further repeated displays of negative behaviour from Stage 1 & 2. A pupil who has moved to Stage 3 and parents being informed by the Tutors / Form Teachers. A pupil at Stage 3 will also receive a break time reflection with the Duty Member of staff in Year 3 – Year 8 or class teacher in Reception – Year 2 for 10 minutes where some reflective work will be carried out (see Appendix 4 'Stage 3 Detention Sheet'). HOY and Tutors / Form Teachers will be informed and all details must be added to the Duty Log.

Repeat of Stage 2 behaviour; poor behaviour in the dining room; first instance of unkindness; rudeness towards adults; rough actions towards another pupil: **Parents informed** (All information recorded on Duty Log) **If a pupil continues to disrupt a lesson despite receiving a demerit a member of SMT can be called to remove that child from the lesson.**

Head of Year's Detention (Stage 4)

Pupils move to Stage 4 for repeated negative behaviour from Stage 3, use of offensive language, physical harm to another pupil or repeated unkindness. This involves a full HOY Detention which involves a 20-minute period of reflective work (see Appendix 5 'Stage 4 Detention Sheet'). The HOY will contact parents and the Tutors / Form Teachers will be informed. All details will be recorded on the Duty Log.

Pupils can also move to Stage 4 for 3 Demerits within a short period of time (down to the discretion of the Deputy Head 'Pastoral'), usually within 6 weeks. This involves a full HOY Detention which involves a 20-minute period of reflective work (see Appendix 5 'Stage 4 Detention Sheet'). The HOY will contact parents and the Tutors / Form Teachers will be informed. All details will be recorded on the Duty Log.

3 Demerits in a short period of time (open to discretion of Deputy Head Pastoral), Use of offensive language; physical harm to another pupil; repeated unkindness; mobile phone in school.

Deputy Head's Detention (Stage 5)

Pupils move to Stage 5 for repeated negative behaviour from 4, or bullying, theft, racism or repeated physical harm of another pupil or member of staff. A pupil can move straight to Stage 5. This involves a full Deputy Head's Detention which involves a 20-minute period of reflective work (see Appendix 5 'Stage 4/5 Detention Sheet'). The Senior Deputy Head, will contact parents and the HOY and Tutors / Form Teachers will be informed. All details will be recorded on the Duty Log.

Bullying; theft; racism; repeated physical harm of another pupil or member of staff; repeat of Stage 4

Head of Prep Detention (Stage 6)

Pupils move to Stage 6 for what would be repeated negative behaviour from stage 5. A pupil can move straight to Stage 6. At Stage 6, pupils receive a Head of Prep' Detention. This involves spending 1-2 hours with the Head of Prep carrying out some form of reflective education looking at methods of preventing any form of repeat of the negative behaviour. Parents will be involved and will meet with the Head of Prep (or Deputy in the Head of Preps absence). All pupils at Stage 6 will be recorded on the Sanctions Log with the Senior Deputy Head, in order to track any patterns. All information will be recorded on the Duty Log and individual pupil files. The Head of Prep may also choose to withhold certain activities from a pupil who is at Stage 6 such as: withdrawal from a fixture, trip, lesson or particular activity / hobby. This will all be recorded and parents will be informed.

Repeated negative behaviour - bullying; theft; racism; physical violence towards another pupil or member of staff; repeat of Stage 5

Suspension (Stage 7)

At Stage 7, the Head of Prep, Senior Deputy Head and the Head of Year will meet with parents who are informed that unless their child's behaviour improves within a stated period of time he/she will have to leave the school. This period of time may vary according to the individual case, but will not be less than two full weeks. Records from the Duty Log are discussed. Suspension, or fixed period exclusion, may be required, although all efforts will be made to ensure he or she has a final chance and a clear understanding of the implications of Stage 6. During the suspension, the School will continue to set and mark all work completed by the pupil. In the event of an external suspension, it is the responsibility of the parents or guardians to ensure that the pupil remains at home during normal school hours.

Repeat of any Stage 6 (at the discretion of the Head of Prep in conjunction with the Senior Deputy Head), Serious Bullying / Violence / Alcohol / Drugs

Expulsion (Stage 8)

In the event that a pupil has progressed through the stages outlined above, all reasonable methods will have been undertaken to effect a change. Continued disregard for the Positive Behaviour Code and/or failure to meet the targets set in the previous stage will result in the pupil being required to leave the school. Actions that are unlawful, dangerous to others or diminish the quality of education or well-being of others fall into this category. All consequences at Stage 7 & 8 will only be considered in consultation and agreement with the Head of Prep.

Repeat of Stage 7; serious bullying; violence towards other pupils or staff;

Where the Head of Prep is of the opinion that the conduct or progress of the pupil has been unsatisfactory, or if the pupil, in the judgement of the Head of Prep, is unwilling or unable to profit from the educational opportunities offered and permanent exclusion is considered warranted, they may use their discretion not to expel the pupil immediately, but to give parents the opportunity to find another school for the child within a stated time scale. If this opportunity is not taken, the pupil will be formally expelled (permanently excluded).

The ultimate decision as to what stage a child is placed at will ultimately be made by the Head of Prep and Senior Deputy Head, but the views of the HOY and Form Tutor will obviously be considered in all cases. The Form tutor will be kept informed at all times

Appendix 1

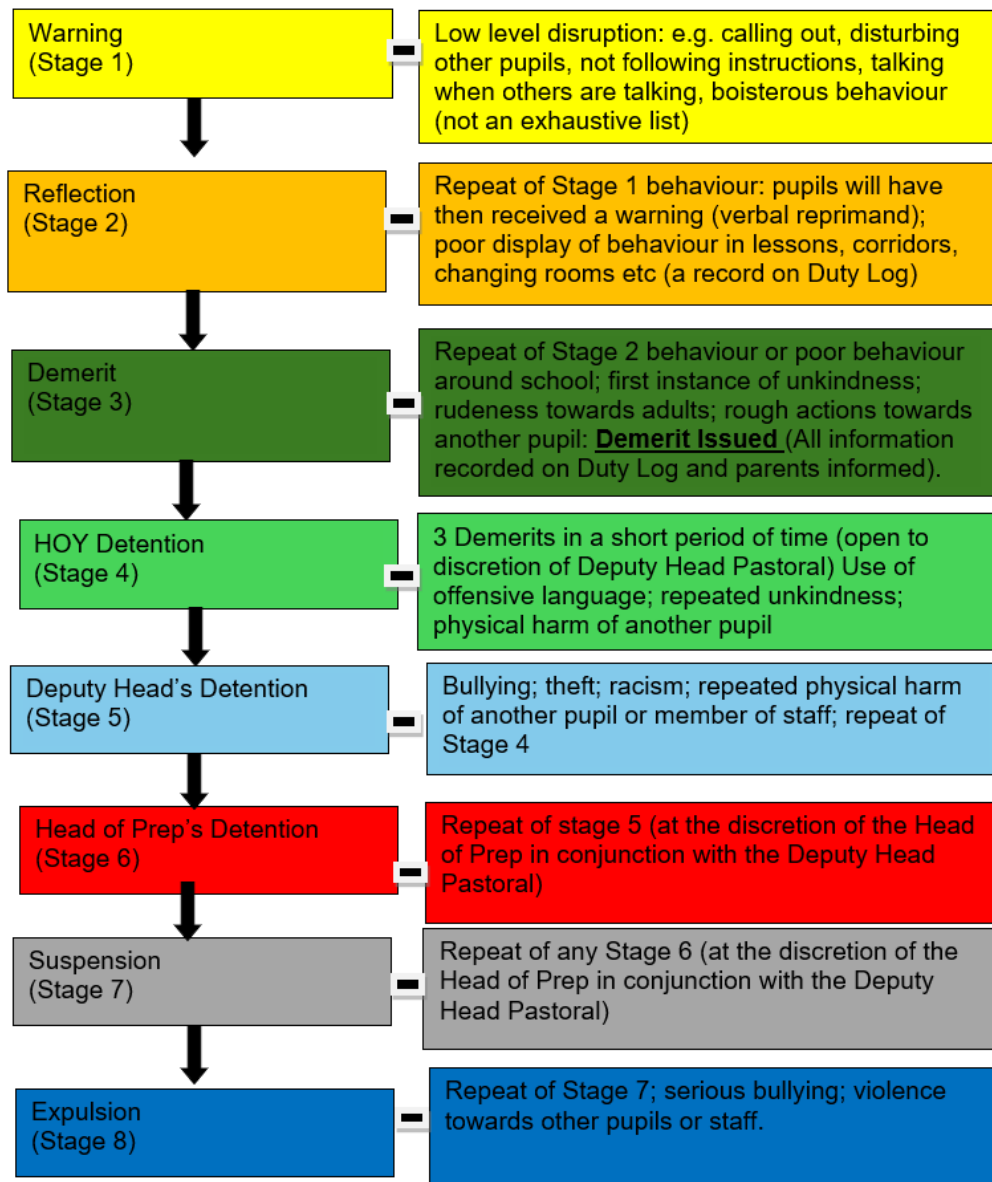
Guidelines

1. Every case will be investigated and dealt with according to individual circumstances.
2. Every case will be dealt with fairly and action recorded (as soon as is reasonably practicable).
3. Through its action, the School hopes to bring about improvement and so no absolute rules apply. Discretion will be applied to each case in the hope of effecting change.
4. The School accepts that the mental health of some pupils is affected from time to time by their personal circumstances, and during times of stress, allowance may be given in mitigation. The School must be alert to such instances. We can do much to foster the emotional well-being of our pupils, and to be of immediate and practical help to them when problems arise.
[The School needs the cooperation of parents who must inform the Head of Prep of any serious problems at home which may affect performance at school]

The World Health Organisation defines mental health as “a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” When children don’t feel good about themselves, don’t enjoy relationships, don’t learn confidently and overcome difficulties; when they are overwhelmed by misery, anger or fear, then problems arise. (Young Minds: the children's mental health charity.)

5. Children will be given reasonable explanations of why they are receiving a sanction. It is accepted though, that when they are in trouble they feel victimised and that this can exacerbate their reaction to some circumstances, which will be taken into account.
6. The response made by a member of staff to a particular situation should reflect the nature and seriousness of the circumstances surrounding the situation. Equally, knowledge of the pupil will help to determine the outcome.
7. Praise and encouragement may be of greater value in some circumstances than a display of outrage and disapproval.
8. Children should not be shouted at or spoken to in such a way that they feel intimidated or humiliated.
9. The school operates a policy of non-restraint unless a pupil is in danger of harming himself, other pupils or members of staff, in which case minimum restraint may be used.

Appendix 2



The above examples are not an exhaustive list, they are there to give an example of the thresholds for each level. Parents should be informed of everything from Level 3 onwards. All levels must be recorded on the Duty Log along with any actions.

Appendix 3

Stage 2 Reflection Sheet

The aim of this period of reflection is to help improve your behaviour and actions so that you learn to become a kinder or better-behaved member of the school in line with the school's aims.

Name: _____ Form: ____ Date: _____

Reason for being here.

What will you do to change your behaviour and avoid detentions in the future?

Appendix 4

Stage 3 Detention Sheet

The aim of the detention is to help improve your behaviour and actions so that you learn to become a kinder or better-behaved member of the school in line with the school's aims.

Name: _____ Form: _____ Date: _____

WHY?– In as much detail please explain why you are here?

What effects could your behaviour have on your learning and the learning of others?

What will you do to change your behaviour and avoid detentions in the future?

Appendix 5

Stage 4 Detention Sheet

The aim of the detention is to help improve your behaviour and actions so that you learn to become a kinder or better-behaved member of the school in line with the school's aims. This detention will be carried out with the Head of Year or a Deputy Head.

Pupil's Name: _____ Form: _____ Date: _____

Reason for my behaviour

Description of my behaviour

Consequences of my behaviour

How do I feel?

How has my behaviour affected others?

Others consequence (s)

Plan for improvement

Pupil's Signature_____

Teacher's Signature_____

POSITIVE BEHAVIOUR CODE

Behaviour That Affects Good Manners

We choose to:

- be polite at all times
- show good table manners
- show respect to others
- be helpful and be a good role model at all times
- be honest and trustworthy

Behaviour That Affects Friendship

We choose to:

- include others in all that we do
- be tolerant of others and their differences
- think before we speak
- be kind and thoughtful to everyone
- support our friends and peers through good and bad times

Behaviour That Affects Wellbeing Around School

We choose to:

- radiate positivity
- walk around school
- eat healthily
- look after our belongings and keep them tidy
- respect our environment
- be smart and presentable at all times
- share our problems with the appropriate adults around us

Behaviour That Affects The Way That We Learn

We choose to :

- try our best and persevere at all times
- listen when our teacher and others are talking
- put our hand up in class to give everybody a chance to speak
- arrive promptly and be equipped for lessons
- complete the work set to the best of our ability and allow others to do the same