North London
Grammar School

Behaviour & Anti-Bullying Policy

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1. Aims

North London Grammar School believes that every child deserves the best; the highest quality learning and care, and a culture that embraces respect, tolerance and trust. Our aim, quite simply, is to enable every one of our students to grow into responsible and fulfilled adults with the skills, qualifications and confidence to shape their futures. The school expects all students to be a credit to themselves, their families and the school.

Students should take pride in themselves and treat others in the community with respect. The school's aim is to provide a high-quality learning environment that maximises the abilities of each student within the school. Excellence, trust and tolerance are fundamental values expected from all involved within the school.

Our Policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils including boarding students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

School Principles

All members of the school community are expected to behave respectfully towards others. Students should work to maximise their own abilities and to behave in such a way that allows others to work and learn and feel safe. The school will keep all students safe, happy and able to learn and will enable staff to teach and promote learning effectively. The school will ensure that all incidents are dealt with thoroughly and fairly.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018

- Searching, screening and confiscation: advice for schools 2022The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content • Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At North London Grammar School we believe that:

- Children and young people should never experience abuse of any kind
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.
- We have a zero tolerance approach to cyber bullying issues, all staff challenge any abusive behaviour between pupils that comes to their notice and will report it to the DSL.

We recognize that:

- Bullying causes real distress and affects a person's health and development. In some instances, bullying can cause significant harm
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will seek to prevent bullying by:

- Developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities
- Holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it
- Providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying
- Challenge any abusive behaviour between pupils
- Putting clear and robust anti-bullying procedures in place.

Our regular discussions with staff, volunteers, children, young people and families will focus on:

- Group members' responsibilities to look after one another and uphold the behaviour code
- Practising skills such as listening to each other
- Respecting the fact that we are all different Making sure that no one is without friends
- Dealing with problems in a positive way
- Checking that our anti-bullying measures are working well.

Responding to bullying

We will make sure our response to incidents of bullying takes into account:

- The needs of the person being bullied
- The needs of the person displaying bullying behaviour
- Needs of any bystanders
- Our organisation as a whole.

We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

Diversity and Inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity.We will be proactive about:

- Seeking opportunities to learn about and celebrate difference
- Increasing diversity within our staff, volunteers, children and young people
- Welcoming new members to our organisation.

4.1 Child-on-child abuse

All staff are aware that children can abuse other children and that it can happen both inside and outside of school and online. **All** are clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff understand that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding childon-child abuse they should speak to the DSL (or DDSL).

All staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- 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. (This may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone 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 videos11 (also known as sexting or youth produced sexual imagery)
- up skirting, 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).

In order to minimise the risk of child-on-child abuse the school:

- Provides a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensure victims, perpetrators and any other child affected by child-on-child abuse will be supported
- Develops robust risk assessments where appropriate (e.g., Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g., behaviour policy).

Where there is an allegation or concern that a child has abused others, see Barnet Safeguarding Children Partnership Procedures Manual, 'Children Who Abuse Others': Child abuse | Barnet Council

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board

- Giving due consideration to the school's statement of behaviour principles (appendix)
- Approving this policy
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

5.3 The Director of Behaviour

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand
- its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.4 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.5 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.6 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

- Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

North London Grammar School's behaviour curriculum focuses on developing positive attitudes and behaviours that will help students succeed academically, socially, and emotionally. This will be achieved by:

6.1 School Code

As a member of North London Grammar School you are expected at all times to

- Show consideration for others and behave courteously
- Avoid taking part in any form of online, verbal or physical harassment.
- Attend school daily, arrive punctually, and make sure that you are fully prepared for all lessons. Take responsibility for yourself, your personal possessions and for your work.
- Be responsible for your own safety and the safety of others.

Take pride in your uniform and in your personal appearance. Respect school property and the possessions of others.

Tell the truth.

Obey the school rules.

Work conscientiously and contribute fully to the life of the school. Uphold our good reputation by your behaviour in and outside school.

6.2 Classroom Code

Everyone in every lesson has a responsibility to contribute to a positive and supportive learning environment for all. Therefore, you should:

- Enter and leave the classroom in an orderly and safe way, under the direction of your teacher. Everyone in the classroom should address each other courteously and with respect.
- Differences of culture, religion and gender must be respected at all times. Always apologise for arriving late for a lesson.
- Always raise a hand if you have a question or a contribution to make to the lesson.
- Respect the fact that teachers and students making positive contributions have the right to be heard in silence.
- Always catch up with any work missed as soon as reasonably possible.

- Always write down homework assignments in your planner when they are set and complete them on time. Always bring the correct equipment for every lesson.
- Teachers alone direct what goes on in the classroom. You should sit, work and behave as the teacher tells you.
- Always respect the fabric of the room; there must be no eating or drinking (except water) under any circumstances.
- No food or drink is permitted in the science lab, with the permission of the teacher water can be consumed outside the classroom.

6.3 Corridor Code

Students are expected to adhere to the following rules when moving around the school site:

- Keep to the left.
- Keep mobile phones and headphones out of sight. Respect the personal space of others.
- Walk.
- Move without delay to your next lesson. Move quietly around the school
- Queue sensibly and in single file for lessons. Keep noise level low.

6.4 Online Safety Code Pupils

Students are not permitted to use personal mobile phones in school,

This code applies to use of devices and IT equipment by all students in school.

The school's online safety rules are set out below:

- I will make sure that all my electronic communications are responsible and sensible
- I understand that cyberbullying (i.e. any form of electronic communication that aims to, or could foreseeably offend, upset or embarrass) is completely unacceptable and that any incident of cyberbullying will be subject to school sanctions
- I will follow the rules as set out in the student online safety acceptable use agreement I will not take (or collude in the taking of) any pictures/video in school.

The school is not responsible for the loss, damage or theft on school premises of any personal mobile device. Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device and that no such content is accessed during the school day.

Sanctions

- Breaches of the mobile phone code will incur sanctions in line with the behavior ladder

- Respect for self and others:
- Identifying and appreciating individual differences and diversity.
- Building positive relationships by treating others with kindness, empathy, and compassion.Developing and nurturing a sense of self-worth, confidence and self-esteem.
- Developing strategies for managing anger, frustration, and other negative emotions. In class, make it possible for all pupils to learn
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Responsibility:

- Developing a sense of personal accountability for one's actions and decisions. Recognizing the importance of punctuality, attendance, and meeting deadlines. Understanding the impact of one's choices and decisions

  on oneself and others.
- Being a responsible digital citizen, understanding the impact of online behaviour and social media use. Wear the correct uniform at all times

Collaboration and Communication:

- Learning how to work effectively in groups and teams. Developing active listening and effective communication skills.
- Negotiating, compromising and seeking solutions in a constructive manner. Building conflict resolution skills to handle disagreements.

Problem-Solving And Critical Thinking:

- Developing a growth mindset and embracing challenges as opportunities to learn and grow. Developing analytical and critical thinking skills to solve problems creatively.
- Making informed decisions and taking calculated risks.
- Developing entrepreneurial and leadership skills. Behave in an orderly and self-controlled way **Positive Mindset And Wellness:**
- Developing a positive mindset and optimistic outlook.
- Learning stress management and coping strategies to deal with academic, social, and personal pressures. Practicing self-care, including exercise, healthy eating, and sleep habits.
- Developing awareness and understanding of mental health and seeking help when needed.

The implementation of the behaviour curriculum should involve a variety of strategies such as school-wide policies, classroom expectations, teacher modelling, and experiential learning opportunities. The ultimate goal is to foster a positive and respectful learning environment where students can thrive academically and personally.

6.5 Mobile Phones

- Mobile phones may only be used to make appropriate calls or texts before and after the end of school when the student is travelling to or from school.
- Mobile phones/ iPods /Gaming Devices must be switched off and remain invisible and inaudible at all other times during the school day, including transitions. As such, if these devices are seen or heard then they will be confiscated, in-line with the behaviour ladder.
- Mobile phones must never be used to video, take photographs or sound recording at any time, unless the Director of Teaching and Learning has provided approval for specific and controlled use within an element of the curriculum.

Communication devices must not be used for malicious intent that may cause harm to others.

7. Responding to Behaviour

7.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Apply the behaviour ladder consistently
    - Using positive reinforcement

7.2 Safeguarding

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. (See rewards ladder).

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

7.4 Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of prearranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Detention at lunchtime, or after school
- Putting a pupil 'on report'
- Loss of privileges – for instance, missing a school trip
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

In most cases the student will be asked to write an account of what happened using the school's student statement pro forma.

1. Minor offences are dealt with by the teacher concerned and should be recorded on Isams. Actions include reprimands, lunchtime detentions.
2. More serious offences may result in the teacher awarding an after-school detention with the Head of Year/members of SLT. The pupils, parents, the Form Tutor, Head of Year and SLT will be made aware by email. The event will be recorded in Isams . Heads of Year and Heads of Key stage will monitor this. The students parents will receive an email the day before a detention is sat.

In the event that a student fails to attend a detention, parents will be sent an email alerting them of the missed detention, and the student will be automatically entered onto the next stageand available detention. The teacher who enters the student into detention should also note the student's attendance and consider escalating the sanction to a Head of Keystage detention if the student cannot provide a suitable reason for the absence.

Heads of Department and Heads of Year should also regularly monitor attendance rates in detention,

3. More serious offences, or repeated minor offences, may result in a yellow report. This sanction can only be issued by the Head of Year after consultation with the Head of Key stage/Deputy Head. The event

will be recorded in the student's file on Isams. Parents will be made aware via email that the student is on Yellow Report and the targets set.

4. More serious offences, may result in a Red Report. This sanction can only be issued by the Head of Keystage after consultation with the Deputy Head. The event will be recorded in the student's file on ISAMS. Parents will be made aware via email that the student is on Red Report and the targets set.

5. More serious offences still, or a further series of repeated serious offences, may result in fixed period suspension (exclusion) the number of days of suspension depending on the seriousness of the offence.

8. Exclusions

Fixed term exclusion (suspension) and permanent exclusion are usually only considered after other significant interventions and support have been unsuccessful in assisting the student to make the necessary improvements. Careful consideration is given in each circumstance as well as any special educational needs or if the child is in care.

However, some offences may lead to an immediate exclusion. These include:

- Assault, including sexual assault
- Vaping or smoking Possession of illegal drugs
- Abuse of alcohol in school
- Bringing weapons into school
- Behaving in a confrontational manner towards staff including the use of offensive language.
- Being violent and aggressive to other people, staff or students
- Behaving in a way which puts the health and safety of self and others at risk
- Deliberately damaging the building or equipment
- Stealing or attempting to steal
- Bullying
- Defiance and disobedience
- Racial abuse
- Persistent disruptive behaviour
- Inappropriate sexual behavior
- Committing a criminal act

This is an indicative, but not exhaustive list. There will be other special circumstances and events when exclusion will be used. In an emergency or where it is considered that a criminal offence may have been committed, the

school will contact the police. Parents/carers will be contacted and invited to attend where it is appropriate for the police to speak to a child.

8.0 The Decision to Exclude

The Headteacher decides on the basis of all the evidence available to him whether to exclude. However, there may be occasions when the Headteacher is absent from school and the Senior Leadership Team will then make the decision. The school investigates serious incidents with appropriate care and in adherence to best practice. Where there is a conflict of evidence or facts are in doubt, the decision to exclude will be based on the Headteacher's assessment of the 'balance of probabilities', the standard of proof required for exclusions to be lawful. The more serious the allegation, the more convincing the evidence needs to be. The pupil's view of events will be taken into account before deciding whether to suspend or exclude. Pupils will be given the opportunity to express their views - with the support of advocates (such as a parent or social worker), if needed - unless their age or understanding mean it's not appropriate to do so. Pupils will then be informed of how their views were taken into consideration in reaching a decision. In every case students and parents/carers will be clearly and promptly advised why the exclusion has occurred and the timescale involved. The school will strive to make contact with parents and carers as soon as the decision to exclude has been reached. The written notification of the decision to exclude will include a letter from the Headteacher (or Senior Leaders in his absence) and the reasons for and the purpose of the fixed term exclusion. The written communication will be sent within 24 hours of the decision to exclude.

In addition, the school will comply with its legal requirements to make the governing body aware (for all permanent exclusions and suspensions of longer than five days), and in all cases, the Local Authority or home Local Authority of the pupil (as appropriate), the pupil's social worker (if they have one) or any LAC pupil's Virtual School Head. If the reason for exclusion requires further investigation then the initial exclusion may be extended pending the outcome of the investigation. Fixed term exclusion can be extended or changed to permanent exclusion as a result. Where a suspension or permanent exclusion should be cancelled, the relevant parties will also be notified (governing body, LA,) in addition to the pupil and parents.

8.1 Work Set During Exclusion

Work will be provided (usually via teams) for the pupil to complete for the first five school days of any exclusion, with online assessment of this work. Where this is reasonably practicable, for any pupils who are LAC or have a social worker, the school will work with the LA to arrange alternative provision (AP) from the first day of suspension or exclusion.

8.2 Monitoring of Exclusions

There is a statutory procedure for dealing with permanent exclusions and the Governing Body keeps under review the use of exclusion of students from the school. This is an item on the agenda of every Education Committee meeting. The Governing Body has delegated appropriate powers to the Education Committee who will:

- Analyse data for patterns, e.g. where a large number of pupils with specific characteristics are affected by pupil moves, and when this has happened
- Consider the cost implications of educating pupils off-site
- Review whether the data reflects that the school's behaviour policy is being implemented effectively and consistently
- Monitor interventions in place to support pupils at risk, to prevent suspensions and exclusions
- Analyse any variation in the rolling average of permanent exclusions to understand why it's happening and what can be done to prevent it

8.3 Reintegration After Fixed Term Exclusion

Students are reintegrated into the school after a fixed term exclusion. This will involve the student and parents meeting with the Headteacher (or Deputy Headteacher) to discuss and clarify future expectations of behaviour. The school is committed to an approach that reflects the principles of restorative justice in the reintegration. The school will work with parents and students to create a reintegration strategy set out in an individual support programmes appropriate for each student's needs. The reintegration strategy will offer the student a fresh start and support their re-engagement in their learning and school life using a range of measures, with regular review by the pastoral team. The school will have regard to the pupil's SEND and/or health needs and will involve the SENCO, other agencies.

8.4 Types of Exclusion

1. Fixed period exclusions

- 1 to 5 days

These exclusions are the least serious and are, therefore, the most common. The actual number of days will be decided in the light of the factors above. Parents have the responsibility to ensure their child is not present in a public place in school hours during this period.

- 6 days or more

Students can be excluded for 6 or more days for an offence if it is thought the incident is sufficiently serious.

The school will provide full-time education.

No students will be excluded for more than 45 school days in one academic year.

2. Permanent Exclusion

This type of exclusion is normally the last resort and is employed when the Headteacher decides that it is in the best interests of the school and/or the student that the student no longer attends the School. However the Department for Education have made it clear in response to concerns raised by the Local Authorities (January 2000) that: The exception (in para 6.6. Chapter 10/99) that a Headteacher would not normally permanently exclude a pupil for a first offence would not rule out permanent exclusion for a first offence, for example using violence. The Headteacher will consider permanent exclusion as the appropriate sanction for single, most serious (one-off) offences, or for a repetition of very serious offences. Offences that would merit consideration as being most serious (one-off) offences further to investigation include:

- Serious actual or threatened violence towards a member of staff. Serious actual or threatened violence against another student.
- Sexual abuse, assault or harassment
- Possessing/Supplying an illegal drug or bringing such a substance into school.
- Carrying an offensive weapon or bringing it into school.

Very serious offences such that their repetition would give reason for consideration of permanent exclusion include those offences set out under the "When do we exclude" section of this policy. This is an indicative but not exhaustive list. There may be other special circumstances and events when permanent exclusion will be used. A meeting of the Governing Body's Pupil Discipline Committee is arranged within 15 school days of the decision to permanently exclude and the exclusion is considered. Parents/ carers have the right to be present at this meeting, to bring representation with them, and to appeal against the Headteacher's decision. The Panel will either uphold the Headteacher's decision or direct the Headteacher to readmit the student. If the Governing Body declines to reinstate the excluded student, Parents/carers will be notified of this decision. Parents/carers have the right to appeal against this decision to an independent panel. No student who is excluded will be prevented from taking a public examination and special invigilation arrangements will be made if necessary. The Local Authority is required to provide full-time education from the sixth day of a permanent exclusion.

9. Reasonable Force & Corporal Punishment

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence Incidents of reasonable force 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 (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9.1 The ban on corporal punishment.

(section 548 of the Education Act 1996 as amended by section 131, School Standards and Framework Act 1998)

Corporal punishment is prohibited for all pupils as specified under Section 131 of the Schools Standards and Framework Act 1998. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors.

No unacceptable, excessive or idiosyncratic punishments **should be used by boarders or staff,** including any punishment intended to cause pain, anxiety or humiliation, corporal punishment, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline, requirement to wear distinctive clothing as a punishment (or night-clothes by day as a punishment), use or withholding of medical, optical or dental treatment, deprivation of sleep, fines exceeding two-thirds of the boarder's available pocket money provision, or locking in a room or area of a building.

10. Confiscation & Searches

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10.0 Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching,screening and confiscation.

Any prohibited items found in a pupil's possession as a result of a search will be confiscated.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Vaping products
- Fireworks
- Pornographic images
- Mobile phones or devices with potentially inappropriate content
- Anything else banned by the school
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

These items will not be returned to the pupil but can be handed back to the adult with responsibility for care of that student and the school will contact the relevant adult for this purpose. Staff will also confiscate any item that is harmful or detrimental to school discipline, such as mobile phones used inappropriately or jewellery. These items will be returned to pupils after discussion with the senior leadership team and parents, if appropriate. The school will not be held liable for damage to or loss of any confiscated items.

10.1 Searching a Pupil

Searches will only be carried out by a member of the Senior Leadership Team who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or Director of Pastoral who may have

more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

- Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead (deputy) or the head teacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

- The authorised member of staff will record that a search took place and what was found, if anything.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The Senior Leader who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be Present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult
  to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police, Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex
- Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care After A Strip Search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

11. Off-site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

12. Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

13. Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or designated safeguarding lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

14. Zero-Tolerance Approach To Sexual Harassment And Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information.

15. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

16. Responding to misbehaviour from pupils with SEND

16.1 Recognising The Impact Of Send On Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

- Training for staff in understanding conditions such as autism - Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

16.2 Adapting Sanctions For Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND? Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

16.3 Considering Whether A Pupil Displaying Challenging Behaviour May Have Unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16.4 Pupils With An Education, Health And Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

17. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the Heads of Year/Director of Pastoral
- A report card with personalised behaviour goals
- Regular meetings with the school mentor

18. Pupil transition

18.1 Inducting Incoming Pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

18.2 Preparing Outgoing Pupils For Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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.

19. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development

20. Monitoring arrangements

20.1 Monitoring And Evaluating School Behaviour

The school will collect data on the following:

- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by the Director of Pastoral on a termly basis and reviewed by the governors at their Education Committee meetings.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

21. Monitoring This Policy

This behaviour policy will be reviewed by the headteacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the full governing body.

22. Links With Other Policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Online Safety Policy
- Learner Agreements

23. Appendix 1: Prep School Reward Levels (From Year 3 to Year 6)

In Lessons	Staff	Merit Points	School Contribution	Staff
▪ Good collaboration/ Kindness (1) ▪ Ready to learn (1) ▪ Consistently high levels of organisation (1) ▪ Reading record completed and signed (2) ▪ Improvement in effort (2) ▪ Neat handwriting/ Using equipment (appropriately/ General presentation (2) ▪ Reflecting the school values (2) ▪ Good attitude to learning (3) ▪ Good effort (3) ▪ Good participation in lesson (3) ▪ Excellent work in a lesson (4) Excellent homework (4) ▪ Excellent attitude to learning (4)	All Staff	**1-4**	▪ Good attendance/ punctuality (1) ▪ Correct uniform and PE kit (1) ▪ Act of kindness cards (1) ▪ Excellent Presentation (4)	All Staff
▪ Significant improvement in effort (5) ▪ Persistent good behaviour (5) ▪ Consistently demonstrating high levels of effort (10) ▪ Demonstration of Integrity (10) ▪ Reflecting the school values of Scientia, Bonitas and Disciplina	All Staff	**5-14**	▪ STAR of the Week (5) ▪ Participation in assembly (5) ▪ Science Facts Award ▪ Maths Wizards Award ▪ Book Flix Award ▪ Ding Bats Award ▪ Selected for roles within school, e.g., school council, prefect (10) ▪ Exceptional leadership skills / contribution (10) ▪ Notable action of kindness (10) ▪ Contributing to charity (10)	All Staff
▪ Excellent work during a whole unit (15) ▪ Excellent Manners (15) ▪ Honesty (15)	All Staff	**15-25**	▪ Internal competition awards (15) ▪ Positive contribution to school life (15) ▪ No Consequences in a half-term (20) ▪ Award for national and international Olympiads and competition (25) ▪ Subject student of the term / subject award (25)	All Staff

50 Bronze	200 Platinum
100 Silver	250 Ruby
150 Gold	300 Emerald
350 Sapphire	500 Diamond

25. Appendix 2: Prep School Behaviour Ladder (From Year 3 to Year 6)

Behaviour In and Outside of Lessons (Including Form Time and Break Time)	Level	Demerit Points	Possible Sanctions	Possible Interventions	Staff Responsible
▪ Low-level disruption, e.g., talking/ preventing others from learning	1	0	Verbal Warning 1	▪ First verbal warning is given by Teacher at this initial level	All teachers
▪ Repeated low-level disruption, e.g., talking/ preventing others from learning	2	0	Verbal Warning 2	▪ Second and final verbal warning is given by Teacher	All teachers
▪ Arguing with peers/ out of seat without permission ▪ Running in corridors ▪ Disruptive behaviour ▪ Failure to complete homework - ▪ Failure to complete reading record ▪ Non-compliance with uniform regulations ▪ Lack of effort ▪ Use of mobile phone / seen by a teacher in class or anywhere in the school during the school day	C1	-1	▪ Log onto iSAMS	▪ Reflection Form to be completed by Pupil ▪ Conferencing with Pupil ▪ Restorative work as appropriate ▪ Set targets ▪ Positive reinforcement ▪ Reflection time	Subject teachers to log
▪ **Repeated C1 behaviour** ▪ Eating in lessons or corridor ▪ Dropping litter ▪ Inappropriate behaviour ▪ Non-compliance with behaviour curriculum ▪ Dishonesty ▪ Work not meeting standard required ▪ Inappropriate language ▪ Inappropriate use of ICT	C2	-2	▪ Log onto iSAMS **Stage 1** **Miss 10 minutes of lunch break (after they've eaten)**	▪ Conferencing with Pupil ▪ Restorative work as appropriate ▪ Reflection time/ Reflection Form	Subject teachers to log
▪ **Repeated C2 behaviour** ▪ Rudeness to a member of staff ▪ Failure to follow instructions ▪ Inciting others to fight ▪ Being dishonest ▪ Unkindness to others	C3	-3	▪ Log onto iSAMS ▪ Message sent home by Teacher **Stage 2** **Miss 15 minutes of lunch break (after they've eaten)**	▪ Conferencing with Pupil ▪ Reflection time in mentoring room ▪ Tutor/Mentor Intervention ▪ Restorative work as appropriate ▪ Targets set ▪ Apology letter ▪ Reflection Log ▪ Parent meeting with Class Teacher and Head of Key Stage 2	Subject teachers to log/ Intervention/ restorative work Head of Key Stage
▪ **Repeated C3 behaviour** ▪ Damage to school/ other's property ▪ Refusal to follow instructions ▪ Threatening behaviour towards students/ Fighting/ Personal Space breached ▪ All Types of Bullying (including Cyber bullying, etc.) ▪ Graffiti ▪ Cheating	C4	-5	▪ Log onto iSAMS ▪ Message sent home via ParentMail ▪ Removal from Enrichment/ Excursions ▪ C4 - Primary teachers to inform Parent for after school **Stage 3** **20 minutes after school detention (with Head of Key Stage)**	▪ Tutor and Mentor Intervention ▪ Conferencing with Pupil ▪ Restorative work as appropriate with Head of Key Stage ▪ Apology letter ▪ Request Home Visit ▪ Targets set **Parental meeting with Teacher**	Subject teachers to log/ Intervention/ restorative work Head of Key Stage
▪ **Repeated C4 behaviour** ▪ Bullying, Cyber Bullying. ▪ Behaviour that compromises the safety of others ▪ Theft ▪ Any behaviour that seriously disrupts the school day	C5	-10	▪ Log onto iSAMS ▪ Secondary teachers to inform designated Primary Teacher ▪ Removal from Enrichment/ Excursions ▪ C5 - Head of Key Stage to inform Parents	▪ Conferencing with Pupil ▪ Restorative work as appropriate with Head of Key Stage ▪ Apology letter ▪ Request Home Visit ▪ Targets set **Parental meeting with Head of Key Stage**	Subject teachers to log/ Intervention/ restorative work Head of Key Stage

			Stage 4 **30 minutes after school detention (with Head of Key Stage)**		
▪ **Repeated C5 behaviour** ▪ In possession of weapons ▪ Persistent bullying, Racism ▪ Damage to school property/ Vandalism ▪ Breach of ICT Contract ▪ Bringing the school's name into disrepute. ▪ Sexism, Misogyny, Misandry, Homophobia, Biophobic behaviour, ▪ Swearing at or about a member of staff, ▪ Physical aggression, ▪ Plagiarism ▪ Serious exploitation of other students via social media	**C6**	**-15**	Log onto iSAMS **1 hour Community Service after school with Head of Key Stage**	▪ Restorative work with Teacher who gave the sanction during break ▪ Apology letter ▪ Meetings with mentoring team ▪ Use of teaching assistants ▪ Short term behaviour targets ▪ Long term behaviour plans	Subject teachers to log/ Intervention/ restorative work Head of Key Stage
▪ **Repeated C6 behaviour** ▪ Violent behaviour including against another student or a member of staff ▪ Inappropriate sexual behaviour, extremist behaviour ▪ Involvement with, supplying or buying drugs or other prohibited substances ▪ Behaviour that threatens the safety of others ▪ Malicious allegations against staff ▪ Bringing the school into disrepute ▪ Possession of any prohibited items including weapon or items that may be used as weapon, illegal drugs, stolen items, pornographic images ▪ Committing an offence	**C7**	**-25**	Likely to lead to 1- 5 days exclusion	▪ Restorative work with Teacher who gave the sanction during break ▪ Apology letter ▪ Meetings with mentoring team ▪ Use of teaching assistants ▪ Short term behaviour targets ▪ Long term behaviour plans	Subject teachers to log/ Intervention/ restorative work SLT

Guidelines for Writing Statements for Behavioural Incidents

At North London Prep School, it is essential to maintain a fair and effective behaviour system that encourages responsibility and growth among our pupils. When incidents occur, it is important to obtain written statements from all individuals involved. These statements help us understand the situation better and provide an opportunity for reflection and learning. Here are some guidelines for writing statements, especially from the perpetrators of incidents:

1. **Offer Support:** If a child feels nervous or unsure about writing a statement, offer assistance and reassurance. Let them know that writing the statement is a chance to express their perspective and understand the situation better.
2. **In the Child's Own Words:** Encourage the child to write the statement in their own words. This allows them to express themselves honestly and helps us gain insight into their perspective. Avoid imposing a specific format or language on them.
3. **Factual Details:** Encourage the child to provide factual details about the incident. What happened, where it happened, who was involved, and any relevant timeline of events should be included.
4. **Witnessed by a Teacher or Staff Member:** If the incident was witnessed by a teacher or staff member, it is crucial to mention this in the statement, including their names. This adds credibility and can provide an unbiased account of the incident.
5. **Clarity and Honesty:** Stress the importance of being clear and honest in the statement. Emphasize that the purpose of the statement is not to assign blame but to understand what happened and why.
6. **Feelings and Emotions:** Invite the child to express their feelings and emotions about the incident. Understanding their emotional state can help us provide appropriate support and guidance.
7. **Encourage Reflection:** Ask the child to reflect on their actions and their impact on others. This promotes self-awareness and personal growth.
8. **Respect and Privacy:** Ensure that the child's privacy and confidentiality are maintained. Statements are intended for school use and should not be shared indiscriminately.
9. **No Pressure:** Do not pressure the child to write the statement quickly. Give them the time and space they need to gather their thoughts and feelings.
10. **Review and Discussion:** After the statement is written, consider reviewing it with the child to clarify any points or address any concerns. This can be an opportunity for a constructive conversation about the incident.
11. **Use for Resolution:** Use the statements as a tool for resolving incidents and guiding appropriate interventions or consequences. They should contribute to a fair and just resolution process.

Remember that the ultimate goal of obtaining statements is to promote positive behaviour and growth in our students. By following these guidelines, we can ensure that the process is respectful, educational, and supportive.

24. Appendix 3: Secondary School Individual Reward Levels (From Year 7 to UFP)

In Lessons	Staff	Merit Points	School Contribution	Staff
• Excellent work in a lesson • Excellent homework • Good attitude to learning • Significant improvement in effort • Good participation in lesson • Improvement in effort • Tutor time reading log completed • Tutor time book review completed • Planner completed and signed • Being helpful	Subject Teacher Form Tutor	**1-4**	• Good attendance/punctuality • Correct uniform • Act of kindness • No consequences in a week • Community Service	Form Tutor
• Repeated behaviour from first ladder rung • Leadership Skills • Consistently good effort • Consistently high levels of organisation • Reflecting the school values of Scientia, Bonitas and Disciplina • 1s and 2s on all categories of academic report • Excellent attitude to learning	Subject Teacher Form Tutor	**5-14**	• Participating in an assembly • Meeting school attendance targets • Applying for roles within the school • Participation in school event/ performance/ representing school in sporting fixture/ competition • **Contributing to settling in new students by being a buddy**	Form Tutor Mentors
• Excellent work during a whole unit • Subject postcard home • Consistently achieving 1s on all categories of report • Achieving aspirational target • Demonstrating excellent effort	Subject Teacher HOY/ HOK	**15-20**	• No consequences in a half-term • Contribution to an extra-curricular club • Award of Maths Challenge Certificate • Award of Science(s) Challenge Certificate • Achieving certificate in Olympiad Event • **Nominated as Prefect** • Nominated for school values award • Contributing to a charity event • Notable act of kindness • Reading with Prep School Pupils • 100% attendance for a term (20)	All Staff Mentors

• Subject Student of the Term	Curriculum Leaders	**25**	• Exceptional act of kindness • Year Group student of the month • Achieving certificate in Olympiad Event • Achieving Bronze in Olympiad Event • Participating in the IGO project • Selected as Prefect	All Staff Mentors
• 1s on all categories on successive reports across the Year • Consistently demonstrating excellent attitude to learning • Consistently demonstrating high levels of effort	Data Team SLT	**30**	• Head Teacher's Commendation • School values award • Selected as Head Boy/ Head Girl	Head Teacher
• Subject Student of the Term (second time for the same subject)	Curriculum Leaders	**40**	• Initiating and leading a charity event • Exceptional Leadership • Award of school colour for PE • Award of school colour for Music • Award of school colour for Drama • Award of school colour for Leadership • Achieving Silver in Olympiad Event	All Staff
• Subject Student of the Year • Recognised effort throughout the year in all subject areas	Curriculum Leaders	**50**	• No consequences for a year • 100% attendance for a year • Achieving Gold in Olympiad Event	Curriculum Leaders

Individual Reward Levels

Level	Points Earned	Award	Action
1	50 points	Bronze Award	Certificate Awarded in Assembly
2	100 points	Silver Award	Certificate Awarded in Assembly
3	150 points	Gold Award	Certificate Awarded in Assembly
4	200 points	Platinum Award	Certificate Awarded in Assembly
5	250 points	Ruby Award	Certificate Awarded in Assembly
6	300 points	Emerald Award	Certificate Awarded in Assembly
7	350 points	Sapphire Award	Certificate Awarded in Assembly

8	500 points	➢ Diamond Award	Certificate Awarded in Assembly & Gift from the Headteacher

26. Appendix 4: Secondary School Behaviour Ladder (From Year 7 to UFP)

Behaviour In and Outside of Lessons (Including Form Time)	Level / Demerits		Possible Sanctions	Possible Interventions	Staff Responsible
▪ Low level disruption, e.g., talking, preventing others from learning ▪ Arguing with peers/out of seat without permission ▪ Lack of correct equipment ▪ Lack of effort ▪ Defiance (first instance) ▪ **Late to lesson (less than 5 mins)** ▪ Running in corridors ▪ Boisterous behaviour ▪ Failure to have planner signed ▪ Doodling in exercise book ▪ Speaking in other languages ▪ Behaviour in line up before lesson ▪ Use of mobile phone/mobile phone seen by a teacher in class/anywhere in the school during the school day (first instance) ▪ Late to school (1 to 2 times)	**C1**	**-1**	Verbal Warning Log onto iSAMS Phone to be given to reception and collected at the end of the day Verbal Warning and Message sent home	Conferencing with Pupil Restorative work as appropriate Set Targets Positive reinforcement Reflection time in mentoring room	All Staff
▪ **Repeated C1 Behaviour** ▪ Dishonesty ▪ Disruption in lesson ▪ Non-compliance with uniform regulations ▪ Eating in lessons or corridor ▪ Dropping litter ▪ Non-completion of homework ▪ Inappropriate language/ behaviour ▪ Defiance (second instance) ▪ **Late to lesson (more than 5 mins)** ▪ Chewing gum ▪ Failure to put school bag in locker during break and lunch ▪ Leaving bag unattended on the floor causing a hazard ▪ Pushing, messing around and noise on the stairs ▪ Failure to comply with H&S in science lab ▪ Inappropriate use of ICT ▪ Failure to follow behaviour curriculum ▪ Work not meeting the standard required ▪ Use of mobile phone/mobile phone seen by a teacher in class/anywhere in the	**C2**	**-2**	Message sent home Log onto iSAMS **Stage 1 20 Mins Lunch Detention** (with staff issuing the detention/form teacher for unattended bag) Phone to be given to reception and collected at the end of the day	Conferencing with Pupil Restorative work as appropriate Set Targets Positive reinforcement Reflection time in mentoring room Tutor/ Mentor Intervention Parent to collect the phone from school and talk to teacher who confiscated the phone	All Staff

school during the school day (second instance) ▪ Late to school (3 times)			Message sent home and Stage 1 20 Minute Lunch detention		
▪ **Repeated C1 or C2 Behaviour** ▪ Rudeness to a member of staff ▪ Failure to follow instructions ▪ Failure to hand in coursework ▪ Inciting others to fight ▪ Being in the vicinity of smokers ▪ Defiance (third instance) ▪ **Late to lesson (more than 10 mins)** ▪ Failure to attend C2 detention ▪ Defacing school textbooks/library books including graffiti ▪ Inappropriate use of NLPS equipment at break/lunch ▪ Out of bounds during break or lunch ▪ Off-site misbehaviour ▪ Use of mobile phone/mobile phone seen by a teacher in class/anywhere in the school during the school day (third instance) ▪ Late to school (4 times)	**C3**	**-3**	Message sent home Log onto iSAMS **Stage 2 Detention 40 minutes after school with HOY/HOK** **Green Subject report** Phone to be given to reception and collected at the end of the day by parents/ carers Message sent home and Stage 2 Detention	Conferencing with Pupil Reflection time in mentoring room Tutor/Mentor Intervention Restorative work as appropriate Set Targets Initial Concern Form Parent to collect phone from school and talk to Form Teacher	All Staff Form Teacher Head of Year Head of Key Stage
▪ **Repeated C3 Behaviour** ▪ Failure to achieve targets set by subject teacher ▪ Damage to school/ other's property ▪ Refusal to follow instructions ▪ Threatening behaviour towards students ▪ High-level of rudeness or defiance ▪ Truancy from lessons ▪ Failure to attend C3 detention ▪ Offensive graffiti ▪ Failure of yellow report/achieve targets set by subject teacher ▪ Talking or communicating with another student during an exam ▪ Plagiarism in formative/ summative assessments ▪ Exploitation of other students via social media ▪ Misuse of technology ▪ Derogatory Language including general discriminative comments ▪ Persistent use of mobile phone/mobile phone seen by a teacher in class/anywhere in the school during the school day (fourth instance)	**C4**	**-5**	Message sent home via ParentMail Log onto iSAMS **Stage 3 Detention 1 hour after school with Deputy Head** **Yellow Report** **Green Subject report** Removal from Enrichment/ excursions Phone confiscated for one week –	Conferencing with Pupil Reflection time in Mentoring Room Tutor/Mentor Intervention Restorative work as appropriate with Head of Key Stage Request Home Visit Targets set for report **Parental Meeting with Head of Year/ Head of Key Stage**	Head of Year Form Teacher Head of Key Stage Deputy Head

▪ Late to school (5 times)			Stage 3 detention	Parental Meeting with Head of Year	
▪ **Repeated C4 Behaviour** ▪ Failure to pass yellow report ▪ Failure to pass red report ▪ Disrupting a C4 detention ▪ Fighting, ▪ Bringing the school's name into disrepute. ▪ Sexism, Misogyny, Misandry, Homophobia, Biophobic behaviour, bullying ▪ Direct Racism, Sexism, Homophobia Bullying ▪ Inappropriate behaviour towards a member of staff or student ▪ Behaviour that compromises the safety of others, ▪ Theft or any behaviour that seriously disrupts the school day ▪ Cyber bullying and being a cyber - bully accomplice ▪ Any vandalism or damage to school property ▪ Serious H&S incident in science lab ▪ Late to school (6 times) ▪ Inappropriate use of mobile phone/mobile phone seen by a teacher in class/anywhere in the school during the school day (fifth instance)	**C5**	**-10**	Message sent home via ParentMail Log onto iSAMS **Stage 4 Detention 2 hours with Senior Deputy Head** **Red Report** (This decision will be made by HOY/ HOK/ SLT) Phone confiscated for two weeks followed by Stage 4 detention **Yellow Report**	Conferencing with Pupil Reflection time in mentoring room Tutor/Mentor Intervention Restorative work as appropriate with Head of Key Stage & Mentor Request Home Visit Targets set for report Tutor and Mentor Intervention Parent to collect phone from school and Parental Meeting with SLT	Form Teacher Head of Year Head of Key Stage SLT
▪ **Repeated C5 Behaviour** ▪ Failure to pass Red Report, Swearing at or about a member of staff, cheating in an exam ▪ Intimidation of a member of staff, physical aggression, possession and/or consumption of alcohol, Smoking and/or possession of smoking equipment, persistent bullying or any behaviour that seriously disrupts the school day, racism ▪ Possession/ distribution of locked exam papers ▪ Plagiarism in end of year/ Mock exams ▪ Serious exploitation of other students via social media ▪ Breach of ICT Contract ▪ Late to school – 6th time in a single term ▪ Serious misuse of mobile phone/mobile phone seen by a teacher in class/anywhere in the school during the school day (sixth instance) ▪ Late to school (7 times) ▪ Late to school (8 times)	**C6**	**-20**	Message sent home via ParentMail Log onto iSAMS This decision will be made by Senior Leadership Team/Governors 1-5 days exclusion followed by Red Report Phone confiscated for 3 weeks followed by Red Report	Conferencing with Pupil Reflection time in Mentoring Room Tutor/Mentor Intervention Restorative work as appropriate with Head of Key Stage & Mentor Request Home Visit Targets set for report Tutor and Mentor Intervention	Head of Year Head of Key Stage SLT

				Parental Meeting with SLT	
▪ **Repeated C6 Behaviour** ▪ Possession of any prohibited items including: weapon or items that may be used as weapon, illegal drugs, stolen items, pornographic images ▪ Causing arson or attempted arson, ▪ Violence towards a member of staff, inappropriate sexual behaviour, extremist behaviour, criminal offences and/or any persistent behaviour that repeatedly disrupts the school day ▪ Sexual violence/harassment ▪ Committing an offence ▪ Late to school – 7th time in a term ▪ Serious misuse of mobile phone/mobile phone seen by a teacher in class/anywhere in the school during the school day, e.g., sexting ▪ Late to school (9 times) ▪ Late to school (10 times)	**C7**	**-50**	Message sent home via ParentMail Log onto iSAMS This decision will be made by the members of the SLT & Governing Body 1-5 days exclusion followed by Red Report Permanent Exclusion Student banned to bring phone to school 1-5 days exclusion followed by Red Report	Conferencing with Pupil Reflection time in mentoring room Tutor/Mentor Intervention Restorative work as appropriate with SLT and mentor Request Home Visit Targets set for report Tutor and Mentor Intervention Parental Meeting with Headteacher	SLT