

Behaviour Policy Classes 9 - 12

Written By	US Department	Date: 2007
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History of review:

Upper School Dept	2010
Angela Martinot	May 2013
US Dept	September 2015
Jonathan Hobbs	November 2017

Date for next review: November 2019

Policy Statement

In the light of the developmental stage of the Upper School students we embrace the values described in the All School Behaviour Policy and focus additionally on the promotion of self-awareness and self-responsibility as well as a wider awareness that includes adults and the school as a whole.

Aims

- To provide guidance on the promotion of positive behaviour among students, and between students and adults.
- To help teachers and parents communicate and work together effectively,
- To provide the students with clear, consistent boundaries out of loving authority.
- To enable the students to develop appropriate social skills and mutual respect for each other, for the adults and for the natural world around them.
- To create an environment where effective teaching and learning may take place.

Values

- We come to school to work and learn.
- We come to school expecting to feel safe, emotionally as well as physically.
- We try to do the right thing at the right time.
- We learn from our mistakes.
- We listen to our teachers and each other and we treat all with respect.

Out of mutual respect we all, parents, pupils and teachers:

- Listen and learn from each other.
- Respect and value each other's differences.
- Use words to resolve our problems.

- Strive to be fair, honest and compassionate towards each other.
- Are thankful for what we have.
- Treat all things with care.
- Take turns and share.
- Help each other to feel safe and well cared for.
- Work together to make our school a safe and thriving place.

The purpose of our values is to help us all to behave in a way that ensures that our school remains the safe and thriving place. To this end all adults and students resolve to work together in a supportive and consistent manner. It is the responsibility of all the Upper School teachers to ensure that all members of our school uphold its

Behaviour Procedure

Whilst procedures are outlined below each teacher uses his or her discretion, in consultation with colleagues, in judging what is meant by serious, persistent and inappropriate behaviour. This allows upper school staff to respond to students' developmental issues in an individual manner.

We hope that students will respond positively to teachers informing them that their behaviour is inappropriate and will take the opportunity to improve.

Procedures for addressing inappropriate behaviour

Stage 1: Remembering

- The teacher verbalises what the student has done or reminds them in some way.
- The student is asked to consider their behaviour in the light of the school's behaviour values and/or the class behaviour code agreed at the start of each school year.

Stage 2: Rethinking

- A student may be asked to leave the classroom to think about how they can do better to uphold our values in the future. The student is asked to return when they are ready to do this.
- At the end of the lesson they should explain what they have decided to do in future and show by their behaviour that they are working to achieve this.
- If the student continues to be disruptive they can be sent to one of several agreed areas around the school (staff room, Quiet Room, lobby to class nine etc.) for the duration of the lesson from which they have been excluded.

Stage 3: Reinforcing

- Subsequent to `rethinking` or as a result of continued inappropriate behaviour the student may be sent to the office to request a reflection form to fill in at home.
- The teacher will briefly explain to the student what is expected of the form and advise that it must be returned to the school office on the next school day before the student will be allowed into lessons.
- If the form is not returned the student may be excluded from school until its completion. The class sponsor will inform the parents. The sponsor may arrange a meeting with the student, their parent and a second colleague at this point.

Stage 4: Reframing

- Should a student be asked to complete three such reflection forms their sponsor will contact their parents to arrange an interview to discuss the inappropriate behaviour and ways in which it can improve. Following this interview a period of time will be specified during which the student can demonstrate their renewed commitment to our behaviour values. The mutually agreed approach may take the form of a written contract.

Stage 5: Restricted Exclusion

- If by this stage the student's behaviour has not shown significant signs of change the class sponsor will contact the parents to ask the student to be kept at home for a period of 1 – 3 days.
- Following the student's return to school their behaviour will once again be closely monitored and reported to the class sponsor and the departmental meeting.

Stage 6: Temporary Exclusion

- If the upper school teachers are still not satisfied that the student has overcome their inappropriate behaviour pattern, they will ask for the student to be kept at home until such time that the parents and student are ready to offer a full commitment to uphold the all school behaviour values.
- At this stage the student only returns to school on the condition that they behave appropriately at all times.

- Should any instance of inappropriate behaviour occur a parent should be available to collect their child from school immediately and keep them at home until they can make a further commitment.

Stage 7: Permanent Exclusion

- If the student's behaviour continues to demonstrate that they are not able to commit to uphold the all school behaviour values, the sponsor and one other member of staff will meet with the parents of the student to discuss whether the student's needs can continue to be met at our school.
- In such cases, the impact of the student's behaviour on the rest of the class must be given due consideration.
- The sponsor, or a colleague chosen by the departmental meeting to act in place of the sponsor and after consultation with the departmental meeting and having informed the Collegiate of teachers, may decide to exclude the student permanently from the school.

Serious Incidents

Any of the following may be judged as serious incidents and be addressed at Stage 6 of the above procedures:

- any recurrence of serious, persistent or inappropriate behaviour that has previously led to a restricted exclusion
 - any deliberate act of threatening or violent behaviour, abusive language or malicious damage to property
 - the possession and/or use of tobacco, drugs, alcohol or other illegal substances on the school site or whilst travelling to and from school. *
 - a refusal by the student to co-operate with a teacher or supervisor or behaviour which causes a total disruption to teaching and learning.
- behaviour which threatens the safety of other pupils or themselves.

*See also the school's PSHE policy

Appeal

- Parents may appeal against permanent exclusion in writing to the Upper School Chair, or College of Management.
- An appeal group, normally of three teachers, will be convened by the above, aiming to be as objective as possible.

- In reaching their decision the group will consider all relevant information, supporting documentation and the views of teaching colleagues.
- The appeal group will communicate with the appellant to ensure that there is enough/full shared information, and to inform about the timing process.
- The aim would be to complete within 3 weeks.
- The appellant will receive a full explanation of the decision.

Information/advice/guidance:

Getting the simple things right – Charlie Taylor’s behaviour checklist

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf

Compliance:

- Independent School Standards:

https://www.legislation.gov.uk/uksi/2014/3283/pdfs/uksi_20143283_en.pdf

References:

- Guidance for Supporting Positive Behaviour in Early Years
- Personal, Social and Health Education General Policy
- Behaviour Policy for Classes 4-8
- Behaviour Policy for Classes 1-3
- Serious Behaviour Incident Policy
- Serious Incident and Bullying Record