



QUINTON HOUSE SCHOOL

Behaviour Policy

Registered in England Cognita Limited No 5280910 Registered Office: Seebeck House, One Seebeck Place, Knowlhill, Milton Keynes MK5 8FR

1 Introduction

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning to support the wellbeing of our students in order for them to thrive in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all students. The School aims to encourage students to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School.
- 1.2 This policy applies to all students including those in the Early Years.
- 1.3 We are committed to promoting and protecting the safety and well-being of all our students and staff and take great pride in the behaviour and conduct of all our students. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.
- 1.4 In keeping with Education (Independent School Standards) (England) Regulations 2014/British School Overseas Standards (as amended), our policy outlines our Code of Conduct for students, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the safety welfare of children.
- 1.5 The Headmaster is responsible for developing this policy within the framework set by Cognita as proprietor. This means that the Headmaster decides and sets the standard of behaviour expected of all students in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that students complete assigned work and regulate conduct. **Teachers have the power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school (including online).**
- 1.6 This policy should be read in conjunction with the School's other applicable policy including our Anti-Bullying Policy, Safeguarding Policy, Suspension, Expulsion and Removal in Other Circumstances Policy, Drug and Alcohol Policy, SEND Policy, Code of Conduct, Staff Code of Conduct, Acceptable Use of ICT Policy, Digital Safety Policy, Digital Safety Agreements, Use of Reasonable Force Policy and Admission, Attendance and Children Missing Policy.
- 1.7 The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for students with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all students requiring support with behaviour will have identified SEND.
- 1.8 If any student's behaviour is considered by the Headmaster to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant Police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding Policy will be rigorously followed, and action will be taken in accordance with the relevant local safeguarding partners referral procedures. *If any child is in immediate danger or is at risk of harm, a referral should be made to children's Social Care and/or the Police immediately in accordance with the provisions of the Safeguarding Policy.*
- 1.9 We publish our policy for parents, students and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our Parent Contract accordingly.

- 1.10 We support children at times when difficult events happen in their lives, such as domestic abuse, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

2 Our approach

- 2.1 Good behaviour is essential for effective learning to take place. Our School policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.
- 2.2 We work in partnership with our parents, students and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour. We expect our staff, parents and students to understand and respect the rules of the School and the expectations and responsibilities outlined in this policy. We expect both staff and parents to model positive behaviours at all times so that our students can benefit fully from their experiences in school.
- 2.3 It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our students feel they have been treated fairly compared to others.
- 2.4 Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy, and to ensure that all children are properly included in the educational experiences and opportunities provided whilst the learning of their peers is not impeded.
- 2.5 Where severe problems occur, we expect the child to receive external support, as well as support in school at an early stage, such as via early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs.
- 2.6 Staff work closely with the Special Educational Needs Coordinator (SENCo) and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary/private organisations/professionals.

3 School Principles

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

- 3.1 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- 3.2 The School Principles:
- School staff and students should all show respect for one another;
 - Good behaviour should be the expectation and sanctions should always be applied consistently for unacceptable behaviour, including bullying, inappropriate/harmful sexual behaviour, and violence;

- Appropriate and preventative action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students, such as those with special educational needs or disabilities;
- Students whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and those children supported;
- All students should be listened and responded to;
- All students are entitled to learn in a safe and secure environment;
- Students should act as appropriate ambassadors for the school on, for example, School trips, work placements, sports events and journeys to and from the School;
- All School staff should model positive behaviour and promote it through active development of students' social, emotional and behavioural skills; and
- All members of the School community should understand and accept the principles on which this policy is grounded.

4 Expectations and Responsibilities

- 4.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.
- 4.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Headmaster says otherwise.
- 4.3 To be socially acceptable, we believe that children should be able to:
- Treat other children and adults with respect and kindness;
 - Speak politely to other people; and
 - Have self-confidence and high self-esteem.
- 4.4 To encourage this, the staff will:
- Treat all children and adults with respect and kindness;
 - Speak politely to other people;
 - Praise all children's efforts and achievements as often as they can;
 - Explain to children what they should have done or said when they get it wrong;
 - Encourage self-reflection to children when they get something wrong to encourage learning;
 - Tell parents in a timely manner about their child's efforts and achievements, any concerns around behaviours, and explain any concerns about risk to self/others arising from the behaviour; and
 - Avoid using critical or sarcastic language towards all children and adults.
- 4.5 We will not accept the following behaviour from children or adults:
- Use of unkind or rude language;
 - Hitting, kicking, biting or other such physical responses; or
 - Racist, sexist or homo/bi/transphobic remarks, or other discriminatory comments towards anyone including those with protected characteristics (Equality Act 2010).
- 4.6 The role of the teacher
- Teachers are responsible for ensuring that the School Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;

- Incidents of poor behaviour may (where appropriate) be discussed by the teacher with the class, e.g. during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each student fairly and equally;
- Adults should always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start.
- If a student misbehaves in class, the teacher will keep a record using the school behaviour recording system of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they must seek help and advice from the senior member of staff named at the front of this document, including a conversation with the parent to seek improvements and the use of appropriate strategies;
- The teacher reports to parents about the progress of each student for whom they are responsible, in line with our School policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any student, with reference to the School's Safeguarding Policy as appropriate;
- An incident form is used to record in detail any incident involving a child, or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Headmaster and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book;
- Obey all health and safety regulations in classrooms, around the School and in all off site educational activities including helping to keep the School clear of clutter and litter;
- Never make racist, sexist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010);
- Never resort to physical measures to manage behaviours (other than reasonable force, see below)
- The use of reasonable force may be used exceptionally and only to prevent injury to students, damage to property or to prevent students committing an offence. Only the minimum restraint is used. The action taken is recorded and the parents must be informed. Please see our separate policy on the Use of Reasonable Force for further details;
- Comply fully with the Staff Code of Conduct, and the Digital Safety Policy which includes the Acceptable Use of ICT Policy.

4.7 Expectations of students in our school

- Comply with the School's Code of Conduct at all times
- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect, kindness and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Never make racist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010); sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

The above list is not exhaustive.

4.8 Expectations of parents

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

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

5 Policy on rewards and sanctions

5.1 Our rewards – promotion of good behaviour

All staff are encouraged to build a 'connection before correction' environment in their classroom and around the school site. Staff are to reward consistently and frequently, in order to promote the behaviours, values and virtues which will allow for individual student development whilst upholding the values and ethos of the school. House points of differing value are attached to the specific behavioural reward and students receive individual recognition and celebration at the end of each term. Furthermore, house points collected accumulate towards the student's overall house point total from which a house winner is announced at the end of the academic year.

All staff are permitted to award students for positive behaviours and are focused on behavioural processes rather than outcomes. This allows for an inclusive rewards system and means that all staff will reward students demonstrating personal character virtues and/or the core values of the school. Special recognition awards are presented at the end of each term and students are encouraged to ensure their behavioural standards are consistent throughout each term, in order to increase their chances of such awards.

In the Preparatory School, value beads, house points and Head's Award are used to create a positive and encouraging environment. Students are rewarded for a range of behaviours including politeness, upholding the school's values, helpfulness, resilience, and determination. Exceptional student work is also displayed and shown to Senior Leaders in order to celebrate and highlight the individual achievement.

Year group assemblies are completed on a weekly basis in the Senior School and offer an opportunity to celebrate and share student achievement with the school community. In the Preparatory School, an achievement assembly is held weekly and take place to support our positive approach and reinforce good behaviour, thereby celebrating all children's achievements, raising self-esteem and self-confidence.

5.2 Strategies and support

The following outline a range of strategies for use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc;
- using different resources;

- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behaviour;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- restorative justice approach;
- school counselling sessions to help students with social, mental or emotional health difficulties;
- social skills training;
- referral to CAMHS and/or educational psychology services/professionals; and
- referral for family support and/or therapy to help the student and family better understand and manage behaviour.

5.3 Our sanctions

The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

For low level behavioural breaches, teachers are expected to log the behaviour via ISAMS, and tracking will be monitored by the student's tutor and Head of Year. Blue and yellow cards are to be inputted and a levelled response will be followed should behaviour be repeated by individuals and/or groups of students.

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

Examples of sanctions that are used in the School include:

- Verbal reprimand from a member of staff;
- Letter to parents to advise of the misbehaviour;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- Detention
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- School based service or imposition of a task, under the supervision of a member of staff;
- Assistance with domestic tasks, such as collecting litter;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring; and
- Withdrawal from a lesson, school trip or team event.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

- 5.3.1 We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding Policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a referral to Early Help or other agency is needed to support the child/family.
- 5.3.2 Parents will be involved at the earliest stage when problems arise, are persisting or recurring.
- 5.3.3 It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headmaster reserves the right to use any sanction, including suspension, expulsion and removal in other circumstances, without first using lower-order strategies.
- 5.3.4 Any sanction must be reasonable in all the circumstances and account must be taken of relevant factors which may include the student's age, any special educational needs or disability they may have, and any religious requirements affecting them. These include the following:
- Parents/guardians will be informed at the earliest convenience to ensure transparency of actions and to allow for behavioural expectations to be reinforced in the student's home environment.
 - A levelled response will be taken dependent on the breach of discipline and the context surrounding it.
 - The school's behaviour system is tiered in order to respond to a range of behaviour scenarios.
 - A level 3 to 7 response process is used to ensure behavioural sanctions are consistent and effectively tracked. This ranges from an after school detention to permanent exclusion.
 - A range of response start points exist within the response process, such as, Tutor reflections, parent meetings and action planning, Head of Year detentions, Senior Leader detentions, Headmaster's detentions, internal isolation, fixed term exclusion and permanent exclusion. The process includes consistent steps for students who demonstrate repeated behaviours.
 - Throughout the response process, students complete a restorative step which ensures students have the opportunity to reflect on their behavioural choice and gain guidance on how not to repeat such behaviours. This process is crucial when creating and implementing a 'connection before correction' behavioural approach.

6 Suspension and Expulsion

- 6.1 The Headmaster reserves the right to suspend, expel or remove students from the school. Suspension and expulsion will be dealt with in accordance with our Suspension, Expulsion and Removal in Other Circumstances Policy, which includes examples of behaviour that may warrant those sanctions.

7 Allegations of Harmful Sexual Behaviour (HSB) and child on child abuse

- 7.1 Allegations of a student demonstrating Harmful Sexual Behaviour and/or child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made, and always in consultation with the Designated Safeguarding Lead. All allegations will be dealt with in accordance with the Safeguarding Policy. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents when there has been a report of HSB/child on child abuse, unless to do so will heighten risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and schools will carefully consider what information is shared with respective parents to ensure that confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an investigation is underway, to the extent appropriate. Referrals to children's Social Care/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy.

8 Complaints Procedure

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.

- 8.1 The School's Complaints Procedure [(which apply equally in the EYFS setting)] is on our website and sets out how current parents can raise a formal complaint and how the School will handle it.

9 Monitoring and Evaluation

- 9.1 The School will record all behavioural incidents (including bullying) and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. The Headmaster is responsible for ensuring these records are appropriately maintained.
- 9.2 The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among students which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into student's PSHE/RSE lessons, or amending this policy.
- 9.3 The Headmaster is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.
- 9.4 Headmasters report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.
- 9.5 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the European Director of Education.

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