

9a Behaviour Policy

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Ratified by	Joint Heads
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9a BEHAVIOUR POLICY**INTRODUCTION**

Cundall Manor School aims to encourage pupils to take responsibility for their own standards of behaviour and self-discipline. We encourage pupils to adopt the highest standards of self-discipline and mutual respect, trust, social principles, manners and moral standards and to respect the ethos of the school, which values each individual in terms of their emotional well-being and continuing development.

We believe that good relations, good manners, a positive attitude and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to develop skills as a life-long learner. In addition, life skills such as team-work, social and communication skills, leadership, self-belief, risk management and problem solving skills develop in the positive atmosphere we aim to create, both as part of our academic and extensive additional curriculum.

Cundall Manor 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, aiming to develop the whole person, who is equipped to achieve in the modern world.

Cundall Manor School does not use corporal punishment.

This policy applies to the whole school, including the EYFS provision.

Discipline for the whole school is the responsibility of the Joint Heads (John Sample and Amanda Kirby) and the Deputy Heads. Head of Pre Prep (Kathryn Creed) may be consulted for the EYFS stage, PP1 and PP2.

CODE OF CONDUCT

The Cundall Manor School community of Governors, staff, parents and pupils adhere to an established routine and code of conduct including the school's rules and regulations.

Cundall Manor School sees education as a partnership between our pupils and the staff, parents and Governors. Our staff are committed to excellence; aiming to achieve a spirit of mutual trust and cooperation. We expect the highest values and standards of behaviour from all members of the school community, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils and staff to treat each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Rules and Regulations and understand what is expected of them and

why, as well as the consequences of poor behaviour. Where actions are not specifically covered by the Rules and Regulations pupils should exercise good judgement and staff should judge the pupils behaviour using sound professional judgement, in keeping with the school's ethos.

In accordance with the Equality act 2010 adjustments may be made where it is deemed reasonable, to the expected rewards and/or sanctions, in respect of pupils with disabilities or special educational needs who are operating as far as possible within the school ethos, rules and regulations.

Everyone has a right to feel secure and to be treated with respect at Cundall Manor School, particularly the vulnerable. Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually in accordance with the timings of the school day. They should respect the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

INVOLVEMENT OF PARENTS AND GUARDIANS

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

In all cases of reward and sanction every effort is made to inform the parents and in most cases this is part of the standard procedure in administering these rewards and sanctions eg. pink and blue slips where parents are informed via email, house points levels achieved via stickers in pupil prep diaries, Commendations via certificates taken home.

In cases of serious misconduct parents will be involved with the imposition of appropriate sanctions as laid out in the parental contract.

We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

UNEXPLAINED ABSENCES

We expect parents or guardians to inform the school before hand of all known/planned absences and to telephone the school on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. On their return to school the child in question should bring a parental note to explain the absence. Where absences remain unexplained the school will contact the parents or guardian in order to ensure the safety of the child.

Please note that it is the schools policy usually not to allow holiday to be taken during term time.

INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. To facilitate this pupil committees exist at all levels of the school.

Where pupils are struggling to adhere to the Behaviour policy, every effort is made by the staff to support the pupil concerned. This support could involve:

- regular meetings with the Form Tutor to discuss progress, in conjunction with a behaviour report to keep the tutor and parents fully informed
- buddying up with other pupils from the same year group or attachment to an older prefect to provide guidance
- the involvement of the SEN department to provide a “cool down zone” or “trusted friend”
- intervention and support from the Head of Station
- a change of arrangement for a pupil in terms of curriculum i.e. reducing subjects taken
- intervention and support from an outside agency in terms of counselling or support strategies eg. CAMHS, ASCOSS, Educational Psychologists, GP, Education Social Work service etc.

This behaviour policy applies to all pupils across the school and as a result pupils who are moving from one stage of the school to another should have little or no problems in terms of transition, in adapting to its implementation in the next stage of their school. Pupils who are new to the school are made aware of the school Parental Contract, Behaviour policy and Rules and Regulations on entry to the school. They are briefed about the reward and sanctions by their Form Tutor in their first few days. They may also be “buddied” with experienced pupils in their first two weeks. These pupils then guide them in adapting to the procedures for rewards and sanctions.

INVOLVEMENT OF STAFF

All staff are expected to adhere to the principles and practices laid out in this policy, with regard to both rewards and sanctions.

Where a member of staff is struggling to do so, support can be provided in a number of ways:

- Appropriate INSET will be sought to help to develop effective strategies
- The appropriate Deputy Head, Head of Department or Head of Station can be used to provide advice, strategies and model good practice
- A series of observations both of the member of staff concerned and of other “good practice” members of staff can be arranged

- The member of staff will be given time to employ new strategies after which a review will be conducted with a member of the SMT to assess progress and agree new targets if needed.

SCHOOL RULES AND REGULATIONS

The school's Rules and Regulations are designed to encourage positive behaviour and self-discipline. Our aim is to focus on, reward and encourage good behaviour through the rewards system, which in turn reduces cases of misbehaviour and the need for the use of sanctions.

Examples of rewards for good behaviour or work are:

- Positive encouragement and praise
- Positive comments made to parents in the pupil's diary
- House points
- Post Cards home
- Show-Ups (Worth three house points)
- House Points Rewards Scheme
- Pupil work being displayed
- Colours and Half Colours
- Prizes

Sanctions help us to set boundaries and to manage challenging behaviour. The Joint Heads and all staff undertake to apply any sanctions fairly, and, where appropriate, after due investigative actions have taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity.

Parents and Guardians undertake when signing to Parent Contract to support the authority of the Joint Heads in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

Examples of sanctions include:

- A verbal reprimand or reminder of the expected behaviour
- A verbal reminder of the consequences of continuing the behaviour
- A written comment in the pupil's diary
- A formal talk with a teacher
- A Pink slip issued for academic minor offences (see appendix 3)

- A Blue slip issued for behaviour related minor offenses (see appendix 4)
- Confiscation of property that is being used inappropriately or without consideration
- The pupil writing a formal apology
- Detention during morning or lunch break
- An incident report being sent to the Form Tutor
- The issuing of a behaviour report (see Appendix 2)
- SMT or Heads detention after school
- Withdrawal of privileges
- Withdrawal from a lesson, school trip or team event
- A parental meeting with the Head of Station, followed up by a formal letter to the parents from the Head of Station
- Suspension for a specified period, removal or expulsion.

The sanctions applied will be appropriate to the misbehaviour in question. This will be in accordance with the professional judgement of the staff involved, according to the Hierarchy of Discipline, and the accepted norms of the school, established by on-going staff training and exercise of the Behaviour Policy.

HEIRARCHY OF DISCIPLINE

The Hierarchy of Discipline follows the school's Pastoral Management Structure which is laid out as follows:

- Class teacher
- Form Tutor
- Head of Station
- Deputy Head
- Joint Heads

Class Teacher

Minor incidents will be dealt with quickly and effectively by the class teacher or the teacher witnessing the behaviour, if it occurs outside the classroom. Such behaviour can usually be rectified by giving a quick verbal reminder to the pupil(s). Slightly more serious behaviours will involve the Form Tutor via the pink and blue slip system (see appendix 3 & 4).

Form Teacher

Where incidences are slightly more serious in their nature, e.g. A pupil not producing prep, pink or blue slips will be submitted to the Form Teacher via the subject teacher. This enables the Form Teacher to identify any patterns of behaviour and decide on appropriate corrective strategies.

On receiving the slip, the Form Teacher will support the teacher who submitted it, in delivering an appropriate sanction. At this stage, this might be a breaktime or lunchtime detention or, with agreement from the Head of Station, the issuing of a behaviour report and accompanying telephone call or email from the Form Teacher or Head of Station to inform the parents. If the Form Teacher deems it appropriate, they may make an informal contact with the parents, by telephone or email, to ensure the parents are fully informed and can support the pupil and the school as necessary.

Head of Station

If incidents are persistent and the strategies put into place are not rectifying the problem then the Head of Station will be involved. They may receive a report of an incident from the respective Form Tutor detailing the nature of the misbehaviour. At this stage the parents will be invited into the school for a meeting with the Head of Station and possibly the Form Teacher, to discuss the school's concerns and outline ensuing strategies.

Behaviours of a more serious nature could also be directed straight to the Head of Station. These might include, for example, first offense bullying or disrespect towards a member of staff.

Deputy Heads / Joint Heads

Continued offenses that have been flagged by the Head of Station but not resolved would be directed to the appropriate Deputy Head. Incidences of, for example, serious bullying, violence, stealing and insolence directed towards a member of staff, would likely be referred directly to the Joint Head with associated documentation. Sanctions at this stage of the process are likely to be an after school Head's detention or a short suspension from school.

Any behaviours flagged in this policy which are likely to result in a sanction of suspension or permanent exclusion, should be referred directly to the Joint Head, with the appropriate documentation. The Joint Head, along with the relevant Deputy will then fully investigate the incident. The pupil concerned will be entitled to an additional adult in any investigative meeting to bear witness, usually the Head of Station. The parents will also be involved in a subsequent behaviour. A formal letter will be sent to the parents outlining the outcomes of the meeting. This will then be filed in the pupil's central file.

In the absence of the Heads, these responsibilities will be delegated to the appropriate Deputy

Where all other options have been explored and/or a serious behaviour has occurred a pupil may be suspended following a full investigation. Generally a pupil would receive a short suspension (2 or 3 days). If behaviours persist, a long suspension may follow (a working week). If this does not resolve breaches of behaviour the next course of action would be exclusion from the school.

The school's policy on Exclusions is set out in the Parental Contract and clearly details the procedure for appeal of any decision to exclude a pupil permanently from the school.

All parents' and pupils' should be aware of the more serious sanctions, including suspension and exclusion that the Joint Heads can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Corruption
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Bringing dangerous objects into school
- Actions that bring the school's name and reputation into disrepute
- Pupils making malicious accusations against staff

The Joint Heads keeps a record of any serious behavioural infringements and Head's detentions in a Behaviour Log, which is kept securely in the Head's office.

PHYSICAL RESTRAINT

Like all schools, we reserve the right for our staff to use *reasonable force* to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

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

- The Act also defines to whom the power applies as follows:
- *Any teacher who works at the school*
- *Any other person whom the head teacher has authorised to have control or charge of pupils*
- All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and as part of regular child protection training. In particular, they are advised always to use their voices first, to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate (refer to the ATL's Guidance "Restraint") 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*
- *The relative risks associated with physical intervention compared with using other strategies*

Every member of staff will inform one of the Joint Heads immediately after he/she has needed to restrain a pupil physically and will log the incident for inclusion in the pupil's file using an Incident Report. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a procedure for managing that individual pupil's behaviour. In the case of the EYFS this recording and the subsequent reporting of the need for restraint to the parents, will always occur within 24 hours of the incident in question.

TEACHING AND LEARNING

Cundall Manor School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in accordance with this policy. Our teaching staff offer every child 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 you will not feel the need to complain about the operation of our behaviour policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Complaints procedures are available on request.

We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for three years after your child has left our school.

Reviewed September 2018

Appendix 1
Behaviour Report

Pupil _____
Week beginning _____

Form _____

	1	2	3	4	5	6	7	8	9	Parental signature
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Form Tutor Comment

Form Tutor signature _____

Appendix 2

Pink Slips

A Pink Slip may be issued to pupils in Form 4 upwards for academic related misdemeanours. Examples where it may be appropriate to issue a Pink Slip include:

- Prep not being handed in for marking
- Prep being incomplete or not up to a satisfactory standard
- Classwork not being up to a satisfactory standard
- Any other reason deemed appropriate by a member of staff relating to academic work

Appendix 3

Blue Slips

A Blue Slip may be issued to pupils in Form 5 upwards for behaviour related misdemeanours. Examples where it may be appropriate to issue a Blue Slip include:

- Poor behaviour during a lesson
- Poor behaviour outside lessons
- Incorrect wearing of the school uniform, including hair, jewellery and make-up
- Incorrect sports kit
- Being late for a lesson
- A pupil found in an off-limit area of the school
- Incorrect or insufficient equipment for lessons
- Chewing gum
- A pupil defacing equipment
- Any other incident deemed appropriate by a member of staff relating to unsatisfactory behaviour.

Appendix 2&2 guidance

When a Pink or Blue Slip has been issued by a member of staff, the member of staff should discuss it with the pupil in the first instance and arrange the associated 10 minute break time detention.

The Form Teacher will then discuss the reason for the slip with the pupil and stick the appropriate part of the Slip into the pupil's Prep Diary. The pupil must then take their Prep Diary home and get the slip signed by a parent.

If a pupil is issued with 3 Blue or 3 Pink Slips within a half-term period, then that pupil will be expected to attend a Head's Detention of 3 hours duration after school at a time decided by a Joint Head. The Form Teacher should telephone the pupil's parents to inform them of the detention. The number of Pink and Blue Slips received by a pupil will be recorded on their end of term report.

If any pupil attains three Heads' Detentions in an academic year it may be decided that a 2 day internal suspension is the appropriate next step. The decision for this remains solely with the relevant Head.