

Behaviour and Discipline Policy

This policy applies to all students in the Stephen Perse Foundation (the **Foundation**), including Early Years Foundation Stage and boarding students.

This policy has regard to the following DfE Statutory guidance for schools and colleges and legislation:

[‘Keeping children safe in education’](#) (2020)

[‘Behaviour and discipline in schools’](#) (2016)

[‘Searching, screening and confiscation’](#) (2014, reviewed 2018)

[‘Use of reasonable force’](#) (2013, reviewed 2015)

[‘Guidance for safer working practice for those working with children and young people in education settings’](#) (2019)

‘Equality Act’ (2010)

‘The Education (Abolition of Corporal Punishment) (Independent Schools) Regulations’ (1989).

1. Guiding Principles

1.1 It is a primary aim that every member of the Foundation feels valued and respected, and that each person is treated fairly and well. The Foundation is a caring community where values are built on mutual trust and respect. The Behaviour and Discipline Policy is therefore designed to create an environment in which everyone feels happy, safe and secure.

1.2 The Behaviour and Discipline Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, allowing everyone to work together in an effective and considerate way, so that all students may flourish.

1.3 The policy is designed to encourage considerate behaviour, rather than merely deter anti-social behaviour. Good behaviour is encouraged because we believe that this will develop an ethos of kindness, co-operation and mutual respect, through which bullying can be prevented. Every member of the Foundation is expected to behave in a considerate way towards others. All students are treated fairly and the Behaviour and Discipline Policy is applied in a consistent way. The aim is that students become positive, responsible and increasingly independent members of the Foundation.

1.4 Each School and College of the Foundation has a set of School Rules and a Code of Conduct, together with the General Guidance for Boarders for boarding students, available on the website, which supports the Behaviour and Discipline Policy appropriately, according to the age and maturity of the students.

2. Aims of the Behaviour and Discipline Policy

2.1 This policy aims to promote good behaviour, self-discipline and respect amongst students.

2.2 This policy aims to prevent bullying amongst students.

2.3 This policy aims to ensure that students complete assigned school work.

2.4 This policy aims to ensure there is a consistent approach to behaviour management.

2.5 This policy sets out the Rewards and Sanctions which are appropriate for each School of the Foundation together with Rewards and Sanctions applicable to boarders.

3. Responsibility for Behaviour and Discipline

3.1 The Principal has overall responsibility for Behaviour and Discipline. This responsibility is delegated to the Vice Principal for day to day management of Behaviour and Discipline across the Foundation schools.

3.2 The Heads of School have responsibility for day to day management of Behaviour and Discipline in their schools.

3.3 All staff members are involved in matters relating to Behaviour and Discipline, including rewards, expectations and sanctions. Guidance and advice with regard to Behaviour and Discipline are offered to staff members, as required.

3.4 Parents who accept a place for their child in the Foundation undertake to uphold the Foundation's policies when they sign the Parent Contract. They are expected to support the Foundation with the implementation of the Behaviour and Discipline Policy, the appropriate School Rules, the appropriate Code of Conduct and the General Guidance for Boarders (where applicable). Parents are encouraged to read the policy, the appropriate School Rules, Code of Conduct, Rewards, Expectations and Sanctions and the General Guidance for Boarders (where applicable), with their children when this is felt necessary.

4. Promoting Good Behaviour

4.1 We believe that students learn best when they are clear about expectations of behaviour and when they are consistently encouraged to reach these expectations.

4.2 We aim to foster good behaviour by acknowledging and rewarding it appropriately.

4.3 We define behaviour as the way we act and respond to people and situations. We recognise that most students are able to choose how to behave in a given situation and the Foundation's ethos is to encourage students to choose good behaviour, by actively seeking and rewarding it.

5. School Rules and Codes of Conduct

5.1 Students are expected to show consideration for others at all times.

5.2 Students are expected to act responsibly at all times and in all settings.

5.3 Students are expected to adhere to the appropriate School/College Rules.

5.4 Students are expected to adhere to the appropriate School/College Code of Conduct. Boarders are also expected to adhere to the General Guidance for Boarders.

5.5 The Behaviour and Discipline Policy, the relevant School Rules and the relevant Code of Conduct are brought to the attention of students at the start of the school year or on joining the Foundation, and reinforced through PSHEE lessons and assemblies during the year. The General Guidance for Boarders is brought to the attention of all boarders, is displayed in all bedrooms and notice boards in the boarding houses and reinforced through weekly house meetings.

5.6 Students are informed when changes are made to the relevant School Rules and/or Code of Conduct and/or the General Guidance for Boarders.

5.7 The relevant School Rules and Code of Conduct apply when the student is at school, in boarding houses, wearing school uniform, travelling to and from school, on trips and visits or representing the Foundation in any way.

5.8 The Behaviour and Discipline Policy, School Rules and Codes of Conduct, the General Guidance for Boarders (where applicable), are also intended to regulate the behaviour of students when they are in other settings.

6. Transition

6.1 It is recognised that students who have recently joined the Foundation or transferred from one School to another, within the Foundation or started boarding, may require time to adapt to that transition. Appropriate guidance and support will be given to the student concerned, to ensure that he/she fully understands the relevant School Rules, Code of Conduct, the General Guidance for Boarders (where applicable), and accompanying expectations.

7 Safeguarding

7.1 If a student displays behaviour which causes concern that he/she may be at risk of harm, then procedures will be followed, in accordance with the Foundation Safeguarding and Child Protection Policy.

8. Rewards and Sanctions

8.1 It is clearly understood by staff in all Schools and Colleges of the Foundation that rewards are more effective than sanctions in motivating students. The Foundation is committed to promoting and rewarding good behaviour. See Annex 1 for the Rewards in each School and for boarders.

8.2 Staff in all Schools and Colleges of the Foundation recognise the need for clear, reasonable and consistently applied disciplinary procedures, in which sanctions are kept to a minimum. See Annex 2 for the Expectations and Sanctions in each School and for boarders.

8.3 The Heads may authorise staff to use sanctions other than those detailed in Annex 2 provided they comply with good educational practice and promote observance of the school rules and codes of conduct. Sanctions used must be appropriate, proportionate and not humiliating. In determining an appropriate sanction, staff should give consideration to the nature of the offence, the context, the age and prior conduct of the student concerned, any relevant personal circumstances, risks posed to student welfare, remorse shown, impact of the behaviour, legal advice if appropriate, and any other relevant factor.

8.4 The Foundation has a legal duty under the Equality Act 2010 and will make reasonable adjustments for managing behaviour which is related to a student's disability, their mental health, his/her special educational needs and learning difficulties or in respect of a safeguarding matter. Where permanent exclusion is to be considered, the Foundation will ensure that a student who is disabled or has special educational needs and learning difficulties is enabled to present his or her case fully. The Foundation will take into account any religious requirements affecting a student.

8.5 Whenever possible, reference is made to the relevant School Rules and/or Code of Conduct and/or the General Guidance for Boarders, as appropriate.

8.6 Disciplinary procedures can be implemented for unacceptable behaviour which occurs outside the Foundation when a student is not under the charge of a member of staff but which is witnessed by a member of staff or reported to the Foundation.

8.7 If unacceptable behaviour is recurring and there is a concern about an individual student's needs, the Foundation will liaise with parents and/or local agencies to assess those needs in accordance with the Foundation's Special Educational Needs and Learning Difficulties Policy.

8.8 It may be necessary to provide support for a student who has received a sanction. This will include sessions with relevant staff to help the student and attempts will be made to address underlying pastoral or academic issues.

8.9 If it is alleged that a student has committed a serious breach of discipline the Vice Principal should be informed immediately who will make the Principal aware of the breach. An investigation will be conducted by the relevant staff and the Vice Principal will be consulted with regard to the sanction to be imposed. The Vice Principal will consult with the Principal for external suspension. Rewards and sanctions are recorded in SIMS with relevant details, including the reason for the reward/sanction and the category to which it has been allocated.

9. Searching, Screening and Confiscation

9.1 The Foundation follows the advice set out in the Department for Education document 'Searching, screening and confiscation' (2014, reviewed 2018) and the Boarding Schools Association guidance '*Boarding Briefing Paper - Conducting a search of a pupil's room, belongings or person*' (September 2015).

9.2 A member of staff may search a student and/or their property and/or their boarding room with their consent for any item.

9.3 A member of staff may search a student and/or their property and/or their boarding room without their consent if that member of staff suspects that the student has an item in their possession which is banned by the relevant School Rules or the General Guidance for Boarders which has been identified as an item which may be searched for.

9.4 A student and/or their property and/or their boarding room may be searched without their consent if a member of staff has reasonable grounds to suspect that the student is in possession of a "Prohibited Item". Prohibited Items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including the student).

In this circumstance, a search may be carried out provided that:

- It has been authorised by the Principal, Vice Principal, Head of School or Head of Boarding;
- If it involves a search of clothing, it is restricted to the removal of outer clothing and searching of pockets only;
- It is carried out by a member of staff of the same sex as the student and in the presence of another member of staff (of the same sex where possible);
- It is carried out on the Foundation premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips or visits.

9.5 A member of staff may carry out a search of a student of the opposite sex and/or their possessions and/or their boarding room without a witness present only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

9.6 Members of staff may use such force as is reasonable given the circumstances only when conducting a search for Prohibited Items.

9.7 A member of staff may confiscate, retain and/or destroy any item found as a result of a 'with consent' search provided it is reasonable to do so in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

9.8 A member of staff may confiscate any items found as a result of a 'without consent' search provided they have reasonable grounds for suspecting it is a Prohibited Item or is evidence in relation to an offence.

9.9 Electronic devices may be searched at any time and/or confiscated in accordance with the Technology Acceptable Use Policy.

9.10 Confiscated property may be returned to the student or their parents or otherwise disposed of unless it is a weapon or item which is evidence of an offence, extreme/child pornography or other item believed to be illegal, in which case it will be handed over to the police.

9.11 A student's parents will be informed if alcohol, illegal drugs or other potentially harmful substances are found.

10. Corporal Punishment and Use of Force

10.1 In accordance with The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989, corporal punishment and the threat of corporal punishment are strictly prohibited for all students of the Foundation. The prohibition includes the administration of corporal punishment during any activity, whether or not within school premises. The prohibition applies to all members of staff and volunteers.

10.2 Any member of staff found to have used or attempted to use corporal punishment is likely to be subject to disciplinary action including the possibility of dismissal.

10.3 In relation to the use of "physical intervention" to avert "an immediate danger of personal injury to, or an immediate danger to the property of a person (including the child him/herself)", and reasonable force to prevent students from committing an offence, and to maintain good order and discipline in the classroom, the Foundation follows the guidelines contained in the following documents: 'Behaviour and discipline in schools' (2016), 'Use of reasonable force' (2013, reviewed 2015) and 'Guidance for safer working practice for those working with children and young people in education settings' (2015).

10.4 The following list is not exhaustive but provides examples when reasonable force could be used:

- physically remove a student from a situation when they have refused to follow an instruction to do so,
- prevent a student from behaving in a way that disrupts a school event, trip or visit,
- prevent a student from leaving a situation where allowing them to do so would risk their safety or lead to the disruption of the behaviour of others,
- prevent a student from attacking or otherwise physically harming themselves or another student or a member of staff,

- prevent a fight between students,
- restrain a student at risk of harming themselves through physical outbursts.

10.5 The Foundation acknowledges its legal duty to make reasonable adjustments for students with a disability or special educational needs and learning difficulties.

10.6 Serious incidents involving the use of force will be recorded and the student's parents informed. In the Early Years a record is kept of all occasions where physical intervention is used and parents/carers are informed on the same day, or as soon as reasonably practicable.

11. Suspension and Exclusion

11.1 Suspension is the usual sanction for serious misconduct such as any behaviour causing harm to others, stealing, gross misuse of technology which might cause harm to students or staff, serious cases of bullying and actions liable to bring the Foundation into disrepute (this list is illustrative rather than exhaustive).

11.2 Suspension may be internal or external and the decision as to which resides with the Vice Principal who will consult with the Principal for external suspension. External suspension is at the discretion of the Principal in consultation with the Chair or Deputy Chair of Governors. Parents will always be notified before a suspended student is sent home or placed under internal suspension. No suspension shall last longer than five days.

11.3 Permanent exclusion is the sanction for the most serious incidents, including an accumulation of suspensions.

11.4 The Principal will act fairly and in accordance with the dictates of natural justice and will not exclude¹ a student except in grave circumstances after a proper investigation. A witness must be present when the Principal interviews the student concerning the offence or offences which are liable to result in permanent exclusion, and parents will also be invited to attend a meeting with the Principal before the permanent exclusion takes place. The Foundation will ensure that a student with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. No student shall be permanently excluded without prior consultation with the Chair of Governors, or the Deputy Chair if the former is unavailable. The parents of a student who has been permanently excluded shall have the right of review by a three-member sub-committee of the Governing Body. All outstanding fees up to and including the term of permanent exclusion remain payable.

11.5 For a serious breach of discipline falling short of one for which permanent exclusion is appropriate, but such that the student cannot expect to remain as a member of the Foundation, the parents may be required to remove the student permanently. The student may also be required to be removed permanently if, after consultation with the student and their parents, the Principal is of the opinion that the student has persistently breached school rules, the General Guidance for Boarders or discipline, or it is apparent that the student is unwilling or unable to benefit sufficiently from the opportunities offered by the Foundation, or if one or both parents have treated the Foundation or members of its staff or any member of the Foundation unreasonably. Subject to payment of all outstanding fees, which remain payable, the student will be given reasonable assistance in making a fresh start at another school.

¹ The Foundation will have regard to the emergency guidance implemented in light of the COVID-19 pandemic, as per the addendum to this policy
<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

11.6 These sanctions will form part of the student's permanent disciplinary record, but will not usually be used in references.

11.7 The standard of proof shall be the civil standard i.e. the balance of probabilities when deciding whether the alleged misconduct has occurred.

12. Review Procedure

12.1 Parents are entitled to ask for a Review by the Governors of the Principal's decision to permanently exclude or remove a student, or where a decision has been made to impose the disciplinary sanction of suspension on a student or where such suspension would prevent a student from taking a public examination.

12.2 The Review Procedure is available upon request.

12.3 There will be no right to a review of other sanctions but a parent or student who feels aggrieved may take it up with the member of staff who imposed the sanction or ask the relevant Head of School, or their Deputy, or the Head of Boarding to take up the concern with the member of staff who imposed the sanction.

12.4 A parent who remains dissatisfied with the response to a concern raised may make a formal complaint under the Complaints Procedure, a copy of which is available on the Foundation website or upon request.

13. Records

13.1 Incidents of unacceptable behaviour are recorded appropriately by the relevant School of the Foundation in SIMS.

13.2 The Principal keeps a central record of the sanctions imposed upon students for misbehaviour considered to be serious or Level 3.

The details recorded are as follows:

- Name and year group of student
- Date and nature of the offence
- Sanction imposed
- Name(s) of staff member(s) who imposed the sanction

13.3 Records of sanctions for serious misbehaviour are reviewed regularly so that any patterns in behaviour can be identified.

13.4 All information is held in accordance with the Foundation's Information and Records Retention Policy.

13.5 Overall statistics are made available to the Independent Schools Inspectorate (ISI) on an annual basis.

14. Unfounded or Malicious Accusations Against Staff

14.1. If a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take any disciplinary action, in accordance with the Foundation Behaviour and Discipline Policy.

14.2 If a parent makes an accusation against a member of staff and the accusation is shown to have been malicious, the Principal will consider, in accordance with the Foundation Terms and Conditions, whether that parent should be required to withdraw their child or children from the Foundation on the basis that they have treated the Foundation or a member of staff unreasonably.

14.3 An accusation is considered to be malicious when there is sufficient evidence to disprove the accusation and there has been a deliberate attempt to deceive.

Please refer to:

Anti-Bullying Policy

Behaviour and Discipline Policy Annex 1 – Rewards

Behaviour and Discipline Policy Annex 2 – Expectations and Sanctions

General Guidance for Boarders

Physical Intervention (Positive Handling) Policy

Safeguarding and Child Protection Policy

School/College Rules and Codes of Conduct

Technology Acceptable Use Policies

Reviewed: November 2019

Version Control

| | |
|-------------------------------------|-------------------------|
| Date of adoption of this policy | 29 November 2019 |
| Date of last review of this policy | 21 November 2019 |
| Date for next review of this policy | Autumn Term 2020 |
| Policy owner | Head of Dame Bradbury's |
| Authorised by | Governing Body |

Behaviour and Discipline Policy

Annex 1 - Rewards

Nursery Rewards

Our key persons will celebrate children's achievements, positive actions and behaviour with the other children present at the time. The key person will also make an observation and share it on Tapestry so that the children's parents are able to share in the achievement.

For example when a child that has previously found sharing difficult independently shares an object with another child the key person will publicly celebrate with the child saying well done and explaining to the child they did. They will then celebrate with the child in the most appropriate way for the child. For example some children like to do a 'high five' with their key person others might like to clap hands and some like a big smile from their key person.

Dame Bradbury's, Rosedale House and Madingley School Rewards (Years 1 to 6)

It is important that everyone who comes into contact with the children has a shared understanding of what is meant by positive behaviour management and an understanding of the behaviour management procedures in the School. We believe that children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. Our aim is to "catch" and reward good behaviour and to foster positive habits.

We define behaviour as the way we act and respond to people within the situations we find ourselves. We recognise that most children are able to choose how to behave in each situation and the Foundation's ethos is to encourage pupils to choose good behaviour, by actively seeking and rewarding positive behaviour.

We use a variety of rewards to encourage the children to behave well. These include:

- Stickers/stamps/stars
- House points (recorded in SIMS)
- Verbal/written praise from the teacher or another adult
- Praise from other children
- Half-termly Commendations relating to our Learning Habits, shared with parents by email (recorded in SIMS)
- Celebration of individual achievement both in and outside school in Friday assemblies.

Whilst rewarding positive behaviour is embedded in the Foundation ethos, a fair and consistent sanction system is required to balance this when pupils ignore this ethos and make poor behaviour choices. There are support systems in place for pupils who find it difficult to make appropriate choices regarding behaviour. Form Teachers, or in more serious cases the Deputy Head, spend time with pupils and parents giving advice on strategies for good behaviour. In addition, where appropriate, support or advice may be sought from our Inclusion Specialist, external support from a counsellor, GP or another agency may be advised.

Clear school rules allow children to recognise their boundaries, which promotes a feeling of safety and fairness, leading to happy, successful and well-behaved children. The rules and Code of Conduct are displayed in every classroom and are regularly reviewed with the pupils.

Form periods, Circle Time, Class and School Council meetings and House Assemblies are all used to encourage positive behaviour choices and the School House System promotes and celebrates rewards with house points being awarded for good work, effort and behaviour.

Senior School Rewards

Promoting good behaviour

1. We have a Code of Conduct, drawn up in consultation with Student Forum and the Student Leadership Team (House Captains), which is displayed around the school.
2. We reinforce messages about good behaviour through the PSHEE curriculum, assemblies, tutorial work, notices in the Blog, and day-to-day conduct in lessons and other activities.
3. Staff act as role models and high expectations of behaviour are set.
4. Students are further encouraged to be positive, respectful and responsible members of the Senior School community through explicit recognition of their efforts in this sphere.
5. Commendations for Service are awarded termly in Presentation Assembly and Stephen Perse Awards for Contribution to the Senior School and wider community are awarded annually at formal presentation events as public acknowledgement of this crucial aspect of students' development.
6. Pastoral Leaders also acknowledge students' efforts in this area on a more informal basis in Year Assemblies.
7. The House Points scheme encourages and rewards such values as courtesy, kindness, helpfulness and endeavour.
8. Pastoral Leaders may ask for a special report form to be taken by students to lessons and to be completed by subject staff as well as being signed by parents daily. This is intended as a short-term intervention to support students in their efforts to improve in areas such as organisation or punctuality and should not be viewed as a punishment.

Our aim is to foster a culture within our student body of respect for both other pupils and staff, and also for the school environment. We aim to instil a sense of personal and communal responsibility, both with regard to academic work and outside of the classroom, in accordance with the School Rules and Code of Conduct. Our Rewards and Sanctions system is based on having conversations with pupils and these are recorded using House Points and Behaviour Points.

The following six statements summarise some of the key priorities in formulating our Rewards and Sanctions system:

- It should encourage students to develop intrinsic motivation.
- Links to the Code of Conduct and School Rules
- It is simple to follow
- Consequences should follow actions in a timely manner and via conversations
- The system is not zero sum
- Clear and consistent across the whole Senior School

House Points are awarded for behaviour, actions or work that align with the School's values and are evidence of a student going "above and beyond" in their own studies or in their contribution to the life and community of the School.

Examples of use:

Social Responsibility:

- Particular kindness/thoughtfulness or generosity/offers of help etc
- Tidying/clearing up mess made by others of own accord
- Contribution to an assembly/help with an event (not form/house assembly!)
- Volunteering their time/efforts to help with something that is of benefit to the School or other members of the community

Independent thought:

- Standing up against unkindness
- Doing a piece of independent research
- Being proactive in exploring beyond the curriculum

Personal responsibility:

- Work clearly completed to the absolute best of that student's ability (although we should be careful not to reward unhealthy amounts of time being spent on homework)
- Levels of markedly improved effort in piece(s) of work/engagement in lessons

Collaboration:

- Excellent contribution/participation in a lesson
- Successful group work

Digital citizenship:

- Using digital technology in a positive/creative/proactive manner

Most of the time, House Points will be awarded singularly.

House Points are counted both individually and, of course, by House. Regular House competitions provide opportunities for Houses to work together to boost their House Points total. Totals per House will be checked at the end of each week and displayed in the Blog and on screens around School. The winning House at the end of the Autumn and Spring Terms will receive a prize.

It is acknowledged when individual students reach certain benchmarks; this may be via a congratulatory email home from Tutor (Pastoral Leader cc'd), a House Assembly award, or a School Assembly award.

'Half-Colours' and 'Full Colours' recognise individuals who have earned a considerable total of points across their time at the Senior School. They consist of a certificate and badge in the House Colour and are awarded in School Assemblies as follows:

- 30 points: Half Colours
- 50 points: Full Colours

The Sixth Form Rewards

Promoting good behaviour

Students are encouraged to be positive, respectful and responsible members of the Colleges without the need for explicit recognition of their efforts.

1. There is a Code of Conduct which is displayed in each building and is on the home screen of each student iPad.
2. Staff act as role models and high expectations of behaviour are set.
3. Assembly meetings and tutorials are used to promote high standards of behaviour as is suitable for students who are preparing to enter higher education or the workplace.

Boarding House Rewards

Promoting good behaviour

Boarding students are encouraged to be positive, respectful and responsible members of their boarding house without the need for explicit recognition of their efforts. However, boarding house awards to reward boarding students' behaviour and/or approach are given out at the end of the Spring and Autumn Terms.

1. The General Guidance for boarders is displayed in all boarding rooms and on notice boards in the common areas of the boarding house.
2. Staff act as role models and high expectations of behaviour are set.

Behaviour and Discipline Policy

Annex 2 – Expectations and Sanctions

Behaviour Management in the Nursery and Early Years

The named person responsible for behaviour in the Nursery and Early Years at Rosedale House, Madingley, Dame Bradbury's and Salisbury Villas is the Head of Early Years.

Children in the Nursery and Early Years are expected to demonstrate acceptable behaviour, in line with the relevant Code of Conduct, as appropriate to their age.

Nursery and Early Years staff regularly make reference to the class rules and frequently use the motto "Kind hands, kind words, kind feet" when supporting the children in understanding expectations for behaviour.

Nursery

When a child is not following our motto "kind hands, kind words, kind feet", the child's key person or the member of staff present that the child is most comfortable and familiar with will support the child in understanding their behaviour and reinforcing the motto. For example helping the children understand how they have made the other person feel and what they can do to help make the situation positive. The adult will remain calm and approach the child or children at their level.

If there is no immediate danger to the child or any other child involved, the member of staff will decide when is the most appropriate time to act on the behaviour. For example if a young child is very distressed and emotional it would be better to wait for them to be in a calm disposition before talking to them about the behaviour. For a baby we recognise that they may need immediate action to help them associate their action with the response from the adult.

A member of staff will say "**no thank you**" to the child and then use signals/prompts or pictures to reinforce the positive behaviour required and the motto "**kind hands, kind words and kind feet**". For example, if a child pushes another child, the key person would immediately say "no thank you" then say kind hands whilst pointing to a sign or doing an action to demonstrate how hands can be kind. If it was appropriate the key person would encourage the child to do something kind for the child they pushed e.g. hold their hand, draw a picture for them, share an object with them.

The nursery staff recognise that there may be times when a baby or child finds it more challenging to manage their behaviour, for example when they are hungry, tired or unwell. The key person is responsible for understanding that their key child's tolerance and ability to follow the motto of "kind hands, kind words and kind feet" may be reduced and where possible ensure the child is not put in situations that will test their ability to follow the motto.

For example, if a child that normally finds it difficult to share is feeling unwell and wants to paint alongside three other children but there are only two paintbrushes the key person will anticipate this could be a challenging situation and may get another paintbrush or distract the child with an alternative activity.

Any behaviour problems will be handled in a developmentally appropriate fashion, respecting children's level of understanding and maturity.

Recurring problems will be tackled by the whole nursery, in partnership with the child's parent(s), using objective observational records to establish an understanding of the cause.

Staff will provide feedback to parents in a sympathetic manner at the end of the day regarding any instances of misbehaviour that have been dealt with at nursery during that day; this feedback will include information about how each situation was dealt with that time.

Early Years Foundation Stage - Reception and Kindergarten

We understand that very young children need positive role models and if a child is not behaving according to our behavioural expectations the staff will:

1. **Praise the behaviour of the children around the child** to highlight what the child needs to do to meet expectations.
2. If the child does not respond then the member of staff will remind the child how they need to behave making **reference to the class rules** and Early Years motto 'Kind hands, kind words and kind feet'.
3. If there is still no change in the child's behaviour the member of staff will give the child a **warning** that they will need to have some time to think about the choices they are making with regards to their behaviour.
4. Following a warning if there is still no change in the child's behaviour, the child will have **'thinking time'** with the member of staff. The adult will speak to the child about what they are doing wrong and how they can make good choices and observe their peers making good choices before allowing them to return to what they are doing. If a child has had 'thinking time' due to their behaviour this will be logged in our school information management system (SIMS).

By the end of the Early Years Foundation Stage we expect the children to be able to:

- Listen to others and take turns in conversation.
- Share toys, equipment and resources.
- Use appropriate manners.
- Maintain focus and attention for an age appropriate amount of time.

- Manage their emotions in an age appropriate way.
- Move around the classroom and school appropriately.
- Use good table manners.
- Use appropriate vocabulary/phrases.
- Behave respectfully towards others (adults/peers) according to their age.

In the Early Years if a child's behaviour is likely to injure themselves or those around them, it may be necessary for the member of staff to separate the child from the rest of the class immediately. Depending on the circumstances and the child's needs it may also be necessary for the child to have thinking time with a member of the senior leadership team (SLT). In this instance the adult will speak with the child in an age-appropriate manner and give them choices for how they can move forward. If the child has had 'thinking time' with a senior member of staff the parents will be informed at the end of the day. A log of the incident will be kept on the child's records.

Persistent misbehaviour or serious incidents may be discussed with parents/carers in a meeting to plan an appropriate way forward for the individual pupil, taking account of the pupil's needs.

Behaviour Management in Dame Bradbury's, Rosedale House and Madingley (Years 1 and 2)

In Years 1 and 2 the children are encouraged to take further responsibility for their behaviour. During Key Stage 1 children are encouraged to:

- Listen to others and take turns in conversation.
- Work cooperatively and respect the learning environment.
- Use appropriate manners.
- Move around the classroom and school appropriately.
- Use good table manners.
- Use appropriate vocabulary/phrases.
- Maintain focus and attention.
- Behave respectfully towards others (adults/peers).
- Behave appropriately in the playground.

Positive reinforcement is an important procedure. We frequently remind the children of the School Rules. When they need to be spoken to with regard to their behaviour, we refer back to these rules in order to explain why their behaviour is inappropriate. In order to reward good behaviour children are frequently awarded with stickers, house points or praise.

Class rules are established with the children in the first week of the school year and these are displayed in the classrooms and referred back to throughout the year.

If children behave inappropriately in the classroom/playground an adult will speak to them about what they are doing wrong and how they should be behaving. Staff will use the following process:

- Children will be reminded of appropriate behaviour and a warning is issued. The term 'warning' is used so that the child is clear about the message being given. They may be asked to sit near to an adult for 'time out' before rejoining play or choosing a different activity.
- If the behaviour continues, the Deputy Head will be informed and the pupil will have a 'Talk Time' session with a member of SLT at break. This is an opportunity for the child to reflect on their behaviour choice and discuss what they could have done better, with the emphasis being on a positive outcome and on moving forward. This is recorded as a Level 1 sanction on the child's profile in SIMS, and parents will be informed informally and asked to speak to their child at home to reinforce the message.
- In some cases children's behaviour will be monitored more formally with daily or weekly feedback as agreed with parents.
- Persistent misbehaviour is discussed with parents/carers when they collect the child. If it continues, appropriate ways forward for the individual pupil may be discussed with the parent/carer in a meeting.

On the rare occasion that a pupil's behaviour is deemed to be potentially dangerous to themselves, their peers or staff:

- A senior member of staff will be called to assist.
- Other pupils may be moved away or to another room.
- Parents will be informed the same day.
- Full details will be added to the pupil's records in SIMS.

Continued or severe misbehaviour may lead to the following sanctions, dependent upon the age of the pupil, and the severity of the misbehaviour:

- Being banned from clubs and/or school representative teams for a period of time.
- Completing work in break if the pupil has failed to do so in class as a result of misbehaviour.
- When these methods do not result in a change of behaviour, then a lunchtime detention may be given and the pupil's name will be added to the detention record. During the detention period the pupil will sit and be asked to reflect on the situation, and a discussion will take place concerning how to change the behaviour. This is not a 'finishing off work time'. Parents will be informed of their child's detention. Detentions are recorded on the child's profile in SIMS and the Vice Principal is informed.
- The Head or Deputy Head of School will contact the pupils' parents if the behaviour continues to be intractable. The Head or Deputy Head will work with the parents, staff and any relevant specialists or other agencies to improve behaviour. Strong sanctions, such as internal suspension, or exclusion, may be necessary in cases of severe and persistent bullying or violence against other pupils or staff.
- In the event of very serious misconduct the Vice Principal will be informed immediately by the Head or Deputy Head. Such behaviour will be dealt with appropriately and in accordance with the procedures listed above and in Section 11 of the Behaviour Policy: Suspension and Exclusion. Such behaviour matters will be recorded as Level 2 (internal suspension) and as Level 3 (external suspension) in SIMS.

Behaviour Management in Dame Bradbury's and Rosedale House (Years 3-6)

Pupils are expected to set an example of good behaviour, to be responsible role models for the younger children, to follow the School Rules and demonstrate a high standard of behaviour at all times.

Sanctions in the event of pupil misbehaviour

When pupils choose to behave badly, the behaviour needs to be discussed with the pupil. Sanctions should be appropriate to the behaviour.

For low-level classroom misbehaviour, such as persistent calling out, fiddling with items of school equipment, being unkind or distracting another pupil, a system of warnings is used. The term 'warning' is used so that the child is clear about the message being given. For each instance of misbehaviour the pupil will have a warning marked on the board beside his/her name, and if any pupil receives three warnings within any one lesson or session a 'reflective break' will be given. Occasionally an immediate reflective break may be given at the discretion of a member of Dame Bradbury's Senior Leadership Team (SLT), usually for use of bad language or for physical unkindness towards another pupil. During the reflective break the pupil will then be required to spend a morning break with a member of the SLT, reflecting on the behaviour and discussing how to move forward. A reflective break sheet is used, which then serves as a record both of the sanction and of the discussion. If any pupil attends two or more reflective breaks in any half term the parents will be informed in writing. Reflective breaks are recorded as Level 1 sanctions on the child's profile in SIMS.

Continued or severe misbehaviour may lead to the following sanctions, dependent upon the age of the pupil, and the severity of the misbehaviour:

- Being banned from clubs and/or school representative teams for a period of time.
- Completing work in break if the pupil has failed to do so in class as a result of misbehaviour.
- When these methods do not result in a change of behaviour, then a thirty minute lunchtime detention may be given and the pupil's name will be added to the detention record. During the detention period the pupil will sit and be asked to reflect on the situation, and a discussion will take place concerning how to change the behaviour. This is not a 'finishing off work time'. Parents will be informed of their child's detention. Detentions are recorded on the child's profile in SIMS and the Vice Principal is informed.
- House points are not removed for poor behaviour.
- The Head or Deputy Head of School will contact the pupil's parents if the behaviour continues to be intractable. The Head or Deputy Head will work with the parents, staff and any relevant specialists or other agencies to improve behaviour. Strong sanctions, such as internal suspension, or exclusion, may be necessary in cases of severe and persistent bullying or violence against other pupils or staff.
- In the event of very serious misconduct the Vice Principal will be informed immediately by the Head or Deputy Head. Such behaviour will be dealt with appropriately and in accordance with the procedures listed above and in Section 11 of the Behaviour and Discipline Policy: Suspension and Exclusion. Such behaviour matters will be recorded as Level 2 (internal suspension) and as Level 3 (external suspension) in SIMS.

Senior School Level 1 Behaviour: Expectations and Sanctions

We find that, in most cases, a quiet word with a student is enough to resolve any problems. We have high expectations of our students in this respect and place a great deal of emphasis on encouraging and modelling good behaviour rather than on punishing misbehaviour. However, where this does not have the required effect, we have a system of Behaviour Points and then Detentions, as described below. The purpose of awarding a Behaviour Point is to notify the pastoral system in the school that a transgression has occurred. This allows patterns and trends to be identified, and an individual's behaviour to be monitored across the board.

The basic level of sanction (referred to as a Level 1 or L1) will result in a 'keep-in', and the default activity during this is a [reflective task](#).

Notes:

- Teachers must ensure that Behaviour Points are entered on SIMS in a timely manner, completing the 'Activity' section and the description.
- A report from SIMS will be run by the office on the day of the keep-in and sent to the staff running the 'keep in'.
- Any unexplained absences will be picked up by the relevant Pastoral Leader and added to the next Pastoral Leaders' after-school detention.

The award of a Behaviour Point is **not** the sanction in and of itself, but is the *notification* of the sanction. Dealing with transgressions is the responsibility of all teaching staff. Therefore, behaviour points should only be given following a conversation (making it clear that a Behaviour Point is being awarded). Staff are responsible for telling the pupil clearly where and when they must turn up for their keep-in and are encouraged to have the pupil enter a reminder into their calendar/planner before dismissing them. Behaviour Points fall into a number of categories, listed below. The examples in each category are intended to be illustrative, but not exhaustive:

| Behaviour type | Additional details |
|--|--|
| 11-18 L1 TECHNOLOGY MISUSE | <ul style="list-style-type: none">• Carelessness with school iPad (leaving it in unsuitable places/walking around with it out/the cover open apart from specifically when for the purpose of filming etc.)• Inappropriate use of email/airdropping/messaging in lessons/other organised activity• Use of personal mobile phone at any time during the school day (other than to make travel arrangements during Late Stay)• Using iPad to watch TV or play games with no educational content whilst on the school site. |
| 11-18 L1 DISRESPECT FOR PROPERTY AND THE SCHOOL | <ul style="list-style-type: none">• Lack of appropriate respect shown to the school/college environment e.g. littering• Tampering with IT/electrical infrastructure around the site |

| | |
|---|--|
| ENVIRONMENT | <ul style="list-style-type: none"> ● Eating anywhere in school except the Dining Room/outside (except where sanctioned and in the presence of a member of staff) ● Damage to school property (through carelessness/thoughtlessness) |
| 11-18 L1 POOR ATTITUDE TO LEARNING | <ul style="list-style-type: none"> ● Plagiarism (significant examples of this may result in a more serious sanction – refer to CL/SLT if in doubt) ● Disruptive behaviour in a lesson/extra-curricular activity ● Failure to hand homework in on time ● Failure to bring the correct equipment to lessons ● Failure to complete work to the best of their ability/poor quality work ● Lateness to lessons, clubs, tutorials, extended essay supervisions, support etc. |
| 11-18 L1 DISRESPECT FOR OTHERS | <ul style="list-style-type: none"> ● Lack of appropriate respect shown to other pupils or staff ● Any instance of rudeness or unkindness ● Disruptive behaviour in a lesson/extra-curricular activity |
| 11-18 L1 BREAKING SCHOOL RULES (UNIFORM/DRESS CODE) | <ul style="list-style-type: none"> ● Wearing items of clothing which are not school uniform (non-uniform jumpers/patterned tights etc.) ● Wearing any footwear other than permitted school shoes around the site (including trainers except in the case of a medical issue) ● Having hair dyed a non-natural colour ● Wearing any jewellery besides a watch and a simple cross on a chain (or equivalent religious emblem) ● Not visibly wearing a lanyard |
| 11-18 L1 BREAKING SCHOOL RULES (OUT OF BOUNDS) | <ul style="list-style-type: none"> ● Being anywhere on site other than the Dining Room before 8.10am ● Being anywhere on site other than Late Stay or an organised club or activity after 4.15pm ● Entering restricted areas |
| 11-18 L1 BREAKING SCHOOL RULES (OTHER) | <p>This could include but is not limited to:</p> <ul style="list-style-type: none"> ● Use of prohibited items (particularly chewing gum, correction fluid, energy drinks) ● Failure to sign-in and out using InVentry |

Consequences:

- 1 Behaviour Point: Keep-in
- 3 behaviour points in the same category: PL detention + phone call home from PL
- Further behaviour points in the same category after PL detention: SLT detention + meeting with PL and parents
- Continued issues: meeting with parents, PL and Head of Senior School

Detentions

The Senior School has a detention system for serious misdemeanours. Individual staff must not 'threaten' a student with detention; detentions may be issued by a Pastoral Leader, the Head or Deputy Head of Senior School or the Principal. Parents are always given at least 24 hours' written notice if a detention after school has been issued. Detentions are run by the relevant SLT on a Friday afternoon.

Serious misdemeanours which may result in an immediate detention include:

- Use or possession of alcohol, drugs, other substances
- Smoking (in the vicinity and on school premises)
- Failing to attend a lesson, assembly, tutorial, keep-in etc.
- Intentional damage to school property
- Physical behaviour towards another
- Bullying incident

This list is illustrative but not exhaustive.

Level 2 Behaviour Points

A Level 2 Behaviour Point will be given for more serious breaches of the code of conduct or on the third occurrence of a Level 1 Behaviour Point. They can only be awarded by the Head, Deputy Head of Senior School or Pastoral Leaders. Parents will be notified in all cases when a Level 2 Behaviour Point is awarded and the consequence will be a detention, normally between 16.10 and 17.00 on a Friday, or an internal or external suspension depending on the severity of the case. Parents are always given at least 24 hours' written notice if a detention after school has been issued.

If, following a Level 2 Behaviour Point, the student receives further Behaviour Points under the same category it is likely that their parents will be called to a meeting with a member of the 11-18 Leadership Team and an appropriate course of action determined.

| |
|--|
| 11-18 L2 Repeated Technology Misuse |
| 11-18 L2 Repeated Disrespect for Property and the School Environment |
| 11-18 L2 Repeated Poor Attitude to Learning |
| 11-18 L2 Repeated Disrespect for Others |
| 11-18 L2 Repeated Breaking of School Rules |
| 11-18 L2 Use or possession of alcohol, drugs, other substances |
| 11-18 L2 Smoking (In the vicinity and on school premises) |
| 11-18 L2 Failing to attend a lesson, Keep-in, compulsory support session, assembly, etc. |
| 11-18 L2 Intentional damage to school property |

| |
|---|
| 11-18 L2 Physical behaviour towards another |
| 11-18 L2 Bullying incident |

Level 3 Behaviour Points

Level 3 Behaviour Point are reserved for very serious misconduct or following an accumulation of Level 2 Behaviour Points. A Level 3 Behaviour Point may only be awarded by the Principal in consultation with the Chair or Deputy Chair of Governors. Parents will be notified in all cases when a Level 3 Behaviour Point is awarded and the consequence will be an external suspension.

Such behaviour will be dealt with appropriately and in accordance with the procedures listed above and in Section 11 of the Behaviour and Discipline Policy: Suspension and Exclusion.

The Sixth Form Expectations and Sanctions

The Behaviour and Discipline Policy is designed to act as a safety net to ensure that students are given feedback when their actions are not in line with our Code of Conduct and Rules and where applicable, the General Guidance for Boarders and when we are concerned that their attitude to learning will prevent them from achieving their full potential.

The Behaviour and Discipline Policy is based on the awarding of Behaviour Points. Behaviour Points are awarded at two different levels: Level 1 and Level 2. Level 1 Behaviour Points can be awarded by any member of the teaching staff and also on the recommendation of our support staff. Level 2 Behaviour Points can only be awarded by the Senior Leadership Team (SLT) in the 6th Form Colleges, namely the Head of the Stephen Perse 6th Form College, Head of CCSS, Head of A Level, Head of IB and the Head of Boarding.

Level 1 Behaviour Points

If a Level 1 Behaviour Point is awarded the teacher awarding the point will notify the student and explain why the point has been awarded. Depending on the reason for the point being awarded the student may be asked to take some action as a result, for example re-do a piece of work, not wear a particular piece of clothing etc. However, there may just be a conversation to alert the student to the fact that they have not followed the Code of Conduct and School Rules and/or the General Guidance for Boarders or that they need to improve their attitude to learning.

The categories of Level 1 Behaviour Points are as follows with more detailed descriptors below.

| |
|---|
| 11-18 L1 Technology Misuse |
| 11-18 L1 Disrespect for Property and the School Environment |
| 11-18 L1 Poor Attitude to Learning |
| 11-18 L1 Disrespect for Others |

| |
|---|
| 11-18 L1 Breaking School Rules (Uniform/Dress Code) |
| 11-18 L1 Breaking School Rules (Out of bounds) |
| 11-18 L1 Breaking School Rules (Other) |

Descriptors for Level 1

11-18 L1 Technology Misuse

- Tampering with IT/electrical infrastructure around the site
- Carelessness with school iPad (leaving it in unsuitable places/walking around with it out/the cover open apart from specifically when for the purpose of filming etc.)
- Inappropriate use of email/airdropping/messaging in lessons/other organised activity
- Use of personal mobile phone during a lesson when not authorised by the teacher
- Listening to music at a volume that disturbs others

11-18 L1 Disrespect for Others

- Lack of appropriate respect shown to other pupils or staff
- Any instance of rudeness or unkindness
- Disruptive behaviour in a lesson/extra-curricular activity

11-18 L1 Disrespect for Property and the School Environment

- Lack of appropriate respect shown to the college environment e.g. littering
- Eating anywhere in the Stephen Perse 6th Form College except the coffee shop/cafe, mezzanine, outside and the Shaftesbury hub (except where sanctioned and in the presence of a member of staff)
- Eating anywhere in Bene't Place except the cafe and common room
- Damage to college property (through carelessness/thoughtlessness)

11-18 L1 Poor Attitude to Learning

- Failure to hand homework in on time
- Failure to bring the correct books and equipment to lessons
- Failure to complete work to the best of your ability / poor quality work
- Failure to prepare thoroughly for a test or examination.
- Lateness to lessons, clubs, tutorials, extended essay supervisions, support, assembly etc
- Plagiarism (significant examples of this may result in a more serious sanction)
- Disruptive behaviour in a lesson/extra-curricular activity

11-18 L1 Breaking School Rules (Uniform/Dress Code)

- Not following the 'smart but informal' guidelines on dress
- Dressing in an offensive or provocative manner

11-18 L1 Breaking School Rules (Out of bounds)

- Being anywhere on site other than the Fitzwilliam Building reception area before 07.45

- Being in the Shaftesbury building before 08.35
- Being in Bene't Place (CCSS) before 8.45am
- Being anywhere in the Shaftesbury Building after 16.10, other than the library on the evenings on which it is open until 18.00
- Being anywhere in the Fitzwilliam building after 16.15, other than the Coffee Shop, Reception and on the Mezzanine
- Being anywhere in Bene't Place (CCSS) after 17.15

11-18 L1 Breaking School Rules (Other)

This could include but is not limited to:

- Using prohibited items, for example chewing gum in lessons
- Passing house or room keys to another student (one off)
- Failure to sign-in and out using InVentry
- Taking on paid work without authorisation between 08.30 and 16.00 on a weekday during term time
- Failure to follow the Cambridge University Press Health and Safety Guidelines when on their grounds

Level 2 Behaviour Points

A Level 2 Behaviour Point will be given for more serious breaches of the code of conduct or on the third occurrence of a Level 1 behaviour point. They can only be awarded by the Head of Sixth Form, Head of A Level, Head of IB and Head of Boarding. Parents will be notified in all cases when a Level 2 Behaviour Point is awarded and the consequence will either be a detention or supervised study session after college, normally between 16.15 and 17.30 or an internal or external suspension depending on the severity of the case. Parents are always given at least 24 hours' written notice if a detention after school has been issued.

If, following a Level 2 Behaviour Point, the student receives further Behaviour Points under the same category it is likely that the parent(s)/guardian(s) will be called to a meeting with a member of the College Leadership Team and/or the Head of Boarding if the student is a boarder and an appropriate course of action determined.

| |
|--|
| 11-18 L2 Repeated Technology Misuse |
| 11-18 L2 Repeated Disrespect for Property and the Boarding Environment |
| 11-18 L2 Repeated Poor Attitude to Learning |
| 11-18 L2 Repeated Disrespect for Others |
| 11-18 L2 Repeated Breaking of School Rules |
| 11-18 L2 Use or possession of alcohol, drugs, other substances |

| |
|---|
| 11-18 L2 Smoking (In the vicinity and on the boarding house premises) |
| 11-18 L2 Failing to attend a study session |
| 11-18 L2 Intentional damage to Foundation property |
| 11-18 L2 Physical or verbal intimidation behaviour towards another |
| 11-18 L2 Bullying Incident |
| 11-18 L2 Tampering with fire or safety equipment including deadlocks |

Level 3 Behaviour Points

Level 3 Behaviour Points are reserved for very serious misconduct or following an accumulation of Level 2 Behaviour Points. A Level 3 Behaviour Point may only be awarded by the Principal in consultation with the Chair or Deputy Chair of Governors. Parents will be notified in all cases when a Level 3 Behaviour Point is awarded and the consequence will be an external suspension.

Such behaviour will be dealt with appropriately and in accordance with the procedures listed above and in Section 11 of the Behaviour and Discipline Policy: Suspension and Exclusion.

Boarding Houses Expectations and Sanctions

Sanctions in the Boarding Houses are set out below. Level 1 Sanctions for boarders may be given by House Staff and/or the Head of Boarding.

The categories of Level 1 Behaviour Points in respect of boarding are as follows with more detailed descriptors below.

| |
|---|
| 11-18 L1 Technology Misuse |
| 11-18 L1 Disrespect for Property and the School Environment |
| 11-18 L1 Poor Attitude to Learning |
| 11-18 L1 Disrespect for Others |
| 11-18 L1 Breaking School Rules (Out of bounds) |
| 11-18 L1 Breaking School Rules (Other) |

Descriptors for Level 1

11-18 L1 Technology Misuse

- Tampering with IT/electrical infrastructure around the boarding house

- Inappropriate use of email/airdropping/messaging during study hours/other organised compulsory activity
- Use of personal mobile phone during study hours when not authorised by the teacher
- Listening to music or media at a volume that disturbs others

11-18 L1 Disrespect for Others

- Lack of appropriate respect shown to other boarders or boarding staff
- Any instance of rudeness or unkindness
- Disruptive behaviour

11-18 L1 Disrespect for Property and the School Environment

- Lack of appropriate respect shown to the boarding house environment e.g. not placing rubbish in the bins provided
- Hygiene issues such as the student's room not clean
- Damage to the boarding house (through carelessness/thoughtlessness)

11-18 L1 Poor Attitude to Learning

- Not studying during dedicated study sessions
- Lateness to study sessions, house meetings
- Disruptive behaviour during a study session

11-18 L1 Breaking School Rules (Out of bounds)

- Late to curfew or missing welfare checks without a valid reason (one off)

11-18 L1 Breaking School Rules (Other)

This could include but is not limited to:

- Using prohibited items relevant to boarding
- Failure to sign-in themselves and other visitors to the boarding house in and out using InVentry
- Visitor, other than a family member, found in a student's room outside of approved hours for visitors without prior approval

Level 2 Behaviour Points

A Level 2 Behaviour Point will be given for more serious breaches of the code of conduct or on the third occurrence of a Level 1 behaviour point. They can only be awarded by the Head of School, Head of A Level, Head of IB and Head of Boarding. Parents will be notified in all cases when a Level 2 Behaviour Point is awarded and the consequence will either be a detention or supervised study session after college, normally between 16.15 and 17.30 or an internal or external suspension depending on the severity of the case. Parents are always given at least 24 hours' written notice if a detention after school has been issued.

If, following a Level 2 Behaviour Point, the student receives further Behaviour Points under the same category it is likely that the parent(s)/guardian(s) will be called to a meeting with a member of the College Leadership Team and/or the Head of Boarding if the student is a boarder and an appropriate course of action determined.

| |
|---|
| 11-18 L2 Repeated Technology Misuse |
| 11-18 L2 Repeated Disrespect for Property and the School Environment |
| 11-18 L2 Repeated Poor Attitude to Learning |
| 11-18 L2 Repeated Disrespect for Others |
| 11-18 L2 Repeated Breaking of School Rules |
| 11-18 L2 Use or possession of alcohol, drugs, other substances |
| 11-18 L2 Smoking (In the vicinity and on school premises) |
| 11-18 L2 Failing to attend a lesson, assembly, tutorial, EE supervision etc |
| 11-18 L2 Failure to follow house exeat procedures |
| 11-18 L2 Intentional damage to school property |
| 11-18 L2 Physical behaviour towards another |
| 11-18 L2 Bullying Incident |
| 11-18 L2 Serious infraction of boarding house rules |

Level 3 Behaviour Points

Level 3 Behaviour Point are reserved for very serious misconduct or following an accumulation of Level 2 Behaviour Points. A Level 3 Behaviour Point may only be awarded by the Principal in consultation with the Chair or Deputy Chair of Governors. Parents will be notified in all cases when a Level 3 Behaviour Point is awarded and the consequence will be an external suspension.

Such behaviour will be dealt with appropriately and in accordance with the procedures listed above and in Section 11 of the Behaviour and Discipline Policy: Suspension and Exclusion.

COVID-19 Addendum to the Behaviour and Discipline Policy

Whilst expectations in the Foundation's Behaviour and Discipline Policy remain pertinent, it is necessary, in light of the COVID-19 pandemic, to make some adjustments for the safety of the whole Foundation community. The safety and welfare of all students will remain our top priority, and the Foundation will continue to assess the circumstances to ensure that measures are in place to reduce risks (risk assessments).

The rationale behind this addendum is to ensure that the students, staff and parents at the Stephen Perse Foundation act in a manner that fully supports the very necessary safety measures that have been put into place during the COVID-19 pandemic. This addendum should be read in conjunction with the Foundation's Behaviour and Discipline Policy. The Behaviour and Discipline Policy, including this addendum, is also applicable to any external students who join the Foundation temporarily during the pandemic as a result of being unable to attend their own setting.

All students will be required to adhere to the specific routines and processes that have been established, as follows:

- Students who are feeling unwell - students must stay at home if they have signs of [coronavirus \(COVID-19\) symptoms](#). If students develop these symptoms whilst at school, they must inform a member of staff immediately and comply with all instructions from staff. Students will be required to follow the stay at home guidance and must arrange to have a test.
- Arrival and departure at school – all students will be required to arrive at school, and depart, during their specified (staggered) arrival and departure times, where applicable. All children will enter and leave school through their designated entrance and exit, where applicable, and maintain social distancing at all times as appropriate for their age.
- Hygiene and hand washing – all students will be required to adhere strictly to the routines for hygiene and hand washing. These routines are displayed clearly in age-appropriate formats across all sites, and explained to all students on their return to school. Students will wash their hands/use antibacterial gel before arriving at school, before and after eating, when they have used the bathroom, at regular intervals throughout the day, and on leaving the site each day.
- Bubbles and social distancing – all students will be required to respect the “bubble” within which they spend the school day, and to adhere to the two-metre social distancing requirement (or whatever requirement is in place at the time) as appropriate to their age. It is acknowledged that for younger students this may be more difficult, and that for very young students, maintaining social distancing is not a reasonable expectation.
- Sharing of equipment – all students will be expected to refrain from sharing any equipment with any other student unless permitted to do so by a member of staff, or if the other student is a member of the same family. Thorough hygiene and cleanliness protocols must be followed if any equipment is shared.

- Break and play times – all students will be expected to follow the amended rules for break and play times, including where students may or may not play, what they may or may not play with, and social distancing requirements.
- Movement around school - all students must follow instructions for movement around school, including respecting any arrows, one-way systems or out-of-bounds areas. When queueing, students will be expected to maintain a 2-metre social distance, where possible and as appropriate to their age.
- Use of toilets – all students will be expected to adhere to the routines in place regarding the use of toilets.
- Behaviour in school - all students will be expected to behave in accordance with the Foundation’s Behaviour and Discipline Policy at all times.
- Students working remotely - all students working remotely will be expected to behave in accordance with the Foundation’s Behaviour and Discipline Policy at all times, and rewards and sanctions will apply, as far as possible, in the same way as they would were the student in the school.

The Foundation acknowledges that students will have had a range of different experiences during the lockdown period which may impact on their behaviour when they return to school. The Foundation will work closely with parents and carers to implement supportive strategies to inform an appropriate response for individual students. If necessary, we will seek external support from other agencies. When responding to any breach of discipline, the Foundation will take into consideration any COVID-related adverse circumstances relating to individual students, such as bereavement. Please refer to the Foundation’s Safeguarding and Child Protection Policy, available on our website, for further information.

Behaviour management

In accordance with the Behaviour and Discipline Policy, the Foundation will promote positive behaviour and endeavour to use positive behaviour management to encourage students to behave well and follow the rules in place to protect the safety of all.

In the case of a student putting themselves at risk or putting others at risk by not adhering to the specific routines and processes detailed above this will be deemed to be a breach of the Foundation’s Behaviour and Discipline Policy. In the case of a minor breach of the behaviour expectations or the rules in place to protect the safety of all, then they will initially be spoken to by a member of staff who will ensure that the student ceases their inappropriate behaviour and actions to prevent recurrence may be taken, for example, the student may be asked to move seats or they may be issued a behaviour point as appropriate to their age.

If the health and safety of the student concerned, other students and/or staff members may be put at risk by the student not adhering to the protective measures put in place during the pandemic or the student damages property (to the extent that it may ordinarily be dealt with through the use of reasonable force, in line with the Foundation’s Physical Intervention (Positive Handling) Policy), the Head of School will be notified and the student’s parent, carer or guardian may be called and ask that they either pick up the student immediately or give permission for them to be sent home

unaccompanied as appropriate to their age. Such a breach could also lead to a fixed term or permanent exclusion.

Following any adverse behaviours (including actions such as spitting or deliberately coughing at people) that could jeopardise the health or safety of individual students or staff, an individual risk assessment may be completed to review the safety of that student on the school site during the COVID-19 restrictions. The student may no longer be able to attend on-site education until it has been agreed that it is safe for the student to do so. Such a breach could also lead to a fixed term or permanent exclusion. The Foundation will have regard to the changes to the school exclusion process during the COVID-19 pandemic which are outlined in the DfE guidance [Changes to school exclusion process during the coronavirus \(COVID-19\) outbreak](#) (May 2020, reviewed August 2020).

SEND

For some students with SEND the changes in routines and expectations may require additional consideration and adjustment. Staff will work closely with parents and carers to develop supportive strategies to inform an appropriate response for individual students. This may include an individual risk assessment or adjustment to a PEP, for example.

Related policies and documentation

Coronavirus (COVID-19) Policy and Procedures

Risk assessments for each site and specific activities and areas of the Foundation sites

Safeguarding and Child Protection Policy

This policy addendum has been remotely approved by the Chair of Governors of the Foundation on 22 June 2020 and minor changes approved by the Principal, Vice Principal and each Head of School on 9 September 2020.