



BEHAVIOUR

Tranby seeks to implement this policy through adherence to the procedures set out in the rest of this document.

The school is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010) in respect of safeguarding and in respect of pupils with Special Educational Needs. Further details are available in the school's Equal Opportunity Policy document.

This policy applies to all members of our school community, including those in our Early Years setting.

This document is available to all interested parties on request from the main school office or may be downloaded from the school's website, and should be read in conjunction with a range of policies, procedures and other documentation relating to:

- School code of conduct
- Restorative practice
- Rewards and sanctions
- Exclusions Expulsion and Removal
- Use of Force
- Anti-bullying
- Substance misuse
- Admissions

Behaviour Policy Changes	
Reviewed by:	Mrs A Robinson, DSL / Mrs C Sweeting Head of Prep
Date of last review:	January 2026
Approved by:	Mr Paul Grimwood, Chair of LGB
Date of approval:	September 2025
Reason for changes:	Minor update
Next scheduled date for review:	September 2026 or as events or legislation change requires.

CONTENTS

Entry	Page
Policy Statement	2
Prep School	
Philosophy & Aims	3
Roles and Responsibilities	4
Expectations and Definitions	4
Tranby Code of Conduct	4
Rewards	4
Consequences	5
Behaviour for Learning Improvement Plan	5
Serious Incidents	6
Temporary or Permanent Exclusion	6
Bullying	7
Dealing with conflict between pupils	7
Special Educational Needs	7
Parental involvement	7
Annual Evaluation	8
Appendix 1: Restorative Practices	9
Appendix 2: Prep Consequences Procedures	10
Senior School	11
School Policies and Standards	11
Code of Conduct	11
The Classroom LAWS	11
Notifications	12
Withdrawal	12
Lunchtime Homework Detention	13
Temporary or Permanent Exclusion	13
Restorative Practice	14
Rewards	14
Disciplinary Procedures – Notes for Guidance	14
Reasonable Adjustments to Behaviour Expectations for pupils with SEN	16

Policy Statement

Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial. The school exists for the benefit of its pupils. At its heart is the understanding that in our dealings with others, pupils, staff, parents and all associated with the school, mutual respect and consideration should inform our behaviour. This policy provides the framework to support the work of the School and ensures pupils can feel secure and able to learn. Staff can feel confident that a robust and explicit structure of sanctions and rewards is in place. Its delivery requires staff to have consistent expectations of a purposeful and co-operative school environment where we help to develop independent and responsible young people.

The specific rules of the school are dictated by common sense, and we have a pupil code of behaviour. In addition, we have well defined policies regarding specific areas of behaviour. The following guidelines are not exhaustive and any sanctions that the school imposes will reflect the nature of the offence, the maturity of the pupils involved and the possible effects on others. Corporal punishment has no place at the School, both in school and off the school premises; this prohibition applies to all members of staff including all those acting in loco parentis. Physical intervention is allowed in specific circumstances, such as to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself); further details on this can be found in the Use of Force Policy.

The maintenance of discipline is of paramount importance for the welfare and development of pupils. Pupils will be given clear expectations, effective pastoral support and the opportunities to build good social relationships. Therefore, the school demands a high standard of behaviour from its pupils and seeks to promote good behaviour and not simply to set out the sanctions for misbehaviour.

All staff are made aware of this policy on joining the School and of its location on the school network.

The Prep School

Philosophy & Aims

We believe good behaviour and discipline are key foundations of good education, for without an orderly atmosphere in school, effective teaching and learning are unlikely to take place. We believe pupils have a right to learn, to feel safe and to be happy and to be valued as an individual. We all need to have a clear understanding of the values that matter, and at Tranby Prep, we believe these values to be:

- **Showing respect** (to others, property and the environment), tolerance and compassion, trust and fairness
- **Showing good behaviour** through honesty, courtesy, kindness, self-respect/discipline and helpfulness
- **Being willing and ready to learn** in attitude, focus, hard work, organization, equipment

These values are promoted in school by all members of the school community so that pupils receive a consistent message - in lessons, break times, collective worship, SMSC (assemblies), personal, social and citizenship education, religious education, the ethos of the school itself, and by the example set by staff within it.

Positive reinforcement will be used, rather than emphasising the negative, and discipline will be consistent and applied in a calm, but firm, way.

Every opportunity is taken to enhance self-esteem by praising personal achievement and any criticism is constructive. Mutual respect and co-operation are encouraged, and pupils are helped to recognise examples of good behaviour.

Inappropriate and anti-social behaviour of any sort is unacceptable and is dealt with through the processes outlined in this policy.

The Tranby Core values of nurturing potential, inspiring subject passion and celebrating talent are at the heart of what we do, and we aim to:

- create a calm, ordered atmosphere in which children and adults are happy, secure and hardworking
- ensure that everyone in school feels valued and is held in high esteem
- foster a spirit of co-operation, responsibility and independence
- encourage an understanding of the feelings, values, beliefs and cultures of others
- give children a pride in their own achievements and in the achievements of others
- achieve a consistency of approach from all staff, teaching and non-teaching.

Roles and Responsibilities

Ultimate responsibility for the management of school discipline rests with the Head of Prep. In the EYFS, behaviour management is the responsibility of the Foundation Stage coordinator.

Every member of staff, when in contact with children, has a responsibility for conducting themselves in a manner which is consistent with this policy. All staff should be entitled to support from the school's management if they are having difficulties when dealing with unacceptable behaviour. If necessary, INSET will be provided. Personnel will normally be involved with behaviour issues as follows:

Parent – Class Teacher/Key Person – Key Stage Coordinator – Assistant Head – Head of Prep

Where an incident is dealt with by a member of the support staff, it should be reported in the first instance to the class teacher or key person. It is expected that most incidents will be dealt with by the class teacher or the key person and that, should it be deemed necessary, initial liaison with parents or carers will take place at this level.

Expectations and Definitions

Our expectations are high. Staff should endeavour to build relationships with children so that when a child is having trouble with their own behaviour, they know that members of staff will be fair, consistent, and genuinely interested in their wellbeing.

We believe **good behaviour** is everyone treating others as they would wish to be treated, respecting everyone's property, respecting everyone's personal space, and completing work to the best of one's ability.

We believe **unacceptable behaviour** is treating others unacceptably or making life uncomfortable or dangerous for them. It is also not looking after property or the personal belongings of others. It is not completing work to the best of one's ability or preventing others from doing so.

Tranby Code of Conduct

To achieve our expectations, the code of conduct (based on the values) should be known and understood by everyone and will be displayed in all classrooms.

- **Show respect** (to others, property and the environment)
- **Show good behaviour** (courtesy, kindness, honesty and helpfulness)
- **Be willing and ready to learn** (attitude, focus, hard work, organisation and equipment)

Rewards

The expectation is that all pupils will follow the code and will be rewarded by:

- individual/class verbal praise or comments/symbols for good work, good behaviour, courtesy and consideration
- academic achievement certificates awarded in assembly
- presentation of work in assembly (Headteacher's commendations)

Pupils who go '*the extra mile*' in either the Code of Conduct or the Tranby Core Values will get a stamp on their *Tranby Targets* card. It is the pupil's responsibility to look after their own card. If lost, they will have to start again.

10 stamps: a postcard sent home

20 stamps: a postcard, plus a cookie on the next Friday.

It is the responsibility of the pupil's teacher to sign off the cards once the postcards/cookies have been actioned.

Consequences

'Crossing the line' and 'unacceptable' terminology should be used consistently when a child fails to follow the code of conduct. After crossing the line, pupil should be given a warning (yellow/red card terminology could be used as an example) and choices offered e.g., 'time out', a chance to re-do the work properly etc. – whatever might be needed to get pupil back on track. They may need to be supported through restorative practice in finding ways of putting things right.

For repetition of 'crossing the line' behaviour, including persistent 'low-level', the consequences should be flexible and appropriate to the age/offence/intent of the pupil e.g., swearing in frustration should not be treated the same as deliberately using a swear word at someone else. Below are examples of consequences:

1. Miss the next available break for reflection (could be outside, spent with the teacher on duty, or with the appropriate member of staff) *or*

Do something positive to make up for the negative e.g., writing a letter of apology, helping to re-organise trays in the classroom *or*

Get the pupil to write their own behaviour plan – how they will try to manage their behaviour if there is a next 'crossing of the line'.

After 3 offences in a half term period (or sooner, depending on the pupil/offence), the class teacher should phone or see the parents to inform them.

2. If there is no improvement, a meeting with the Key Stage Coordinator or Assistant Head or Head of Prep should take place, when individual targets will be set. This might also mean a temporary loss of role of responsibility, loss of representing school teams, loss of being able to attend school - based clubs, activities and trips, if deemed necessary.
3. Behaviour for Learning Improvement Plan (BLIP)
4. Temporary or permanent exclusion (refer to section below).

Logs of unacceptable behaviour are recorded in CPOMS which are shared with the relevant staff.

Behaviour for Learning Improvement Plan

Sometimes, there are children whose behaviour, for whatever reason, falls outside the boundaries of normal rewards and consequences. For those children, a Behaviour for Learning Improvement Plan (BLIP) will be put in place. Those children will meet with their class teacher, the Key Stage Coordinator (and SENCO if appropriate), to reflect on the following:

- What will help me improve the quality of my experiences at school?
- What will help me improve the quality of other people's experiences at school?
- What will allow me to be positive and fair to everybody at school?

Three strategies will be identified, designed to improve behaviour. These strategies will be communicated to everyone involved in the child's education, including parents or carers. The pupil will then meet regularly with the Key Stage coordinator to discuss progress being made. These meetings will cease when the necessary improvements have been made. Close contact with parents will be maintained throughout this period and the Headteacher and Assistant Heads will be made aware of all BLIPs.

BLIPs will be reviewed after an agreed period. If there has been no significant and sustained improvement at this time, the Head of Prep or Assistant Head will be informed, and further individual strategies may be considered. Persistent failure to improve may result in temporary or permanent exclusion.

Serious Incidents

Most incidents of misbehaviour will be dealt with through the processes of the school's Behaviour Policy. Any serious incidents of misbehaviour will be referred to the Assistant Heads or Head of Prep, who will usually ask parents to come into school to discuss the situation. In such cases, temporary or permanent exclusion becomes an option. These sanctions can only be imposed by the Head of Prep.

Records of any serious incidents will be kept by the school on CPOMS.

Temporary or Permanent Exclusion

Examples of pupil offences which are likely to result in temporary or permanent exclusion are:

- Violent or abusive behaviour towards another member of the school community.
- Persistent bullying of another member of the school community in any form.
- Persistent and repeated refusal to conform to the standards of work and behaviour expected of a member of the school community.
- Persistent and repeated behaviour which affects the well-being, comfort and/or academic progress of other pupils.

Action will be taken following a single offence, where that offence is deemed to be sufficiently grave. In most cases, temporary exclusion will be the result of a first offence, although the Head of Prep may, at her discretion, permanently exclude any pupil for a first offence which she considers warranting such a step.

In other instances, permanent exclusion may be the result of a series of less serious offences, where repetition of these offences indicates the pupil's unwillingness to conform to an acceptable pattern of behaviour. In such cases, parents will have been consulted, before such a stage is reached, to correct the behaviour.

Apart from the examples outlined above, any behaviour which, in the opinion of the Head of Prep, is seriously damaging to the School or to another member of the school community, may result in temporary or permanent exclusion.

Bullying

The School's stance on bullying is referred to in the School Anti-Bullying Policy.

Dealing with conflict between pupils

The School will seek to develop its community and manage conflict and tensions by repairing harm and building relationships. To this end the School has instigated a system of restorative practices. This consistent approach will focus on the 'behaviour' of children and not 'the person'. Restorative practices will assist the children in developing their personal responsibility within school and promote honesty. They will learn to face up to their mistakes and become more accountable for their actions.

Throughout the School, every child will understand that they will be listened to, and they will know that behavioural incidents will be dealt with fairly. This will build trust and commitment amongst the children. The children will be given the opportunity to express their emotions freely.

A detailed description of the approach is set out in Appendix 1.

If participants are to reach a shared understanding and feel the process is fair, they need to be free to express their emotions within a safe environment with clear meeting protocols of dignity and respect.

The formality of the restorative practices used will be dependent on the seriousness of the behaviour committed. On a day-to-day basis, affective statements and questions will be used as well as restorative circles. For more serious incidents small impromptu conferences, a large group or circle, or a formal conference might be used where appropriate.

Special Educational Needs

When parents/carers have had to be invited into school because of a child's consistent, poor behaviour, their special needs need to be identified and a programme will be devised to help the pupil. Any individual programme will reflect the child's personal needs and be individually tailored. Possible strategies may include:

- target sheets
- stars/stickers/charts
- pupil contracts

Where behaviour plans are so individualised, the SENCO will advise to ensure that the child's learning and behaviour needs are supported in the best possible way and that all members of staff who encounter such children are kept fully informed of their behaviour and learning programmes. This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (Behaviour and Discipline in Schools (2014).

Parental involvement

We believe the success of our Behaviour Policy depends on the support of parents. To that end, our policy is available for parents to view on the school's website.

Annual Evaluation

The Head of Prep and Prep Leadership Team should evaluate the effectiveness of all areas of this policy document annually by considering:

- The incidences of logged 'crossing the line' behaviours
- The number and effectiveness of BLIPs
- The general atmosphere of the classrooms, playgrounds and general areas of the school.

In addition, the opinions of Teaching Staff, Lunchtime Supervisors and LGB will be sought annually.

APPENDIX 1

Restorative Practices

A child who commits an act of challenging behaviour will be asked the following questions:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

This questioning serves to develop powerful learning for the offender in terms of recognising their shortcomings and understanding how they will alter their behaviour.

It is vital that a child harmed by the actions of others has a voice. They will be asked the following:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to put things right?

APPENDIX 2

Prep Consequences procedures

What happens	Who takes action	Action taken
Unacceptable classroom behaviour	Class teacher/support staff	Give 'crossing the line' warning. If repeated, incidence should be reported to class teacher. Class teacher to log in CPOMS and talk with pupil/issue consequences. Inform other KS staff of any ongoing problems if necessary.
Unacceptable behaviour outside of the classroom.	Staff on duty	Give 'crossing the line' warning. If repeated, report to class teacher. Class teacher to log and talk with pupil/issue consequences. Inform other KS staff of any ongoing problems if necessary.
	KS Coordinator	Inform PLT and/or whole staff of any relevant issues.
3 offences in a half term period (or sooner, depending on the offence/child)	Class teacher	Talk with child/issue consequences. Inform KS coordinator Liaise with parents/carers.
	KS coordinator	Talk with child – set targets. Record in CPOMS. Liaise with parents/carers.
	KS coordinator (and SENCO if appropriate)	Talk with child Consider whether BLIP is needed Liaise with parents/carers.
Serious incident	All necessary staff involved	Inform KS coordinator, PLT and parents to set a meeting.

The Senior School

School Policies and Standards

The individual responsible for behaviour management in the Senior School is Mrs Robinson, Assistant Head Pastoral.

The school places the highest possible emphasis on the broad values of respect for others, respect for property and respect for self.

What is acceptable and unacceptable behaviour?

Acceptable Behaviour

Acceptable behaviour is that which promotes co-operation, compassion and consideration from students in their relationships with teachers, other staff, visitors, fellow pupils and residents. This supports a learning environment which creates a safe climate to promote high achievement and to bring out the best in every pupil.

Unacceptable Behaviour

Examples of unacceptable behaviour include:

- Verbal abuse
- Threatening language or behaviour
- Intimidation
- Physical abuse
- Bullying and harassment including racist, sexist and homophobic abuse
- Deliberate isolation of a pupil
- Graffiti and a wanton disregard for our environment
- Substance abuse on site and at the school gate
- Abuse through the IT media e.g., Facebook, mobile phones and YouTube
- Loud, rowdy corridor behaviour
- Inconsiderate, antisocial behaviour during performances and assemblies.
- Extreme and offensive views and behaviour.

The Classroom LAWS

Learn	: be prepared to learn
Arrive	: arrive on time
Work	: work to the best of your ability
Society	: allow others to get their work done

All the above LAWS must be carried out with unconditional respect.

All members of our community will be treated with **unconditional respect**. By being part of our community, pupils, staff, parents, visitors and others unconditionally earn our respect. Respect is not conditional on experience or current behaviour but given because we are one community. The delivery of unconditional respect will not be easy, and we will all fall below this high expectation at times. Despite this it will remain our goal.

Poor behaviour can affect the safety and welfare of members of our community, the ability of pupils to learn and teachers to teach. Therefore, it cannot be tolerated. The adults will not be blamed for

pupils' poor behaviour and it is for the pupil to work with the adults to overcome challenging behaviours.

Failure to comply with the classroom LAWS will result in a **notification**. Behaviour that is detrimental to the learning of the pupil and other pupils in the classroom will result in a **withdrawal** from the lesson. This may be at the discretion of the classroom teacher.

Notifications

3 notifications

Pupils will attend a lunchtime restorative session with their Head of Year (HOY) or the Assistant Head Pastoral (AHP). These sessions run daily and focus on reflection, responsibility and repair which are outlined below.

6 notifications or failure to attend a lunchtime restorative session

Pupils will receive an after-school Tuesday detention and be placed on a behavioural report with their Head of Year for up to two weeks.

9 notifications or failure to attend any detention

Pupils will attend a Head's detention on a Friday evening, overseen by the Assistant Head Pastoral or the Head, and will be placed on a behavioural report with the AHP for up to two weeks.

12 notifications, failure to attend any detention, or three Tuesday detentions within one half-term

This will result in a Saturday detention (09:00-11:00) with the Assistant Head Pastoral, alongside being placed on behavioural report with the Head for up to two weeks.

Parents and carers will be informed when a pupil moves to a new stage of this process.

Withdrawal from Lessons

Behaviour that is detrimental to the learning of the pupil and other pupils in the classroom will result in the pupil being withdrawn from the lesson. This may be at the discretion of the classroom teacher.

If a pupil is withdrawn from a lesson a member of the pastoral cover staff will collect the pupil and take them to work quietly with them in F32. The period of withdrawal includes the rest of the lesson from which they are withdrawn and a meeting with the teacher who withdrew them in the next available registration, break or lunch time. Pupils who are withdrawn will be placed in the next available lunchtime detention where they will be required to complete the restorative process outlined in this policy, together with relevant coaching from the Head of Year or Assistant Head Pastoral. Parents will be notified via iSAMS of a lesson withdrawal.

Homework Notifications

Homework notifications will be issued by subject teachers should a pupil fail to hand in their homework or submit homework that is incomplete or of poor quality. The notification will only be issued if there is no genuine reason for the pupil being unable to complete the work set. Subject teachers may, at their discretion, arrange for the pupil to complete the work in a lunchtime detention to be organised by the subject teacher within the department. This will take precedence over any activity the pupil may have. Failure to attend an arranged detention should be communicated to parents by the subject teacher or the Head of Department.

Temporary or Permanent Exclusion

Pupil offences which are considered serious and likely to result in temporary or permanent exclusion are:

- Use of prohibited substances on school premises or on other premises while the pupil is nominally in school or associated with school. Passing of such substances to other pupils, whether in return for money, compounds the offence.
- Violent or abusive behaviour towards another member of the school community. Particular attention is given to any incidents involving racism.
- Persistent bullying of another member of the school community in any form.
- Inappropriate sexual behaviour, whether physical or verbal.
- Persistent and repeated refusal to conform to the standards of work and behaviour expected of a member of the school community.
- Persistent and repeated behaviour which affects the well-being, comfort and/or academic progress of other pupils.

Action will be taken following a single offence where that offence is deemed to be sufficiently grave. In most cases, temporary exclusion will be the result of a first offence, although the Headmaster may at their discretion permanently exclude any pupil for a first offence which they consider warrants such a step. A record of sanctions for serious disciplinary offences will be kept by the school recorded in CPOMS. This will include the pupil's name and year group, the date and nature of the offence, the sanction imposed and the member of staff who has administered the sanction. The record is centralised so that patterns can be quickly identified by the school and appropriate interventions made. The traffic light reporting, and lesson monitoring system would be a likely intervention at any stage.

In other instances, permanent exclusion may be the result of a series of less serious offences, where repetition of these offences indicates the pupil's unwillingness to conform to an acceptable pattern of behaviour. In such cases parents will have been consulted before such a stage is reached to correct the behaviour.

A pupil who has been admitted to the school on a conditional place for a fixed period may be asked to leave at the expiry of that period if in the opinion of the Headmaster, the pupil has not conformed to the norms of the school. In such a case the normal procedures for exclusion will not necessarily apply.

Apart from the examples outlined above, any behaviour which in the opinion of the Headmaster is seriously damaging to the school or to another member of the school community may result in temporary or permanent exclusion. Serious disciplinary offences are shared with the Chair of the LGB.

Restorative Practice

In all instances of inappropriate behaviour members of staff will work restoratively with pupils in order to separate the deed from the perpetrator. Restorative Practice is about helping pupils to take responsibility for their own actions, to understand the consequences of their behaviour and to provide the opportunity to repair the harm which may have been done to others.

If pupils have been involved in unacceptable behaviour, it will be dealt with by asking restorative questions or arranging a restorative meeting for those affected. In more serious situations a restorative conference, including parents and teachers, may be held.

The main restorative questions are:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?

Rewards

The School aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward.

Praise is a more effective tool in modifying poor behaviour than sanctions. As such, managing behaviour should focus more on reinforcing good behaviour through rewards and recognition rather than merely recording poor behaviour.

Rewards will be verbal and written praise in the form of feedback, recognition cards (Tranby Targets), postcards, commendations to the Headmaster, sports achievements and other awards given in assemblies.

Acknowledgement of a pupil's significant achievements should also be recognised by members of staff using the school postcard to write to parents.

The reward for abiding by the classroom LAWS is the opportunity for everyone to learn in a cooperative and supportive community, with unconditional respect at its core.

Disciplinary Procedures – Notes for Guidance

1. The headmaster has overall responsibility for all that takes place in the school including disciplinary matters.
2. It is the school's policy to nurture, encourage and acknowledge self-discipline amongst the pupil body whether it be on personal standards, relationship with others - both staff and pupils, attitudes and application to work, or in abiding by official school rules.
3. Ideally, indiscipline and unwillingness to conform amongst members of the pupil body, would be of both a petty and transitory nature. Since we do not live in an ideal world staff need to be aware of processes and procedures that should be followed in cases of indiscipline.
4. Discipline within the classroom is primarily the responsibility of the classroom teacher, and minor intransigencies should be dealt with there and then. If appropriate, a notification should be completed as outlined previously. In cases where form teachers find a pattern emerging, it may be recommended that a pupil is put on a daily period report - normally for two weeks and in consultation with the appropriate Head of Year/School and after informing the parents. All members of staff will then be asked to comment on behaviour each period.
5. Inadequate application to work should, in the first instance, be dealt with in the classroom. It is reasonable for teachers to insist on homework being completed within a reasonable time and where this is not done, to be completed on nights other than those designated; similarly, pupils whose homework is inadequate or badly done can be asked to repeat it at the discretion of the individual teacher. Repeated failure to work adequately may result in a school detention arranged at the discretion of the member of staff. The detainee should spend the time doing work set by the subject teacher.
6. Outside the classroom it is always the responsibility of all members of staff (and not just those on duty) to ensure good order around the school; this applies to all school rules, including uniform regulations, bounds, times e.g., beginning and ends of lessons/break/lunchtimes and inter-personal behaviour. It is not unreasonable to convey incidents to other staff many of whom may be interested parties e.g., Heads of Year, Form Tutors by any appropriate means including CPOMS. Of paramount importance is the use of common sense and sound reasoning in ensuring order around the school.
7. Generally, the Head of Year is the first port of call in all cases of indiscipline or inadequate work - it is important too, that Form Tutors are always kept informed including via CPOMS and, since the form tutor often knows a pupil best, may be a source of useful information and advice. In cases of inadequate work and indiscipline specifically related to subject matters then the Subject Leader should also be informed and/or consulted.
8. Cases of gross insubordination, insolence and/or violence should be taken direct and immediately to a member of SLT: particularly the Assistant Head (Pastoral) if available. Members of staff must always ensure that in such cases Form Tutors, Heads of Year/School and Subject Leaders are informed as appropriate.
9. Members of staff should also feel free to consult the SLT, particularly the Assistant Head (Pastoral), at any time on disciplinary matters. They, along with Form Tutors, Heads of Year and Subject Leaders seeks to support individual teachers in their work. It is important that

staff do not feel isolated in disciplinary matters; through communication and consultation senior staff can support and advise without undermining individual teachers in the classroom situation.

10. In any case of indiscipline where it is felt that parents need to be contacted, this may be done by form teachers and subject teachers but only after consultation with Heads of Year or Subject Leaders.
11. Hard and fast guidelines do not lend themselves easily to cases of indiscipline as they arise. Members of staff should not act precipitously and, if in doubt, seek advice. Corporal punishment is not permitted under any circumstances. The school does not permit the use or threat of corporal punishment during any activity whether on or off the school premises. This prohibition applies to all members of staff including all those acting in loco parentis. Let good sense and reason prevail.
12. This policy should be distributed to all staff via email (including unpaid, volunteer supervisors) along with the Anti-Bullying Policy.

Reasonable Adjustments to Behaviour Expectations for pupils with SEN

At the School we believe that good behaviour, organisation and respect are all crucial to creating a purposeful learning environment. However, we do recognise that pupils with conditions including, but not limited to, ASD, Autism, ADHD, dyslexia and memory deficit have symptoms which are beyond their control, and we feel that it is incorrect for those difficulties to be punished, rather that they come under our obligation to make reasonable adjustments in the classroom. Areas of the behaviour policy which are expected to be adhered to by every pupil, regardless of SEN, are:

- Physical/verbal abuse
- Inappropriate use of mobile telephones
- Timekeeping in terms of punctuality and respecting deadlines
- Attendance when in good health
- Adhering to uniform regulations.

Areas where we must be more sympathetic in the classroom and around school are:

- Distractibility
- Disorganisation
- Calling out (instead of turn-taking)
- Fidgeting
- Engaging others in conversation (relevant to the subject being taught)
- Homework (consider differentiating the style of task whilst still allowing the pupil to demonstrate learning and effort).

It is important that teaching staff consider these challenges in their classroom management. Support and guidance is available from any member of the Learning Support team or from their board in the staff workroom.

Records of all sanctions are centralised on CPOMS so that patterns can be quickly identified and appropriate interventions made. The DSL shares details regarding the record of sanctions for serious disciplinary offences with the LGB at the termly meetings.