

**Behaviour Policy**  
**(Including Promoting Good Behaviour, Code of Conduct, Rewards & Sanctions,**  
**Temporary & Permanent Exclusions)**  
Including our Early Years Foundation Stage

<b>Authorised by</b>	resolution of the Board of Governors
<b>Reviewed</b>	Pre 2021 Versions (1-0-1 to 1-1-4)
	Autumn 2021 (1-2-0)
	Autumn 2022 (1-2-1)
	Summer 2023 (1-3-0 and 1-3-1)
	Autumn 2023 (1-4-0 and 1-4-1)
	Summer 2024 (1-4-2 and 1-4-3)

## **INTRODUCTION**

At St Gabriel's ("the school") our community is based upon trust and respect for all members. The school aims to encourage pupils to adopt the highest standards of behaviour and principles and to respect the ethos of the school. Promoting the emotional well-being of all 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 safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities. We therefore view any sanctions imposed as part of a supportive framework which enables pupils' inappropriate behaviour and work practices to be modified in sympathy with our School Code of Conduct and Aims and Objectives.

The 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 and aim to develop the whole person equipped to take their place in the modern world. The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

This policy applies to all pupils in the school including those in the Nursery, our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Katie Noonan.

This Behaviour Policy takes account of non-statutory advice Behaviour and Discipline in Schools (January 2016) and is therefore intended to support the Anti-Bullying Policy, and Child Protection (Safeguarding) Policy and Safeguarding Guidance, all of which are available from the school and on the website. This policy should be read in conjunction with the Exclusion, Removal and Review Policy.

## **CODE OF CONDUCT**

The school's community of Governors, staff, parents, and pupils adhere to an established routine and expectations. It applies at all times when the pupil is at school (either on the premises or remotely), representing the school or wearing school uniform; travelling to and from the school, or associated with the school at any time whether in person or online.

The school sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. 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 or its pupils. Parents are expected to support the school in managing expectations of behaviour and the provisions of this policy, both at home and at school.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Expectations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with dignity and respect at school, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy on our website details how the school manages any bullying behaviours and how it encourages respect for all. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The school takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School Expectations. 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 school community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The school reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the sanctions listed below or in the Anti-Bullying or Exclusion, Removal and Review policies.

### **INVOLVEMENT OF PARENTS AND GUARDIANS**

Parents and Guardians who accept a place for their child at the School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. The school values a close relationship with parents and encourages parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the school will liaise closely with parents where practical and, if relevant, other support agencies. The school has an ethos of pro-active pastoral care that aims to support pupils and equip them with the ability to make correct choices about their behaviour.

The school welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

### **Unexplained Absences**

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the school's safeguarding obligations, and the school's Missing Child Policy.

### **INVOLVEMENT OF PUPILS**

The school promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of school, and online.

Our experience shows that the ethos of the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. This takes place in assemblies, and during form time, in Personal, Social and Health Education (PSHE) lessons, or project work, drama activities, stories and literature and via the School Council, which meets regularly.

The school will ensure that all new pupils (including EYFS pupils) are briefed thoroughly on the school's expected standards of behaviour, and we work closely with all pupils as they transition through the school, from the day they start at the school to the day they leave. Our transition management plan ensures that transition between stages in the school and from other schools is managed in an effective manner. We ask for information from a prospective pupil's current school and their parents or carers and ensure that this information is shared as appropriate. For example, transition meetings are held for form teachers and tutors when a pupil moves from our Junior School to Senior School.

## **SCHOOL EXPECTATIONS**

The School Expectations are designed to encourage positive behaviour and self-discipline. The School Expectations are set out in the appendices at the end of this policy. There are separate sections which detail the expectations particular to each section of the school, e.g the Nursery, the Junior School and the Senior School (including the Sixth Form.)

A copy of the expectations is in the Pupil Planner and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Expectations and that they will undertake to support the authority of the Principal in enforcing the School Expectations in a fair manner that is designed to safeguard the welfare of the school community as a whole.

The school's Substance Use and Misuse Policy sets out the school's policy on drugs and drugs testing.

## **PROMOTING GOOD BEHAVIOUR**

We reinforce messages about good behaviour through the PSHE curriculum (taught in Years 1 -13), assemblies, form time and day-to-day conduct in lessons and other activities. Staff act as role models and high expectations of behaviour are set. Pupils are further encouraged to be positive, respectful and responsible members of the school community through explicit recognition of their efforts, through the awarding of housepoints and certificates. Further details of the rewards available to each section of school are contained later in this policy.

## **SANCTIONS**

It is hoped that pupils will respond to the school's positive encouragement and rewards and will comply with the School Expectations at all times. However, the school acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the school in enforcing the School Expectations and help the school to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Principal undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our school and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Child Protection (Safeguarding) Policy.

Examples of sanctions that are used in the school include:

- Verbal reprimand from a member of staff;
- Communication to parents to advise of the misbehaviour;
- Repeating unsatisfactory work;
- Reflection tasks appropriate to the situation;
- Detentions;
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;

- School based service or imposition of a task, under the supervision of a member of staff;
- Regular reporting, including academic performance reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring;
- Withdrawal from a lesson, school trip or team event;
- Given time to reflect on behaviour, either in school or at home;
- Suspension for a specified period, removal, or exclusion.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable, on the basis that any action or sanction will be appropriate to the age of the pupil, and to their stage of understanding.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work. They may choose to impose an appropriate sanction, such as the setting of additional work, or setting a written task. This behaviour or repetition of misbehaviour will be reported to the Head of Department and to the pupil's Form Tutor and Head of School, and may lead to further sanctions.

More serious misdemeanours are reported directly to the pupil's Head of School and Form Tutor and may lead to any of the sanctions above, subject the processes set out the Exclusion, Removal and Review policy of the school.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Child Protection and Safeguarding policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The school has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

### **SUPPORTING PUPILS FOLLOWING A SANCTION**

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the pupil, 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.
- a phone call with parents.
- inquiries into the pupil's 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 Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

## **Serious Misbehaviour**

The school's Exclusions, Removal and Review Policy is available on the school's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Principal can impose for serious breaches of the School Expectations, including but not limited to criminal behaviour. Examples of serious breaches of the School Expectations which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse or vaping;
- Possession of equipment for using drugs, alcohol, tobacco and vaping;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including upskirting, sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property;
- Persistent disruptive behaviour;
- Inappropriate use of technology.

Serious sanctions in accordance with the School's Exclusions, Removal and Review policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

The school may be forced to exclude a pupil, or to require them to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The school takes its responsibilities for safeguarding extremely seriously. All members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection (Safeguarding) Policy, including the Low Level Concerns Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the school reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the school's Child Protection (Safeguarding) Policy and Exclusions, Removal and Review as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the school, and that incidents may also be referred to the Police, where appropriate to do so.

## **Removal from Classrooms**

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

### **Preventing recurrence of Misbehaviour**

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents,
- Intervention by the pastoral team and Heads of School
- short-term behaviour report cards

### **Contextual Safeguarding**

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the school's Child Protection (Safeguarding) Policy and discuss their concerns with the school's Designated Safeguarding Lead (DSL), without delay.

The school will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

### **Special Educational Needs**

The School consistently promotes high standards of behaviour and is committed to ensuring that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously. The School makes appropriate reasonable adjustments for pupils with SEND or certain health conditions.

Where a pupil has an EHCP or additional individual need, staff will involve the Senco and Head of School in decisions around sanctions for this pupil.

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

### **Misbehaviour outside of school or online.**

On occasion the school may apply the provisions of this policy to misbehaviour that occurs whilst the pupil is outside the school or online and is:

- taking part in any activity organised by the school, or related to the school;
- travelling to and from school;
- wearing school uniform; or in some other way identifiable as a pupil of the school
- communicating with another member of the school community.

This is especially the case for incidents which could have repercussions for the orderly running of the school, or which may pose a threat to another pupil or member of the public, or where the reputation of the school may be negatively impacted as a result of the misbehaviour. Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with this policy and the school's Anti-Bullying and Exclusion, Removal and Review policies.

### **Use Of Reasonable Force**

Although incidents of the use of reasonable force will be extremely rare at St Gabriels, like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case. Teachers and any other member of staff authorised by the Principal have a statutory power 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;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the school.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.



All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Principal immediately after they have needed to restrain a pupil physically.

The school has a confidential register (Use of Reasonable Force Log) which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The school will keep this register on a central file so that any patterns may be identified by the school. Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Principal will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the school, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of nursery pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

## **Searching**

The school reserves the right to search pupils and their possessions.

The Principal, or a member of staff authorised by the Principal, may search a pupil provided there is another staff member present as a witness. The school does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The school will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the school's Child Protection (Safeguarding) policy.

The consent of a pupil will usually be obtained before conducting a search unless the Principal (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives and other weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Expectations (including electronic devices and vaping equipment or supplies).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Principal (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Principal (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The school will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The school will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

### **Confiscation**

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or vaping equipment, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the school is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Expectations, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the school or disposed of.

### **Electronic Devices**

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the school may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the school's Child Protection (Safeguarding) Policy. The school will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the school finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Expectations (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Expectations, and may then sanction the pupil in accordance with this policy and the Exclusions, Removal and Review Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the school will follow the procedures set out in the school's Child Protection (Safeguarding) Policy.

### **Teaching And Learning**

The school aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the school. Our teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

### **Complaints**

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the school's Complaints Procedure (which applies equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the school will handle it. We will also send you a copy of the Complaints Procedure on request.

### **Monitoring and Review**

The school will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the school and to evaluate the effectiveness of this policy.

The school will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

This policy is reviewed and updated regularly by the Leadership teams and the Board of Governors.

## Appendix 1. - Expectations, Rewards and Sanctions for the Nursery and Reception Class

### The Nursery (Early Years Foundation Stage)

The Nursery (The Early Years Foundation Stage) handles issues of behaviour in ways appropriate to a child's stage of development and level of understanding. This may include 'time out' for a child from the immediate situation in a safe, observed area. The child is given support through explanation and reiteration of behavioural expectations. The adult uses an appropriate tone and volume of voice to ensure the child continues to feel valued and secure. It is the behaviour not the child that is criticised. The child/children are shown how and encouraged to resolve conflicts and difficulties with other children. Katie Noonan ( the Nursery Manager) is the practitioner responsible for behaviour management in the Nursery; the class teachers in the Reception classes..

- All significant incidents relating to behaviour are recorded in the room books. A serious sanctions log is kept.
- Negative behaviour is dealt with at the earliest opportunity

Staff promote and reiterate the importance of positive behaviour and establish clear and high standards through:

- modelling 'good' behaviour
- providing activities and play experiences such as stories/role-play/puppetry/circle time/drama
- establishing routines that encourage sharing/negotiation/and cooperation
- rewarding positive behaviour with stickers, verbal praise, special certificates etc.

### **Biting**

The Nursery follows a positive behaviour policy to promote positive behaviour at all times. However we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not yet have the words to communicate their anger, frustration or need.

### **Our procedures**

The Nursery uses the following strategies to prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. A copy of the accident form will be given to the parent. For confidentiality purposes we do not disclose the name of the child who has caused the bite or the name of the child who has been bitten to the parents.
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration.

- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault. Parents are given a biting leaflet for information.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who had been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child does not have the communication skills, the Nursery Manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

### Reception Class (Early Years Foundation Stage)

Reception (The Early Years Foundation Stage) handles issues of behaviour in ways appropriate to a child's stage of development and level of understanding. This may include 'time out' for a child from the immediate situation in a safe, observed area. The child is given support through explanation and reiteration of behavioural expectations. The adult uses an appropriate tone and volume of voice to ensure the child continues to feel valued and secure. It is the behaviour not the child that is criticised. The child/children are shown how and encouraged to resolve conflicts and difficulties with other children.

Expectations of behaviour in Reception are built on and reinforce the high standards of behaviour taught in the Nursery. A positive system of rewards is used to promote, reinforce & celebrate good behaviour and help pupils feel good about themselves.

### **Code of Conduct**

(This code is adapted from the Junior Code of Conduct that was drawn up by staff and pupils. Staff are able to refer to and discuss this code, as necessary, throughout the year.)

- We listen to others and respect what they think
  - We include everyone
  - We walk sensibly and quietly between lessons
  - We have a positive attitude towards all our learning
  - We take pride in our appearance and wear the correct uniform for our lessons
  - We look after our play equipment and tidy away after play
  - We are always polite and responsible
  - We are respectful of other schools and places that we visit
- General Behaviour around school

### **What behaviour is expected around school?**

- Walking sensibly and quietly between lessons
- Wearing the correct uniform
- Changing into/out of uniform quickly and sensibly
- Excellent manners in the Dining Room for lunch
- Holding doors open for visitors, staff and other pupils as necessary
- Helping to keep the playground tidy
- Showing respect for all other people

Staff promote and reiterate the importance of positive behaviour and establish clear and high standards through:

- modelling 'good' behaviour
- providing activities and play experiences such as stories/role-play/puppetry/circle time/drama
- establishing routines that encourage sharing/negotiation/and cooperation

- rewarding positive behaviour with stickers, verbal praise, special certificates etc.
- a progressive programme of PSHE activities every week

### **Rewards**

A positive system of rewards is used to encourage and promote good behaviour and to raise pupils' self-esteem. In Reception tokens (stickers, pompoms etc), may be awarded for a variety of positive behaviours. These may include politeness, manners, consideration for others, helping others, effort and achievement in class, sport, music, drama etc.

- Stickers are collected regularly; pupils collect these on a class sticker chart which is displayed in a shared area in the classroom. Additional rewards or certificates are given when pupils reach their targets. Reception teachers employ a traffic light system which enables them to deliver sanctions quickly, efficiently and with a minimum of disruption to learning. Each member of staff has a small traffic light of faces on their lanyards. If an individual is not behaving appropriately (e.g. constantly calling out, distracting others), a verbal warning will be given. If they ignore the warning and disruption continues names are moved to the next colour. If children are continuing to ignore warnings, they are moved to the yellow face and a note will be written in homelink books to parents to make them aware.

If children are continually struggling to behave appropriately, individual targets will be agreed with the child and parents and will be closely monitored by staff. Where children are not making improvements or meeting age related expectations, Reception teachers will ask for further support from JLT and observation by IN team.

## Appendix 2. - Expectations, Rewards and Sanctions for Junior School

Years 1 - 6

Expectations of behaviour in Years 1 to 6 are built on and reinforce the high standards of behaviour taught in the Nursery and Reception class.

A positive system of rewards is used to promote, reinforce & celebrate good behaviour and help pupils feel good about themselves.

**Code of Conduct** (*This code was drawn up by staff and pupils and is included in the individual planner provided to all Junior pupils at the start of the year. Teachers are able to refer to and discuss this code, as necessary, throughout the year.*)

- We listen to others and respect what they think
- We include everyone
- We walk sensibly and quietly between lessons
- We arrive at our lessons on time and prepared to learn
- We have a positive attitude towards all our learning
- We take pride in our appearance and wear the correct uniform for our lessons
- We look after our play equipment
- We stay in the correct areas at playtime
- We tidy away after play
- We are always polite and responsible
- We are respectful of other schools and places that we visit

### **General Behaviour around school**

#### ***What behaviour is expected around school?***

- *Walking sensibly and quietly between lessons*
- *Having the correct equipment/books/kit for lessons*
- *Wearing the correct uniform*
- *Arriving at lessons on time*
- *Changing into/out of uniform quickly and sensibly – at the agreed times*
- *Being out of the classroom during break/lunchtimes unless permission has been given*
- *Excellent manners in the Dining Room for lunch*
- *Holding doors open for visitors, staff and other pupils as necessary*
- *Helping to keep the playground tidy*
- *Showing respect for all other people*

Staff handle issues of behaviour in ways appropriate to a child's stage of development and level of understanding. This may include 'time out' for a child from the immediate situation in a safe, observed area. The child is given support through explanation and reiteration of behavioural expectations. The adult uses an appropriate tone and volume of voice to ensure the child continues to feel valued and secure. The child/children are shown how and encouraged to resolve conflicts and difficulties with other children. Negative behaviour is dealt with at the earliest opportunity.

Staff promote and reiterate the importance of positive behaviour and establish clear and high standards through:

- *modelling 'good' behaviour*
- *providing activities and play experiences such as stories/role-play/puppetry/circle time/drama*
- *establishing routines that encourage sharing/negotiation/and cooperation*
- *rewarding positive behaviour with stickers, verbal praise, special certificates etc.*
- *a progressive programme of PSHE activities every week*
- **Rewards**

A positive system of rewards is used to encourage and promote good behaviour and to raise pupils' self-esteem.

In Years 1 to 6, House points may be awarded for a variety of positive behaviours. These may include politeness, manners, consideration for others, helping others, effort and achievement in class, sport, music, drama etc.

- House points are collected regularly; pupils record their House points on their House point chart which is displayed in their school planner or home-link book. Certificates are awarded when pupils reach 50, 75, 100 and 150 House points. A gold star badge is awarded for 125 House points.
- Each week, pupils convert their House points for coloured tokens which they add to their House total.
- At the end of each term a cup is awarded to the House with the most points.
- At the start of each term pupils will begin again and House point totals will be zeroed.
- At the end of the school year a cup is awarded to the house with the highest total for the whole academic year.
- House points may not be taken away.

### **Celebration Day**

Achievement, effort and subject prizes are variously awarded at Junior Celebration Day in the Summer Term.

### **SANCTIONS**

Junior School staff employ a coloured card system which enables them to deliver sanctions quickly, efficiently and with a minimum of disruption to teaching & learning.

#### **Around School /Trips/Fixtures etc**

Where a pupil's behaviour around school does not meet the high standards expected, despite warnings, staff may issue a Yellow Card as an appropriate sanction. Having given the pupil the card, staff must add a record on Daybook and send a notice (via Daybook) to the pupil's form teacher, Deputy Head of Juniors and Head of Juniors. Staff must let the parent /carer know that a Yellow Card has been issued, and the reasons for it. The pupil must take the Yellow Card home to their parent/carer who should sign that they have seen it. The pupil must then return it to show to their form teacher.



### **Classroom Behaviour**

Each classroom has a yellow card on display. If an individual is not behaving appropriately (e.g., constantly calling out, distracting others), they will go through the following stages:

#### **Stage 1 – Verbal Warning**

If they ignore the warning and disruption continues, initials are written next to the yellow card.

#### **Stage 2 – Yellow Card**

If the initials are still next to the yellow card at the end of the lesson, the teacher issues a Yellow Card to the pupil, explaining why the card has been issued and how they can improve on their behaviour. They are given a Yellow Card which details the behaviour to take home to reflect on with parent/carers. The staff member who issues the Yellow Card must enter details into Daybook and send a notice to the pupil's form teacher, Deputy of Junior School and the Head of Junior School. The parent/carers must be informed.

#### **Stage 3 – Referral to Deputy Head of Junior School**

If a pupil receives two Yellow Cards in a half term, they meet with the Deputy Head of Juniors to discuss targets for improved behaviour (this may include a daily report card).

If a pupil is consistently getting one or two Yellow Cards every half term, the form teacher must speak to the pupil about their behaviour and, if appropriate, send them to the Deputy Head to discuss targets as above. In both these cases, the Deputy Head will contact parents/carers. Additional appropriate support from Individual Needs Department, School Counsellor or external agencies may be sought.

#### **Stage 4 – Red Card**

A Red Card may be issued by the Head of Junior School/Deputy Head or Principal to a pupil for:

- Persistent yellow cards; not responding to report cards to improve behaviour, despite interventions
- Racist/homophobic name-calling or behaviour
- Incidents where physical force has been used to hurt another child deliberately
- Bullying
- Other serious breaches of the school code of conduct

If a Red Card is awarded, the pupil's parents will be called immediately and will be asked to collect the child from school. It may be necessary for the pupil to have additional time for reflection outside of school. An entry will be made in the Serious Sanctions log (and, if appropriate, the Bullying Log).

#### **Stage 5 – Fixed term exclusion**

Refer to 'Exclusion, Removal and Review Policy'

#### **Stage 6 – Permanent exclusion**

Refer to 'Exclusion, Removal and Review Policy'

Every child starts each day with a 'clean sheet'; sanctions from the previous day are not carried over. **At the end of each half-term, 'Yellow Card' totals will be zeroed.**

For any serious inappropriate behaviour, children can be referred straight to the Deputy Head or Head of Junior School (Stage 3 or 4) without having to work through any previous stages This would include (but is not limited to) racist or homophobic comments, cyber/bullying or physical violence, stealing, bad language or lying. (Please see the school's Anti-Bullying Policy for further information.)

### **Personal Organisation –Blue Card**

Pupils will be issued with a 'Blue Card' for disorganisation.

*Examples include:*

*Forgetting equipment/books required for class*

*Wearing the incorrect school uniform/PE kit*

*Failing to complete or hand homework in on time*

Those pupils issued with a 'Blue Card' are required to return to school the next day with the missing item and the 'Blue Card' signed by a parent/guardian.

Repeatedly forgetting items can result in a pupil being given a 'Yellow Card'.

### **Mobile Phones**

In the Nursery and Junior School, mobile phones are not allowed during the school day. Should parents feel their child requires a mobile phone at school, the Head of Junior School is happy to discuss individual cases (with telephones being handed in at the start of each day).

Pupils are able to contact home at any time from the School Office in an emergency.

## Appendix 3 - Expectations, Rewards and Sanctions for Senior School

### **School Expectations**

- All pupils are expected to remain on school premises throughout the day. The exception to this rule is that Sixth Form students may leave school during the lunch break 12.50-13.50 but only if they have parental permission to do so. In this case, these students must sign out and sign back in. There are some areas that are out of bounds to pupils, including but not limited to maintenance areas, the swimming pool enclosure and the lake.
- St Gabriel's is a smoke-free environment. Smoking, including e-cigarettes and vaping, is not allowed on any part of the school grounds or premises.
- St Gabriel's has a zero-tolerance policy towards the use of, or supply of, prohibited substances on school premises. The school will provide relevant and accessible information on the dangers of tobacco, alcohol, and drugs.
- We ask that pupils dress appropriately for a working school environment, be that in their school uniform (following uniform guidelines), or for Sixth Formers, in a style that approximates to smart casual wear.
- During registration, or on arrival at school if later, pupils from Years 7 – 11 are required to indicate their planned location after 4pm. That is whether they are being collected, on the school bus, attending a club or fixture, or using the supervised prep room.

### **Public Displays of Affection**

In order to maintain a professional atmosphere of learning, mutual respect and safety in school, students should refrain from inappropriate, intimate behaviours at school or school-related events and activities. Students are expected to conduct themselves respectfully at all times. Teachers should report any breach of this rule to the Heads of School, Deputy Heads Pastoral and Academic, or Vice-Principal who will consider whether there are safeguarding implications to the behaviours.

### **Code of Conduct**

*(This code was drawn up by both students and staff and is included in the individual planner provided to all students at the start of the year.)*

- Respect for people, the school and property creates the appropriate environment for all members of our community to work to the best of their ability;
- Pupils have the right to learn in a calm and safe environment and have the responsibility to help to create a good working atmosphere;
- Staff have the right to teach without disruption and the responsibility to promote learning;
- Staff and pupils should be punctual and well prepared for lessons;
- Each pupil is responsible for their appearance and should wear the appropriate clothing or uniform;
- Each pupil should be able to fulfil their potential without fear of ridicule.

### **Classroom Expectations**

*(These were also drawn up by both students and staff.)*

We have a really positive culture here at St Gabriel's but to help with this, there should always be certain expectations from pupils in the classroom during lessons:

- Respect others (pupils, teachers, visitors)
- There should be a positive culture of motivation and achievement
- Check your school communications at least daily
- Take pride in your tutor room
- Make sure devices are charged ready for use
- Make sure all of your lesson resources and notes are well organised
- Arrive punctually and prepared for the lesson

- There will be a clear start to, and end of lesson (for example: wait to be dismissed, tuck chair under, tidy room)
- Listen to instructions, contribute readily without shouting out (any discussion should be about work)
- Follow safety rules for practical subjects
- Respect the learning environment and equipment

### **Appearance**

- Pupils are expected to be neat, clean and tidy and uniform must be in good repair;
- Hair longer than shoulder length must be fully tied back with a navy or black hair band. Year 11 should have hair tied up with a navy or black hair band in certain lessons such as Science or sport, where required, but otherwise are allowed hair down.
- Games kit is for games/PE lessons and should not be worn to lessons. Pupils will be asked to change if they go to lessons in PE kit unless they have permission from their Head of School;
- Shoes must be black and provide adequate support. They must not be down-trodden; decorated, coloured or patterned; they should be regularly polished. Shoes must not be in the style of trainers. Boots are not permitted;
- Navy blue or black tights or socks (no sports socks) should be worn with uniform;
- School shirts must be tucked into trousers or kilts. School kilts should not be rolled over;
- Fleece/hoodies are for outdoor wear and should not be worn in school unless it is extremely cold when the general rule will be relaxed for everyone;
- Vests/t-shirts worn under blouses or shirts in cold weather should not be highly visible;
- Only navy blue or black coats, scarves and school fleeces should be worn to and from school;
- Nails should be of a practical length with no false nails or nail varnish. From Year 10, pupils are allowed to wear natural make-up and natural nail varnish;
- Pupils must not dye their hair an unnatural colour e.g. purple;
- Jewellery – pupils are only allowed a watch, a pair of small stud earrings (worn in the lobe of the ear only) and a simple chain/pendant. Facial studs or rings are not permitted. Face stickers are not permitted;
- Only school badges are to be worn with uniform.

Students are welcome to use the phone in the School Office in an emergency.

## **REWARDS**

### **House Point Policy for Senior School**

#### **Introduction**

A policy on House points is part of the school's strategy to encourage and reward higher standards of achievement and to discourage anti-social and disruptive behaviour. This policy document offers a structured approach to issuing rewards. However, it cannot be understated how vitally important it is to praise students verbally and by marking their written work in a constructive way with praise and suggestions for improvement.

There are three main pre-requisites that need to be satisfied if the system is to be a success:

1. There must be consistency with other areas of school policy.
2. It must be applied consistently by all members of staff and its use monitored.
3. Teaching and learning strategies must allow students to achieve while discouraging poor behaviour due to boredom or frustration. In particular, there must be a variety of differentiated approaches to cater for students of different aptitudes.

#### **Aims of the House Point system**

1. To provide a structured system for recognising and rewarding different levels of achievement at a variety of levels within the school.
2. To foster a culture in which praise and rewards become more widely used and higher level rewards become accessible to a larger group of students. In this way, it is hoped that standards of work and behaviour will be improved and expectations raised.
3. To provide a system that is clearly understood and valued by students and consistently applied by teachers.

#### Objectives of the House Point system

1. To encourage a consistent and wide use of rewards by teachers.
2. To provide a variety of rewards that will recognise different levels of achievement.
3. To give a higher profile to rewards.
4. To involve form teachers more fully in celebrating the achievements of students in their forms.

#### The System

The reward system involves the award of House points to students. House points may be awarded for any noteworthy achievement, whether academically, within extra-curricular activities or socially. Examples could be:

- a consistently high standard of work/effort or involvement over a period of time
- a very good single piece of work/performance/contribution
- a significant improvement in standards
- evidence of further, extended research/reading around a topic.

A cup will be awarded to the House winning whole-school House events such as House Music or Sports Day. Students representing their House in voluntary events and competitions can be awarded House points for this.

To promote the consistency of the award of House points across subjects, in general a student can expect to earn a maximum of one House point per week in each subject. In subjects that see students more than once a week, the House points awarded can be broken down into smaller units. Where an extended piece of work is set, the number of House points that may be awarded should be proportional to the time allowed for the completion of the work. For example, a piece of work that takes 3 weeks to complete could be awarded up to 5 House points.

To promote consistency in awarding House points within subjects, Heads of Departments will monitor the award of House points by staff to ensure that all students are treated fairly in this respect.

#### **Other Rewards**

Postcards may be sent home from school when exceptional work has been produced for excellent extra-curricular contributions or exemplary behaviour. The Principal may also meet with pupils who have been recognized by teaching staff as having made an outstanding contribution over a given term.

#### **Sixth Form Rewards**

If a teacher feels a sixth form student has made an outstanding and/or exceptional contribution, they can be awarded with a raffle ticket. Raffle tickets are collected by the Head of Sixth Form

#### **House Point Rewards**

All House point awards should be recorded by students and authenticated by staff making the award on the appropriate page within the student planner.

At the start of each term, each student starts with 0 House points. House point totals are collected at the end of each term when House point totals are announced.

At the end of each term, certificates are awarded to individuals according to the following criteria.

- 50-74 House points : Bronze Certificate
- 75-99 House points : Silver Certificate
- 100+ House points : Gold certificate

In addition, there are awards for:

- The student gaining most individual House points in each year group. This is rewarded with a £5 Amazon Voucher in the final assembly of term.
- The student gaining the most individual House points in the Senior School. This is rewarded with a £10 Amazon Voucher in the final assembly of term.

### **Sports**

We have a variety of 'in house' Sports awards including certificates, badges, medals which are awarded to recognise loyalty and effort as much as ability. They are presented at end of term assemblies.

### **Subject awards**

There are many different types of awards made in assemblies throughout the year including

- Associated Board of Music Certificates
- Reading certificates
- Maths Challenge
- Biology Olympiad
- Commendations
- Performance on School visits/field trips
- Classic Reading Challenge

### **Prize Giving Evening**

Achievement, effort and subject prizes are awarded at Prize Giving Evening in the Autumn Term.

### **Sanctions**

It is hoped that pupils will respond to the school's positive encouragement and rewards and will comply with the School Expectations at all times. Sanctions will be applied as detailed in the policy above and as detailed below for specific infringements.

### **Homework**

Policy for failure to hand in homework or to hand in homework not done to a suitable standard

At St Gabriel's, homework is set to:-

- encourage students to develop the skills needed for independent learning.
- consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom.
- enable students to meet the demands of GCSE & A level coursework assignments.
- prepare students for school and public examinations.
- develop perseverance, self-discipline and organisation.
- permit more ground to be covered and more rapid progress to be made.
- open up areas of study and to make possible the use of materials and sources of information that are not always accessible in the classroom.

It is important that the homework deadlines set by teachers are met. This is so that teachers can devote sufficient time to assess accurately each student's work to ensure that progress is being made. It also helps to inform the teacher's planning of work for subsequent lessons.

Level 1

If, over a half-term, a student has two or more late, or unacceptable, pieces of homework in a subject then:

- The teacher will send a standard email to parents informing them of the missing, or unacceptable, pieces of work.
- They will complete a Daybook entry giving details of the late, or unacceptable, pieces of homework. A notification will be sent to the Form Tutor for discussion with the student, with a view to ensuring it does not happen again. The relevant Head of School and Head of Department also receives this notification.

#### Level 2

If a student fails to complete any additional homework in the half-term to an acceptable standard, then:

- The student will attend a departmental detention, supervised within the department.
- The teacher issuing the detention will fill in a Daybook entry giving details of the late pieces of homework. A notification will be sent to the Form Tutor for further discussion with the student. The relevant Head of School also receives this notification.
- The Head of Department will send a standard email to parents, informing them of the time, date and reason for the detention, and will keep a record of detentions issued by their department colleagues.
- Where appropriate, the student may be put on a departmental report.

#### Level 3

In the unlikely event that a student receives two departmental detentions within a term, then the Head of Department will notify the Deputy Head (Academic) who will put an action plan in place in consultation with the department. The Deputy Head (Academic) will speak to both the student and parents to share the action plan. This will also be recorded in a Daybook entry.

### **Policy for persistent lateness to lessons**

If a student is late for class with no valid reason, in the first instance, this will be sanctioned using a verbal warning. If they are late more than twice within a given half-term, then:

#### Level 1

- The teacher will complete a Daybook entry giving details of when this has occurred. A notification will be sent to the form tutor for further discussion with the student. The relevant Head of School and Head of Department also receives this notification.

#### Level 2

If a student continues to be late for lessons after this, then:

- They will complete a Daybook entry giving the details of these days and times that they have been late. A notification will be sent to the form tutor and the Head of School who will meet with the student to discuss this further.
- Where appropriate, the student may be put on a departmental or whole school report.

Level 3

If the student persists in being late for lessons after this point, then:

- The student will have an interview with the appropriate Head of School and Deputy Head (Academic) to discuss their behaviour. The Co-ordinator of Individual Needs may also attend this meeting.
- The Head of School or Deputy Head (Academic) will contact parents for further discussion and the student may be put on a report card or action plan.

**Policy for not meeting classroom expectations and/or the code of conduct (including uniform)**

If a student is not meeting classroom expectations and/or the code of conduct, in the first instance, this will be sanctioned using a verbal warning. If they fail to meet these expectations on more than two occasions within a given half-term, then:

Level 1

- The teacher will complete a Daybook entry giving details of the unacceptable behaviour. A notification will be sent to the Form Tutor for further discussion with the student. The relevant Head of School and Head of Department also receives this notification.

Level 2

If the student does not meet classroom expectations in subsequent lessons, then:

- The teacher will complete a Daybook entry giving further details. A notification will be sent to the Form Tutor, the Head of School and the Deputy Head (Academic).
- Parents will be contacted to discuss this further and, where appropriate, the student may be put on a departmental or whole school report.

Level 3

If the student does not meet expectations after this point, then:

- The student will have an interview with the appropriate Head of School and Deputy Head (Academic) to discuss their behaviour. The Co-ordinator of Individual Needs may also attend this meeting.
- The Head of School or Deputy Head (Academic) will contact parents for further discussion and the student will be put on a report card or action plan.



Change History

Date	Change
May 2017	Katie Noonan responsible for behaviour in Sandleford - replaces Naomi Kelly
October 2017(1-1-0)	Behaviour and Discipline in Schools updated to Jan 2016, Procedures updated to reflect use of Daybook in Senior School. Some other formatting changes.
January 2018(1-1-1)	Correct reference from Expulsion, Removal and Review policy to Exclusion, Removal and Review policy
February 2018 (1-1-2)	Amendments to House point reward system.
April 2018 (1-1-3)	Amendments to Senior school Code of Conduct following review by school council and staff.
September 2019 (1-1-4)	Reference to <i>Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018</i> added
Autumn 2021 (1-2-0)	Removal of reference to Pastoral Policy Reworking of sanctions for making malicious accusations Involvement of parents paragraph added Small Prize removed from Senior housepoint rewards (due to Covid) Vaping specified in alcohol and tobacco abuse Nudes and Semi Nudes added to Serious Sanctions Use of reasonable force and restraint amended Confiscation and electronic equipment paragraph amended Time to reflect included in sanctions
Autumn 2022 (1-2-1)	Reference to application of this policy for pupil actions taken online. Peer on Peer abuse changed to child on child abuse Serious offence of bullying includes cyber bullying, prejudice-based and discriminatory bullying Section on public displays of affection added Sandleford changed for the Nursery
Summer 2023 (1-3-0)	The word "rules" has changed to "expectations" Inappropriate use of technology included under Serious Misbehaviour Updated examples of sanctions Updated Appearance Updated Sports Appendix 3 – School Expectations added

	<p>Rewards section has been reviewed and updated</p> <p>New Levels now included</p> <p>Change from Director of Studies to Deputy Head (Academic)</p>
<p>Autumn 2023 (1-4-0)</p> <p>(1-4-1)</p>	<p>Addition of misbehaviour being treated as a safeguarding concern</p> <p>Addition of supporting pupils following a sanction</p> <p>Addition of removal from classroom section</p> <p>Addition of preventing recurrence of misbehaviour section</p> <p>Further details of Red Card added to Junior section</p>
<p>Summer 2024 (1-4-1 and 1-4-2)</p>	<p>Section for Reception class added</p>