

## Behaviour Policy

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### 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be positive behaviour and how that is rewarded
- Define unacceptable behaviour including bullying and discrimination and how our sanctions support this
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

### 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

### 3. Definitions

#### 3.1 Student Code of Conduct

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- Maintain a positive learning environment in all lessons.

- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Complete classwork and homework within the given timeframe.
- Try your very best in everything you do.

### **3.2 Misbehaviour**

is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Persistent non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Rudeness – lack of courtesy
- Lateness

## Serious misbehaviour

is defined as:

- Repeated breaches of the school's expectations
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- 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 – upskirting, interfering with clothing
  - 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
  - Child on Child abuse
- Smoking/vaping
- 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/ Vaping paraphernalia
  - 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 student)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one 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: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit/implicit sexual remarks, display of sexual material, sexual gestures, leering, unwanted physical attention, comments about sexual reputation, 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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

## 5. Roles and responsibilities

### 5.1 The Board of Governors

The Board of Governors is responsible for monitoring this Behaviour policy's effectiveness and holding the Head to account for its implementation.

### 5.2 The Head and Senior Leadership Team

- The Head is responsible for approving this Behaviour Policy.
- The Head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The Deputy Head Pastoral is responsible for reviewing this policy.
- The Senior Leadership Team will support staff in responding to behaviour incidents.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of individual students
- Recording behaviour incidents on CPOMS and iSAMS where appropriate

#### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Form Tutor promptly

#### 6. Students

Students are expected to behave positively and adhere to the student code of conduct 3.1

#### 7. Rewards and Sanctions

##### 7.1 Rewards

Celebration of positive behaviour is central to a London Park School Mayfair education. Some ways in which positive behaviour is recognised includes:

- Positive verbal and written acknowledgement from teachers
- Whole School and Section Assemblies
- Regular Head's Commendations meetings
- House Points which are logged on ISAMs
- Sending of written praise (Post Cards)
- A House shield is awarded to the House with the highest number of house points at the end of each year, to promote healthy competition.
- Prizes for achievement and demonstrating the School values during the School year are awarded at Prize Giving

##### 7.2 Sanctions

The School uses one or more of the following sanctions in response to unacceptable behaviour:

- **A verbal reminder/warning** - Following two verbal warnings within a lesson, a formal warning may be issued and logged on iSAMS through the following categories:
  - Lateness
  - Rudeness
  - Disruptive behaviour
  - Persistent incomplete class/homework
  - Incorrect uniform

Form Tutors follow up with the students on warnings that have been issued liaising with the Head of Section where necessary.

The FT and HoS are notified electronically of warnings issued. Parents are also notified electronically of warnings that have been issued.

- **Detention** A student maybe placed in a Detention by any member of staff for a breach of the student code of conduct. These will be logged on iSAMS and parents must be informed.

- **Monitoring Report** - a Form Tutor may decide in conjunction with the Head of Section that a student will be placed on a Monitoring Report to improve behaviour. Targets will be agreed with the Head of Section and the parents informed that this process is being undertaken, The student will present their report to the subject teacher at the start of each lesson who will then comment on if the targets have been met during the lesson. Form Tutors will check the report at the end of each day and parents are expected to sign the report each evening. The Head of Section will meet with the student at the end of each week of monitoring to review progress.
- **Friday Detention** - a member of the SLT or a Head of Section is able to issue a Friday Detention. These are logged on iSAMS for the following reasons:
  - Repeated warnings
  - Continued misbehaviours as described in 3.1
  - Certain misbehaviours as described in 3.2
- **Behaviours Contract** - the Head will determine when a student should be placed on a Behaviour Contract. This is likely to be when the issuing of other sanctions has not led to improved behaviours. A meeting will take place between the Head and the parents/guardians of the student, these meetings are minuted. The resulting documentation will be signed by the Head and the parents. This will be reviewed termly by the Head to ensure that the student is to remain at London Park School Mayfair
- **Internal Suspension** - the Head may issue an internal suspension following an act of serious misbehaviour as defined above in 3.2
- **External Suspension**, the Head may issue an external suspension following an act of serious misbehaviour as defined above in 3.2
- **Expulsion** please refer to the Expulsion, Removal and Review Policy for further detail

### 7.3 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.

Students 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

Sanctions for sexual harassment and violence may include any of the sanctions detailed above as decided appropriate by the Head.

The School has procedures in place to respond to any allegations or concerns regarding a student'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

#### **7.4 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school

Sanctions may also be applied where a student 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 student or member of the public
- Could adversely affect the reputation of the school

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

#### **7.5 Malicious allegations**

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student 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, where relevant) will consider whether the student 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 students 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 students.

### **8. Behaviour management**

#### **8.1 Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
  - Greeting students 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
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 8.2 Physical restraint

All forms of corporal punishment are unlawful; the School does not use or threaten corporal punishment.

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

## 8.3 Confiscation

**Any prohibited items listed in 3.2 found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Head of Learning Enrichment will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The School Counsellor may also be consulted or used as a source of support.

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 student, 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.

## 8.5 Safeguarding

The School recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student'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.

## 9. Student transition

To ensure a smooth transition to the next year, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

### **10. Training**

Staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.

### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Head and Senior Leadership Team annually.

### **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Expulsion, Removal and Review and Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy

## **Appendix 1: written statement of behaviour principles**

Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All students, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to students at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy

The Behaviour Policy is understood by students and staff

The Removal and Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Students are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Head and Governors annually.