



## **Communication**

The School communicates the requires standards of acceptable pupil behaviour through its Aims, Core Values and associated Rules, which have all been re-formulated in the period 2006-2009 through consultation with pupils, parents and staff.

Expected standards are regularly reinforced through, for example, homework diaries, assemblies, tutor group meetings & PSHE classes and informally on a daily basis.

## **Promoting Positive Behaviour**

The purpose of promoting positive behaviour is to assist the School in achieving its stated Aims and Core Values:

### **Aims:**

- **Encourage all pupils to reach their full potential and to strive for personal excellence**
- **Provide a flexible educational experience which meets the needs of individuals in a welcoming, safe and supportive community**
- **Promote awareness of others, understanding and mutual respect**
- **Maintain collaborative partnerships within the school and the wider community**
- **Nurture a sense of responsibility for local, national and global environments**

### **Core Values:**

- **Commitment**
  - Pupils and staff show a commitment to being prepared for school and to achieve their full potential
  - Pupils show a commitment to their classwork and homework
  - Pupils, parents and staff show a commitment to the life of the School and the wider School community
  - Pupils, parents and staff show a commitment to others
- **Cooperation**
  - Pupils should co-operate with one another during class and extra-curricular activities
  - Pupils, parents and staff show a willingness to co-operate with one another
  - Pupils should co-operate with staff to ensure very good behaviour in classes, the school building and the playground
  - Pupils, parents and staff should co-operate to ensure all pupils achieve their full potential
- **Identity**
  - Pupils, parents and staff are proud of their school and respect school property
  - Pupils, parents and staff show courtesy to others
  
  - Pupils and staff show self awareness and are confident, individual thinkers
  - Parents, pupils and staff promote the corporate image of the School



- **Individuality**
  - The School promotes pupil and staff self-esteem, self-worth and talent
  - Each pupil is nurtured and personal growth and development is encouraged
  - Belmont House School ensures that different cultures are celebrated, as appropriate
  - The tutor system and small class sizes ensure that each pupil is given personal attention and their individual needs are met
  
- **Reliability**
  - Pupils, parents and staff keep their word and always try to do their best
  - Pupils, parents and staff are honest in what they think, do and say
  - Pupils, parents and staff always act fairly and consistently
  - Pupils and staff are always on time for school and arrive punctually at classes
  
- **Respect**
  - Pupils, parents and staff follow school rules, beliefs and values and respect School property and equipment and the possessions of others
  - Pupils, parents and staff listen and respect the points of view and feelings of others
  - Pupils, parents and staff respect the local community and environment, within and outwith the school
  - Parents, pupils and staff express their views via pupil councils, PSE classes, PTA and the Board of Governors
  
- **Responsibility**
  - Pupils are responsible for their own learning
  - Pupils and staff are responsible for their own appearance
  - Pupils, parents and staff have a responsibility to contribute to the life of the School and the environment
  - Pupils, parents and staff are responsible for their own actions

**The School adopts a positive viewpoint and hence the priority for us is a policy that will enhance the above. An effective and proactive PSHE and Pastoral Care System is central to this end.**

### **Criteria for Policy Formulation**

There are a number of factors that underpin an effective behaviour management policy:

- It must be open and understood by all
- It must be operated in a similar vein by all
- It must be seen to be absolutely fair and not open to whim or personality
- It must be progressive with the aim of improving matters, not simply punishing
- Appeal mechanisms must operate at every stage
- Punishment should be appropriate to the misdemeanour



## **Acceptable and Unacceptable Behaviour**

The School defines acceptable behaviour as that which promotes the Core Values of the School from all pupils in terms of their relationships with other pupils within/outside the School, teachers and other school staff, and with visitors or other persons within/outside the School premises.

The School has identified examples of unacceptable behaviour as that which includes name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobia abuse.

The School rules are broad. Essentially they are:

1. It is expected that all pupils uphold the Values of the School.
2. Do not break the School's Dress Code.
3. Do not use personal electronic equipment, including mobile phones, unless you are given permission by a member of staff.
4. Do not drop litter or chew gum.
5. Do not leave School at any time during the day without permission from a Senior Member of Staff.
6. Do not bring fizzy or high energy drinks to school.
7. Bags should only be left in designated areas.
8. Respect and look after School and personal property.
9. Keep an accurate record of homework in your Homework Diary.
10. Move quickly between classes but do not run within the School Building.

In School, or in transit to school or under the authority of the school, pupils will not:

- Possess or use any illegal or dangerous drug, solvent or abuse anything similar
- Drink, buy, sell or possess alcohol. It is also an offence for any pupil to be in the company of another pupil who is drinking
- Smoke, or have tobacco in any form  
It is also an offence for any pupil to be in the company of another pupil who is smoking
- Possess firearms (real or replica), sharp weapons, laser pointers, fireworks, explosives or flammable material, including matches and lighters
- Engage in intimate and /or sexual acts

## **Recognition, Rewards and Sanctions**

The School will promote positive and improved behaviour by pupils through a system of recognition and reward. This will include the use of:

- praise and positive feedback.
- commendations / awards /colours / certificates etc.
- Praise Letters to parents/carers.

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The School will give support to individual pupils who may be at risk of disaffection or exclusion including: learner support, mentoring, individual education planning, curriculum and curriculum resources, teaching strategies, study support and target-setting.

The School will implement a range of strategies to deal with inappropriate behaviour by pupils, including:

- talking 'privately' with the pupil
- informal reprimand
- Yellow Referrals
- Red Referrals
- referring matters to Class Teacher [Junior School], Tutor, Principal Teacher, Vice-Principal [Head of Junior School] or Vice-Principal [Director of Studies & Pastoral Care], the Senior Vice-Principal and the Principal (as appropriate)
- immediate withdrawal from class
- withdrawal of school privileges
- letters to parents/carers
- meetings with parents/carers
- referral to external agencies
- Detention
- Fixed-term suspension
- Permanent exclusion (see Appendix 2)

The School will also monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

### **Early Intervention**

The School will:

- undertake reviews of the educational needs of pupils, as appropriate, and details of these will be included within each pupil's file
- involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance
- develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate conduct
- provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the School
- contact parents/carers promptly to notify them of any reported serious incidents of misbehaviour in which their child has been involved

### **Investigating Cases**

The School will investigate, as appropriate, all reported incidents of pupil misbehaviour.

Specifically, the School will:



- ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements
- notify the Police and other relevant bodies of incidents where it is appropriate to do so
  
- complete investigations promptly
- ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action

A copy of the results of all formal investigations and any letters sent will be held on record and on Pearson e1.

### **Training and Professional Development for all Staff**

The School reviews regularly the health, safety and welfare of its entire staff. The School will provide relevant information and training on behaviour management matters to all groups of staff, including:

- Support staff (e.g. classroom assistants)
- Other school staff (e.g. canteen staff, buildings/grounds maintenance)
- Newly qualified teachers during their formal induction period
- Students undertaking programmes of initial teacher training
- Supply teachers
- Teachers

The School provides opportunities for staff to develop their knowledge and skills in relation to such issues as:

- Implementing the School's Behaviour Management Policy
- Logging and recording of incidents
- Lunchtime supervision
- Classroom management
- Educational visits and school trips
- Learning styles
- Legislation affecting behaviour management (e.g. detention, exclusion, child protection, pupil restraint)
- Pastoral care
- Equal opportunities and anti-discrimination
- Techniques for promoting positive behaviour

### **Practical Application**

All staff are required to implement the Behaviour Management Policy in a fair and consistent manner.

Appeal mechanisms will operate at every stage. All pupils have the right to question any sanction or punishment given. However this must be done in a polite and reasonable manner and must follow the correct procedure - for example, a pupils wishing to appeal against a Yellow or Red Referral must



approach the Vice-Principal [Director of Studies & Pastoral Care] to request an Appeal Form which must be completed, signed [by parent and pupil] and returned within a 24-hour period.

### **Roles and Responsibilities**

The Governing Body is advised of the implications of the behaviour policy for their own practice and relevant committees recognise their responsibilities under the terms of the Policy and any other Regulations and Government guidance.

The School has details of appropriate specialist child support services (where available), including Educational Psychology Services, Health Services, Social Services etc

### **Meeting needs: Curriculum Flexibility**

The School's curriculum is appropriate to the needs of pupils and PSHE provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

### **Pupil Involvement**

The School encourages pupils to take responsibility for their own learning and behaviour.

The School encourages pupils to take responsibility for developing a culture of positive behavior and provides opportunities for pupils' positive involvement in the life of the School and the community.

### **Parental/Carer involvement**

The School ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs. The School also encourages parental involvement and support for the behaviour policy.

### **Community Involvement**

The School will liaises with a range of bodies as appropriate, including health services, police, voluntary sector and religious bodies, social services etc.

### **Reviewing Effectiveness: Record keeping**

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the School's Behaviour Management Policy.

All staff have been advised of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents.



The School makes use of Phoenix e1 to log incidents and monitor behavior patterns as appropriate.

## **Appendix 1 Behaviour Management - Practice**

Our aim is to create a civilised and caring community with a sense of responsibility, a concern for others, an appreciation of good manners and an environment within which all aspects of the work of the life of the School can be enjoyed. Firm but fair is the key to our policy, with mutual respect shown by all parties. Do not confuse good discipline with punishment. Please try to adhere to the guidelines given in the Behaviour Management Policy of the Staff Manual. However, if punishment is necessary then:

1. Only put a pupil out of the classroom so that you can immediately speak to him or her on their own. If the matter is resolved the pupil should be permitted to re-enter the classroom.
2. Exclusion from your classroom is not recommended and is an extreme measure. This should normally mean immediate referral to the Senior Vice-Principal or Principal with the reason indicated on the Immediate Removal from Class pro-forma
3. report any concerns or specific incidents to the relevant Tutor and Vice-Principal (Director of Studies and Pastoral Care) and record them on Pearson e1
4. In serious cases the Principal or Senior Vice-Principal should be informed immediately and the incident should be recorded on Pearson e1.

It is recommended that problems be tackled in the following way:

### **A. *Work problems e.g. lack of progress, lack of motivation, irregular homework***

The subject teacher should handle these if possible and send out a **Cause for Concern** Letter to parents/guardians where appropriate. If the difficulty persists the appropriate SMT link member, Principal Teacher and Tutor should be contacted. If necessary, the Vice-Principal (Director of Studies and Pastoral Care) should be informed who may, particularly in the case of Senior 5 & 6 pupils, refer the matter to the Senior Vice-Principal. Tutors, the Vice-Principal (Director of Studies and Pastoral Care) and the Senior Vice-Principal, should be given copies of, or notified of, any correspondence from staff to parents in this regard.

### **B. *Social problems e.g. frequent/prolonged absence/illness, adverse home circumstances, personality problems***

The relevant Tutor should be informed and such information as necessary should be given to all staff involved with that pupil. Please bear in mind the possible need for confidentiality to be observed in this area.

### **C. *Behaviour problems -***

1. *Smoking* - should be reported to the Tutor in the first instance and the Vice-Principal (Director of Studies and Pastoral Care) and Senior Vice-Principal should be informed.
2. *Bullying* - should be reported to the Vice-Principal (Director of Studies and Pastoral Care) and the Senior Vice-Principal should be informed.



3. *Unpunctuality*

- *for registration* - the Tutor should deal with this and Vice-Principal (Director of Studies and Pastoral Care) should be informed of persistent problems.
- for classes -subject teacher should inform the relevant Tutor and a **Cause for Concern** Letter should be sent to parents/guardians where appropriate.

4. *Vandalism* - should be reported to the Senior Vice-Principal.

5. *Truancy* - subject teacher should inform the Senior Vice-Principal.

6. *Uniform* - **Tutors should make a daily check but ALL STAFF have an equal responsibility for ensuring the wearing of correct uniform. Any problems should be reported to the Vice-Principal (Director of Studies and Pastoral Care) in the first instance.**

Any serious offence should be immediately referred to the Senior Vice-Principal. The member of staff dealing initially with any situation must complete a **Red Referral** and record the incident on Phoenix e1.

**The responsibility for good classroom discipline lies with the classroom teacher.** This does not mean that the teacher acts in isolation but there must be a clear and effective means of progressing discipline should it be necessary. **It is essential that all staff are consistent in applying basic expectations in relation to dress and behaviour from all pupils at all times.**

Basic level punishment usually falls into three categories.

1. Extra work
2. Reprimands
3. A punishment exercise via a **Yellow Referral**
4. Suitable sanctions appropriate to the misdemeanour e.g. cleaning up an act of vandalism

If 'Extra work' is given this information must be passed on to the tutor / class teacher if the problem persists.

Where a reprimand is considered serious and is the possible *precursor* of detention a **middle** tier of punishment (**a Red Referral**) may be awarded. Information on an awarded **Red Referral** must be passed on to the tutor / class teacher. **Three such Red Referrals are likely to lead, at the discretion of the Senior Vice-Principal, to a School Detention.** Recommendations for Detention based on accumulated **Red Referrals** should be discussed initially with the **Vice-Principal (Tutors)** who will meet on a regular basis with the **Senior Vice-Principal** to discuss such cases - in implemented cases the **Senior Vice-Principal** will send a letter home informing parents that a detention has been awarded.

**Please note:**

- The basic, everyday act of reprimanding a pupil is NOT the same as the formal award of a **Red Referral**.
- Repeated failure to do class work or homework will merit a Detention and will trigger an automatic **Cause for Concern** letter home from the Class Teacher, Subject Head or Faculty Head.



- **Yellow or Red Referrals** will also be awarded in a non-classroom situation where school rules are transgressed.

**Some examples:**

1. **Homework not done:** The **first** such offence would be dealt with within the subject department e.g. warning, punishment exercise, repeated exercise, telephone call or letter home. A **second** offence would also be dealt with within the department but this time the Tutor becomes involved. A **Yellow Referral** has been awarded at this stage and the Head of Department/SMT link person would be notified as appropriate. A **third** offence would lead to **Red Referral** and involve the Tutor in discussions with the Vice-Principal (Director of Studies and Pastoral Care) Parents would be notified through a **Cause for Concern** letter and their support in this matter would be sought. **There is no time limit to this process within a given Term – two failures to complete homework within one subject over the space of two days or two months would lead to the same result.**
2. Failure by a pupil to obey a basic instruction from a member of staff e.g. instruction to button a shirt, to do a particular task, to refrain from behaving in a particular manner etc. The first instruction given would carry no sanction but *repeated* instructions having to be given should be viewed as deliberate disobedience and a **Yellow or Red Referral** awarded, depending on the severity of the incident. Once again, there is no time limit to this process.

We need to be as consistent as possible across all departments in our application of our Behaviour Management Policy.

**Immediate referral to the Senior Vice-Principal is for serious offences and where the member of staff is in doubt whether the punishment is more serious than a detention and should always be accompanied by a completed Incident Report Form.** Where very serious transgressions are concerned Referral will again be immediate to the **Senior Vice-Principal** or the **Principal**. Once the **Senior Vice-Principal** is involved matters will be moving towards Saturday Detention. If the **Principal** is involved then suspension or expulsion is on the agenda.

The passing on of **Yellow and Red Referrals** to class teachers and tutors will enable decisions to be taken about House Cards and Behaviour Timetables. Staff will be clearly informed about Pupils on these cards. Staff will be very strict in ensuring that cards are presented to them at the beginning of a period. If the card has not been signed the pupil must get the signature immediately or at the next break. The same will apply to parental signatures.

The Vice-Principal (Director of Studies and Pastoral Care) will issue a pupil with a **House Card**, on the recommendation of the relevant Tutor, if it is felt that the individual concerned has effort, organisational, homework etc. difficulties or very low-level behavioural problems. This Card is intended to be positive rather than disciplinary but it is essential that the pupil have it signed every period. **If a pupil has not shown sufficient improvement after a maximum period of four weeks further disciplinary action will be taken.**



The **Senior Vice-Principal** will issue a **Behaviour Timetable** to any pupil who has committed **serious or persistent offences** as detailed above and based on the evidence available in terms of the numbers of **Red Referrals** etc. awarded. **Staff, pupil and parents should view this as a major punishment. Unsatisfactory performance while on a Behaviour Timetable may well lead to a period of suspension from School.** Parents will be notified in writing of the reasons for a House Card or Behaviour Timetable being issued.

**Written evidence must be available to justify any decision to place a pupil on a House Card or Behaviour Timetable so staff should ensure that all incidents are recorded accurately and promptly on Pearson e1.**

**It is vital that, in practice, our behaviour management strategies show progression, have documented evidence for any decision or course of action taken and give the individual pupil every chance to take responsibility for their actions and to extricate themselves from a given situation. It is also vital that every member of staff plays their part in enforcing basic rules/discipline on a day-to-day basis.**

### **Detention**

**School Detention** is for more serious offences or repeated offences after a warning. The Senior Vice-Principal will post a Detention Letter to the parents of the individual concerned no later than the Monday of the week in which Detention is to be served. A copy of this letter will be given to the relevant Tutor, the Vice-Principal (Director of Studies and Pastoral Care) and placed in the pupil's file.

**Saturday Detention** is for serious breaches of discipline and is awarded by the Principal/Senior Vice-Principal.

**School Detention is held on Friday every second week** (or on Thursday prior to Half-Terms, holiday week-ends etc.) from 1545-1645 in Room 45 (or your own if you wish) and all full-time members of staff will play a part in the supervision rota drawn up by the Senior Vice-Principal. It should be conducted strictly and in silence. It is the responsibility of the member of staff placing a pupil in Detention to provide appropriate work for them to tackle - a list of pupils in Detention will be placed on the Staff Room Noticeboard no later than the preceding Wednesday and the work should be handed to the member of staff on Detention Duty as soon as possible thereafter.

The Senior Vice-Principal should be informed immediately of any absentees from Detention and, apart from exceptional circumstances, it should take precedence over all other activities.

### **Appendix 2 - Use of Suspension /Withdrawal**

The School's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with suspension and withdrawal as options. The school will ensure that the interests of the whole school are considered within any action taken.

- **Deciding whether to exclude a pupil**



Only the Principal or, in his absence, the Senior Vice-Principal can exclude a pupil from school, A decision to exclude a pupil will be taken only:

- in response to serious or persistent breaches of the School's discipline policy or if allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the school

The decision to exclude a pupil is a matter of judgement for the Principal, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off school premises that is in breach of the standards of behaviour expected by the school.

Before reaching a decision to withdraw a pupil permanently or suspend a pupil for a fixed period, the Principal will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies
- Allow the pupil to give his or her version of events
- (If necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example relevant members of the Governing Body

- **Permanent Exclusions**

Permanent withdrawal will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the Principal might consider it appropriate to permanently withdraw a child for a first or one-off offence, such circumstances might include:

- Where there has been actual or threatened violence against another pupil or member of staff
- Stealing and other illegal acts
- Sexual misconduct
- Supplying an illegal drug
- Carrying or possessing an offensive weapon

- **Formal re-admission**

A formal re-admission meeting following the expiry of a fixed-period suspension will be arranged by the School prior to a pupil returning. The pupils and parent/carer will be required to sign a document stating that the pupils will not repeat the specific acts which led to suspension

- **Informing Parents/Carers**

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The Principal will inform the parent/carer of the permanent withdrawal or period of the suspension (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to appeal against this decision to the Governing Board.

The School may notify the Social Services Department and the Police if, in the Principal's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.