



Promoting Positive Behaviour Policy

Table of Contents

1	Introduction	Page 2
2	Aims and Objectives	2
3	Definition of Roles	4
4	Promoting Positive Behaviour	5
5	Definitions	7
6	Rewards and Sanctions	8
7	Consequences of Poor Behaviour	8
8	Bullying	9
9	Temporary or Permanent Exclusion	11
10	Investigation Procedures	11
11	Corporal Punishment and Restraint	11
12	Support for Children with SEND or Additional Needs	11
13	Homework	11
14	Pupil Transition	12
15	Staff Training	12
16	Equal Opportunities	13
17	Review	13

Appendix 1	Support and Sanctions Ladder	Page 14
Appendix 2	Pupil Code of Conduct	18
Appendix 3	Time to Reflect Sheet (Detention)	19



1. Introduction

This policy promotes positive behaviour across the whole school including the EYFS.

This policy document operates in accordance with relevant legislation and the guidance given by the Department for Education (DfE) in Behaviour and Discipline in Schools' (2014) and in compliance with the Requirements for children with learning difficulties and/or disabilities given in the Equality Act 2010. The Protected Characteristics under this act are:

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

This policy is to be read in conjunction with the following policies:

- Anti-Bullying
- Attendance and Punctuality
- Educational Visits
- Equality, Diversity and Inclusion
- Online Safety
- Safeguarding and Protecting the Welfare of Pupils
- Restraint and the Use of Reasonable Force Guidance
- Searches Guidance
- Smoking, Alcohol, Drugs and Other Substance Abuse

2. Aims And Objectives and Strategies to Achieve Them

The key principle is to promote and sustain positive behaviour through the following aims:

To provide excellence in education

This is achieved by:

- Providing an optimum environment in which outstanding learning can take place
- Designing a forward-looking curriculum which establishes strength in the core subjects but is also broad and flexible enough to adapt to the demands of the 21st Century
- Equipping pupils with the tools and habits of mind that enable them to navigate the global environment

To bring out the best in every individual child

This is achieved by:

- Having high expectations of all pupils and a belief that everyone can achieve and succeed
- Promoting life-long learning and well-being
- Encouraging compassion and social responsibility in pupils
- Providing a breadth of experiences and opportunities to enable pupils to find their niche

To develop moral integrity and the confidence in pupils to be themselves

This is achieved by:

- Practicing respect and tolerance in our multi-faith and multi-cultural environment, through an understanding of the Mill Hill Education Group's values and traditions



- Enabling pupils to find the courage to stand up for what they believe in
- Providing opportunities to develop socially responsible pupils
- Encouraging pupils to be self-aware, resilient and to celebrate their individuality
- Motivating pupils to recognise the local, national and international context of their own education.

To nurture pupils from childhood to adulthood

This is achieved by:

- Providing a wide range of activities that enable pupils to develop the skills and attributes of confidence, curiosity, independent thinking, creativity, leadership and teamwork, resilience, emotional intelligence and adaptability
- Cultivating interests, talents and disciplines that will enhance the pupils' experience of life, now and in the future
- Providing a continuity of ethos within all four schools and effective transition of pupils

To build a sense of community and environmental awareness

This is achieved by:

- Working in close partnership with parents, alumni and the local community
- Managing our organisation in a financially and environmentally responsible manner
- Engaging our pupils in environmentally conscious attitudes and an appreciation of the natural world
- Creating a sense of family and belonging through experiences and events across the Foundation

Keble Prep School takes a very positive approach towards behaviour and expects everyone: pupils, staff and volunteers alike to show courtesy, consideration and respect to others at all times. This fully accords with the School values of:

PROBITAS - *Honesty*

Working hard
Respecting the rights and property of others

VERITAS - *Truth*

Telling the truth
Keeping promises and honouring commitments

PURITAS - *Purity*

Consideration for others
Being self-reliant and setting high standards for yourself

Animo - *Courage*

To be ambitious and inspirational
Our values at Keble Prep



permeate all areas of School life including our Personal Social Health Education (PSHE) scheme of work, lessons and assemblies. The values also promote Social Emotional Mental Health, British Values, the Prevent Strategy for Schools and the United Nations Convention on the Rights of the Child.

Keble's values are displayed and reinforced throughout the School. The School promotes rewards and praise rather than criticism and sanctions. **The School does not believe in the use of, or the threat of, corporal punishment.**

3. Definition of Roles

Governing Body

- Sets the policy for the management of behaviour in the School;
- Sets the pupil Code of Conduct;
- Governors have a role in reviewing the decisions of the Head in respect of exclusions;
- Determines formal complaints of parents/carers of pupils in the School.

The Head

- Is responsible to the Governing Body for the good order and discipline of pupils at the School;
- The Head maintains oversight of the operation of this policy and may review the decisions of other staff in respect of discipline;
- The Head alone has the legal authority to exclude pupils from the School;
- The Head frequently meets with pupils who deserve commendation for their effort and/or achievements.

The Deputy Head

- Is responsible to the Head for good order and discipline in the School as a whole
- This person is responsible to the Head for the welfare of all pupils, and specifically for ensuring the effectiveness of any specialist provision that a pupil may require in terms of pastoral care;
- Assistant Heads of Department are to support the Deputy Head and Head in the implementation of this policy.

The Head of Pre-Prep

- Is responsible to the Head for good order and discipline in the Pre-Prep
- This person is responsible to the Head for the welfare of all pupils, and specifically for ensuring the effectiveness of any specialist provision that a pupil may require in terms of pastoral care;
- The Assistant Head of the Pre-Prep and the class teachers are to support the Head of Pre-Prep and Head in the implementation of this policy.

Classroom Teachers

- Are responsible for the behaviour of pupils in their classroom and identifying patterns which may require intervention;
- Behaviour must be of a standard that allows constructive teaching and learning to take place;
- They also give praise and support to their pupils and may recommend them for House or School rewards;
- The teachers work with the pupil to resolve problems;



- They may impose low level sanctions and recommend that a pupil receives a mid-range sanction;
- Will also work with parents to support the behaviour of pupils if there is a recurring problem.

ALL Staff

- Teaching or otherwise, all staff have a role to play in promoting the values of the School and upholding the principles, values and school rules. All staff should follow the reporting and referral procedures to ensure that poor behaviour is dealt with at the correct level.
- The staff promote self-discipline amongst the pupils and deal appropriately with unacceptable behaviour according to this policy. All staff have a duty to ensure that disruptive behaviour is not tolerated. If low or level 1 behaviour occurs staff must implement and supervise an appropriate strategy (time to reflect sheet / detention).

Parents

- Throughout a child's time at Keble Prep we aim to work in partnership with Parents, guardians and carers to ensure continuity of care and the careful management of each stage of a child's development and open and friendly communication is encouraged.
- We firmly believe that parental involvement with the school and the child's education has a positive effect on the child's progress and development.
- Children benefit enormously from the knowledge and security that the school and their parents/guardians/carers are working together to support, encourage and recognise their endeavours and achievements.
- This is equally true as we work to resolve difficulties they may either have or mistakes they might make.

The Pupils

- The School Values and their impact are very important to the pupils as shown by the strong pupil voice in School Council meetings, assemblies, form time, PSHE lessons, debating club and RS lessons.
- Every pupil's voice matters, and their views are taken into account when creating individual behaviour plans which also adheres to the SEND Code of Practice 2015.

4. Promoting Positive Behaviour

In order to promote positive behaviour the School endeavours to establish strong and mutually respectful relationships between all staff and pupils; where teaching is lively, purposeful and engaging; where praise, rewards and recognition are given generously where earned and where sanctions, when deserved, are imposed justly, swiftly and consistently, giving pupils a chance to reflect and learn from their mistakes. For this to happen:

The **Senior Leadership Team (SLT)** will

- Ensure that full induction procedures are in place for Newly Qualified and inexperienced teachers (along with a support programme) and all incoming experienced staff;
- Ensure that systems of communication with, and between, staff on disciplinary matters is effective;
- Ensure that this policy is implemented by all staff across the school.



The **Deputy Head** will

- Take the lead on the management of behaviour within the school;
- Ensure that rewards and sanctions are used equitably across the School and that pupils are rewarded for positive behaviour as well as sanctioned for poor behaviour;
- Ensure that appropriate records are kept and monitored, with suitable intervention;
- Oversee of the impact and success of this policy and make adjustments in consultation with SLT as necessary

Classroom Teachers and TAs will (within their classes)

- Promote positive and effective relationships between pupils and between staff and pupils;
- Consistently reinforce, The Keble Values and the School Rules;
- Monitor the behaviour of pupils and give rewards or sanctions as appropriate.
- Familiarise themselves with this policy and the School's Expectations and Standards, implementing them consistently;
- Use praise and sanction as appropriate, seeking assistance from the Assistant Head Pastoral if necessary.
- Record notes of behaviour and pastoral incidents on Engage.
- At the start of each new academic year teachers read the notes on Engage for each new pupil in their form class.

Other Staff (Admin, Medical, Housekeeping, Grounds and Maintenance) around school will

- Promote positive and effective relationships between pupils and between staff and pupils;
- Consistently reinforce, monitor and adhere to the School's expectations for behaviour as set out in The Keble Values and the School Rules;
- Monitor the behaviour of pupils and report to the class teacher for both positive and negative behaviour.

Expectations with Regard to Pupils - Pupils will be expected to:

- Conduct themselves around the building in a quiet, safe, sensible, manner and show regard to others
- Arrive on time to lessons
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and pupils
- Show respect and tolerance for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules

Expectations with Regard to Staff - Staff will be expected to:

- Arrive on time to their lessons
- Meet the pupils at the door



- Have a seating plan to aid effective learning and clear routines
- Create a swift and purposeful start to the lesson
- Reinforce clear expectations of behaviour
- Deliver a suitably planned and structured lesson which meets ALL individual needs: differentiate and extend
- Follow the School's Marking and Feedback policy
- Deal with incidents of inappropriate behaviour by following the school's procedures
- Promote and reinforce positive behaviour in the classroom: praise behaviour that you want to see more of
- Have a consistent approach in following School policies

Expectations with Regard to Parents / Guardians - Parents and guardians are expected to:

- Work in partnership with staff to ensure and support good behaviour, especially when speaking in front of pupils at home
- Inform the class teacher / form tutor of any concerns
- Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared to work
- Support pupils to develop good organisational skills and homework habits
- Support and sign the school behaviour policy and contract

5. Definitions (see Appendix 1: Support and Sanctions Ladder)

Misbehaviour is defined as the following by the DfE in their document *Behaviour and discipline in Schools Advice for headteachers and school staff*:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork or homework without just cause on several occasions
- Unacceptable attitude
- Incorrect uniform
- Disrespecting school or other's property

Serious misbehaviour is defined as:

- Verbal or physical aggression
- Any form of bullying
- Sexual assault
- Serious vandalism of school property or other's property
- Theft
- Discriminatory comments including race, disability, religion, sexuality, culture or gender.

Including any form of reference to "Hate" or an individual's "protected characteristic". These incidents will be recorded and dealt with extreme robustness. Discrimination is a level 3 category sanction and each incident will be analysed closely and all mitigating circumstances considered BUT the highest sanction will be considered (either internally or externally exclusion).

- Breaking the "Acceptable ICT Use" policy



6. Rewards and Sanctions

The vast majority of pupils display high levels of positive behaviour at Keble at all times. In addition to THASP, our rewards system encourages pupils, teachers and their parents/carers to celebrate sustained good work, effort and progress and contribute to a culture of motivation and success.

Keble recognises that a key part of developing the potential of our girls is giving encouragement and praise. Praise is a key component of the recognition and rewards system along with good teaching and good staff/pupil relationships. Staff at Keble are encouraged to actively look for opportunities to praise pupils both within and beyond lessons. The School encourages pupils to strive for excellence which we take to mean being the best that they can be, regardless of ability. Our system of rewards allows us to celebrate achievement, excellence and pupil contribution in all aspects of school life.

7. Consequences of Poor Behaviour

We recognise that pupils can sometimes get things wrong when it comes to behaviour, conduct and decision making, and that it is our responsibility to help pupils learn from these mistakes and instil behaviours that promote fewer mistakes in future. With this in mind we aim to take a sympathetic and restorative approach to how we manage undesirable behaviour at the Mill Hill School Foundation, while remaining firm and consistent in our application. The adult responsibility in managing poor behaviour and promoting positive behaviour is at the heart of our approach which is supportive and enabling.

The use of disciplinary sanctions will be reasonable and proportionate to the circumstances and staff will apply them consistently and fairly. Account will be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil. Disciplinary sanctions will have the main aim of helping the child to understand the impact of behaviour and what they could do differently next time.

Staff should aim to resolve issues at the lowest possible level.

The pupils may be rewarded and/or sanctioned in the following ways. Taking into account the individual, staff may use one or more of the following rewards or sanctions in response to behaviour that either promotes the School values or contravenes the School values.

REWARDS	SANCTIONS
Praise	A verbal warning or reprimand
House Points	Discussion of behaviour, social story work
Stickers and stamps	Break/lunchtime reflection time (detention)
Postcards sent home	Friday night/Saturday morning detention



Golden Time	Completion of a <i>Time to Think</i> sheet
Positive marking and feedback to parents	Time out
Effort Grades	Referral to a senior member of staff
Special responsibilities	Letters or calls home to parents
Head Teacher's commendation and mention in the newsletters	Verbal apology
Good work assemblies	Writing a letter of apology
Prize-giving	Removal from a sports event or trip
Sports Colours and awards	Being put <i>on report</i>
	To follow a school inclusion plan
	Internal suspension
	Fixed term or permanent exclusion

8. Bullying

Bullying is defined as any intentional behaviour, repeated over time, that physically, verbally or indirectly hurts or injures another individual or group; that threatens or frightens; that is demoralising or humiliating; that psychologically hurts or injures.

All staff should be aware that children can abuse other children (often referred to as child on child abuse). Bullying (including cyberbullying, prejudice-based and discriminatory bullying) is most likely to include, but may not be limited to:

- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and



- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

At Keble Prep, we believe that all members of the school community should display courtesy, consideration and respect to others at all times. With such an ethos there can be no place for bullying of any kind.

As a school we are aware that bullying in any form can cause psychological damage, and that harassment and threatening behaviour are criminal offences. Furthermore, if the bullying is deemed to represent a risk of significant harm to any person involved, it should be regarded as a safeguarding issue.

Promotion of the anti-bullying message is through a variety of mechanisms including:

- Annual Safeguarding briefing for all staff which refers to The Group's Anti-Bullying Policy
- PSHEE lessons / Assemblies/circle time
- Staff and pupil training
- Raising awareness of bullying during National Anti-Bullying Week
- Involvement of all members of the School community. Caterers and grounds staff may notice things that others do not.
- Guest speakers to talk to pupils and parents.
- Awareness of areas around school where bullying may occur

Bullying is taken seriously at Keble and all staff are aware of what steps to take:

1. Staff member alerted will ascertain all the facts from the pupils involved
2. Deputy Head/Assistant Head Pastoral will co-ordinate the investigation.
3. The Head will be informed at an appropriate stage in the investigation;
4. The investigation will be thorough, timely and pupil interviews will be conducted in accordance with the clearly set out guidelines. If, as a result of the investigation, any safeguarding issues arise, these will be reported immediately to the appropriate person;
5. Parents will be informed as soon as possible of their child's potential involvement;
6. A summary of the outcome of the investigation will be compiled by the investigator and sanctions/additional support (for the victim/bully) agreed. These will be on a case-by-case basis.
7. Parents will be informed of any action to be taken re their child;
8. The incident will be (confidentially) recorded and a copy placed on the pupil's file;
9. A log of bullying incidents is held by the Head.
10. Following an incident of bullying full pastoral care is given to both children through the therapeutic services offered in school.

For more detail, please see the School's Anti-bullying Policy.



9. Temporary or Permanent Exclusion

Although our approach will always be to intervene early and try to avoid issues escalating, it is important to note that serious or persistent breaches of our behaviour policy may result in either temporary or permanent exclusion from school. Please refer to our Expulsion, Removal and Review policy for guidance.

10. Investigation Procedures

Serious behavioural incidents will require careful investigation. Guidance for how these will be conducted can also be found in the Expulsion, Removal and Review Policy.

11. Corporal Punishment and Restraint

There is no corporal punishment at the Mill Hill Education Group, as required by Section 131 of the School Standards and Framework Act 1998. This includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises, and applies to all staff employed by the Mill Hill Education Group including any acting in loco parentis such as unpaid volunteer supervisors. The circumstances under which physical restraint may be used are noted in the Group's restraint guidance.

In accordance with the law, **the school does not use corporal punishment.** In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Causing disorder
- Endangering themselves or other pupils and staff
- Causing serious damage to the premises and property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers on the same day or as soon as reasonably practicable.

Every member of staff will inform the Headteacher immediately after he/she has needed to restrain a pupil physically. The school will always inform a parent when it has been necessary to use physical restraint and invite them to the school, to discuss and agree a strategy for managing that individual pupil's behaviour.

12. Support for Children with SEND or Additional Needs

All members of staff will be aware of children with Special Educational Needs or Disabilities (SEND) and will adjust their approach to the behaviour of these children in order to educate, rather than sanction if there is a need to do so. Teachers and Assistants take into account any diagnosed or potential special educational needs that may affect a child's understanding of social situations and appropriate



behaviour or reactions. (All staff members can approach the SENCo to seek support and/or advice on how to appropriately support a child with SEND in their care). Staff to be aware about the perception of behaviour if a child is SEN when they have been the victim.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with additional needs from being at a disadvantage.

At Keble Prep, we value positive teacher/pupil relationships and use this knowledge of individual children to support our behaviour systems. Listening to children's views and in collaboration with parents we identify staff mentors for children who may need more support or Time To Talk input.

Children who need more support and guidance can be given a daily/weekly Report Card or an Inclusion Plan. These are discussed with parents before issuing them to a child. These documents are used to encourage positive behaviour, interactions and attitudes. They are reviewed daily by the child alongside their Form Tutor to aid reflection and restorative practice. These can also be shared on a weekly basis by the child, Class / Form Tutor and Pastoral Team to ensure good progress, celebrate success or to determine if further intervention is needed.

The school's SEND co-ordinator will support the evaluation of a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The SEND co-ordinator will also be involved when creating an Inclusion Plan with pupils with SEND.

Where necessary, support and advice will also be sought from an educational psychologist, medical practitioners and/or other, to identify and support specific needs.

13. Homework

It is an expectation that all pupils complete their homework on time. If this does not happen the followed system is in place:

1. Reminder to child from subject teacher
2. Warning to child from subject teacher
3. Email to parents

14. Pupil Transition

To ensure a smooth transition between different years in the school, pupils have opportunities to get to know their new form tutors. In addition, staff members hold transition meetings sharing both pastoral and academic information.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for other pupils transferring to other schools. In weekly staff meetings, progress and pastoral team meetings, individual pupils are discussed so any behaviour issues are raised and discussed with staff so all are aware.



15. Staff Training

Staff are provided with training and information on managing behaviour, including the proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

16. Equal Opportunities

All rewards and sanctions are applied fairly and consistently and in accordance with the school's Equality, Diversity & Inclusion Policy.

17. Review

This Review: Autumn 2024
Next Review: Summer 2025

This Policy has been approved by the Education Committee of the Court of Governors on 20th November 2024.



APPENDIX 1: Support and Sanctions Ladder

ALL incidents must be recorded on Arbor by the teacher witnessing or managing the incident.

SMT and the Headmaster reserve the right to judge each situation after an investigation has been conducted. All mitigating circumstances must be considered and whether the child has additional needs

Key

All incidents are recorded on the school MIS known as Arbor. Arbor incident levels descriptives are shown below to help staff record information. Arbor automatically notifies the relevant staff set out below so response can be initiated.

Level	Arbor Type of Behaviour	Response to Behaviour
Level 0	<i>Alleged Bullying</i> <i>Alleged Discrimination</i> <i>Mental Health Concern</i>	Form tutor notified Managed by Head of Pastoral care/lead DSL in discussion with pastoral team
Level 1	Low Level incidents / one off <i>Low level unacceptable behaviour</i> <i>Low Level physical issues</i> <i>Low level e-safety and tech misuse</i> <ul style="list-style-type: none"> • Disruption in lessons, in corridors, at break and lunchtimes • Non-completion of homework or classwork without good reason • Unacceptable attitude • Disrespecting school or other's property 	Managed by teacher on duty / teaching class Form tutor notified Use positive strategies to encourage behaviour in line with School values, e.g.: <ul style="list-style-type: none"> • Reminder of School values • Praise when seen behaving well • Talking quietly to an individual • Provide opportunities for change • Stand/sit at front or by teacher • Retrace steps and walk • Visual timers



		<ul style="list-style-type: none"> • Pre-empt situations • Time -out • Move onto the cloud (JS) • Removal of Golden Time (JS) • Incident recorded on Arbor by the class teacher or teacher on duty witnessing the incident
<p>Level 2a <i>(Persistent level 1 concerns)</i></p>	<p>Persistent low-level behaviours and more serious e-safety issues</p> <p><i>Persistent Low level unacceptable behaviour</i></p> <p><i>Persistent low level physical behaviour</i></p> <p><i>Persistent issues with homework</i></p> <p><i>Persistent e-safety issues</i></p> <ul style="list-style-type: none"> • Persistent/ repeated breaches of the School Values • Verbal or physical aggression • Serious vandalism of school property or other's property • Theft • Discriminatory comments • Persistent/ repeated breaches of the School Values • Serious challenge to authority • Bringing banned items into School • Breaking the "Acceptable ICT Use" policy 	<p>Managed by teacher in consultation with the form tutor</p> <p>Form Tutor, Head of pastoral Care DSL (if e- safety issue) notified and decision taken if needed escalated to SMT see below</p> <p>As above and if relevant:</p> <ul style="list-style-type: none"> • Time out in class/ playground/dining room • Complete a <i>Time to Think</i> (detention) sheet: see Appendix 3 • Incident recorded by relevant teacher on Arbor and staff informed • Contact parents • Set a detention if needed • Written or verbal apology • Move onto the cloud (JS) • Further removal of Golden Time (JS) • Locking of iPad/locking into a particular app from teacher classroom app • Removal of iPad during lesson until



		needed
Level 2b (Persistent level 1 concerns)	<ul style="list-style-type: none"> ● Persistent/ repeated breaches the School Values ● Verbal or physical aggression ● Serious vandalism of school property or other's property ● Theft ● Discriminatory comments ● Persistent/ repeated breaches the School Values ● Serious challenge to authority ● Bringing banned items into School ● Breaking the "Acceptable ICT Use" policy 	<p>If no improvement and escalated - Managed by relevant member of SM Head of pastoral team, Head of Teaching and Learning and Form tutor</p> <ul style="list-style-type: none"> ● Formal meeting or discussion with parents by phone, email or Google Meet ● Weekly review of behaviour in the pastoral meeting ● Time to talk session/s ● Complete a second <i>Time to Think</i> sheet ● All behaviour recorded on Arbor by relevant SMT teacher and staff informed ● Possible Friday night/ Saturday morning detention ● Possible report card and/or behaviour targets in place ● Written or verbal apology in own time ● iPad profile changed to remove camera or safari ● iPad removal for a fixed term and letter sent to parents /meeting with e-safety officer
Level 3 (Persistent level 2a/2b concerns)	High level serious behaviour <i>Deliberate Unacceptable Physical behaviour</i> <i>Deliberate Unacceptable Verbal</i>	<p>Form tutor notified / Managed by Head Possible inclusion of DSL and e-safety officer and Deputy Head Apply positive strategies to encourage</p>



	<p><i>behaviour including any form of reference to "Hate" or an individual's "protected characteristic"</i></p> <p><i>Deliberate Unacceptable Misuse of technology and AUP</i></p>	<p>appropriate behaviours in line with the school values:</p> <ul style="list-style-type: none"> • Formal meeting with parents in person • Involvement of parents in weekly monitoring of the report card / behaviour/ Inclusion plan • Class/Form tutor, SENCo, Time to Talk adult support more regularly • Behaviour log on Arbor by class/ form tutor/ Head • DSL informed and e-safety officer • Meeting with parents, DSL and e safety officer • Advice from outside agencies sought if necessary • All staff informed and monitoring • Suspension or internal exclusion if appropriate • Fixed term exclusion with length dependent on the severity and frequency of the behaviour
<p>Level 4 (Persistent level 3 concerns)</p>	<p>Exclusion</p> <p><i>Recorded separately on Arbor by the Head</i></p>	<p>Managed by Head in consultation with Governing Body</p> <ul style="list-style-type: none"> • Fixed term exclusion with length dependent on the severity and frequency of the behaviour



APPENDIX 2: Pupil Code of Conduct



PUPIL CODE OF CONDUCT

Pupils are expected to:

- Follow the School Values in their behaviour, interactions and attitude
- Behave in an orderly and self-controlled way
- Demonstrate good manners
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Wear the correct uniform at all times
- Bring the correct equipment to lessons
- Complete and hand in homework as requested
- Accept sanctions when given, following opportunities to reflect and consider change
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Signed:

Date



APPENDIX 3: Time to Reflect Sheet (Detention)

Name:	Teacher's Name:
Class:	Date:

You have been given reflection time from the class to think about your behaviour

What happened before your behaviour let you down today?	
How did you behave in your class/ playground/hall when the problem happened?	
What do you feel about this now?	

Sometimes we behave badly because we want attention or feel something unfair has happened.

List **three things** you could do or think to behave better and more calmly next time.

1)
2)
3)

Would you like someone to help you plan how to improve your behaviour in future?

Yes/No If "yes", **who** would you like to help you?

Name:

Please take this to be signed by the following people to check they know you are trying to improve your behaviour

Pupil:	Teacher:
Head:	Parent: