TRANBY

EAST YORKSHIRE

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:	September 2026
Approved by:	Mr Paul Grimwood, Chair of LGB
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CONTENTS

Entry	Page
Policy Statement	2
Prep School	
Philosophy & Aims	3
Roles and Responsibilities	4
Rewards	5
Type of Behaviour Incidents	6
Support and Guidance Strategies	7
Sanctions	8
Pupils with Special Educational Needs	9
Senior School	10
School Policies and Standards	10
Acceptable and Unacceptable Behviour	10
The Classroom LAWS	10
Notifications	11
Withdrawal	11
Homework Notifications	12
Temporary or Permanent Exclusion	12
Restorative Practice	13
Rewards	13
Disciplinary Procedures – Notes for Guidance	14
Reasonable Adjustments to Behaviour Expectations for pupils with SEN	15

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

1) Philosophy and Aims

In the Prep School, we believe that high standards of behaviour grow from strong relationships, clear expectations and a real sense of belonging. Every child has the right to learn, feel safe and be happy in school. Every child also has the right to be known, valued and treated as an individual. We want every child to feel that they belong here, and that difference is understood, respected and valued.

Our approach to behaviour is rooted in our values of *together, with kindness, integrity and determination*. These values shape how we learn, play, speak to one another and respond when things go wrong. We see behaviour as something that is taught, modelled and practised, with adults providing calm, consistent guidance and fair boundaries. Prep School teachers, support staff and leaders never shout at pupils.

Our aims are to:

- ensure that every child feels known, respected, included and valued as an individual
- teach positive behaviour, self-regulation and responsibility through clear routines, supportive relationships and working in partnership with parents
- celebrate kindness, integrity and determination in all areas of school life
- promote a shared understanding of what excellent behaviour looks like in different contexts both in and out of the classroom

In creating this strong ethos of kindness, belonging and treating children as individuals, we aim to avoid incidences of behaviour happening in the first place. Where incidences do occur, we will:

- respond to behaviour fairly and consistently, making appropriate support or adjustments where needed
- follow the line of responsibility for behaviour matters (see section 2), keeping strong lines of communication between staff
- communicate relevant matters to parents in a timely manner

This policy is not simply about rules or consequences. It is about helping children to thrive, feel secure and grow within a caring school community. We believe it is important to build understanding across the whole school community. All pupils should learn that children experience the world differently, and that kindness, patience and empathy matter. We seek to foster a culture in which difference is understood, support is normalised, and every child feels valued as an individual.

2) Roles and Responsibilities

In most cases, behaviour matters should be dealt with by the adults who know the child best, with support added when needed. This helps children feel understood, while also ensuring that concerns are addressed calmly, fairly and effectively.

All staff have a role in promoting the school values of *together, with kindness, integrity and determination.* They are expected to model these values, uphold clear expectations and work together to help pupils feel safe, supported and ready to learn.

Usual line of responsibility for behaviour matters

Class Teacher / Teaching Assistant

↓

Phase Leader

↓

Behaviour and Wellbeing Lead

↓

Head / Deputy Head

Responsibilities

Class Teachers, Teaching Assistants and Early Years Practitioners

- build positive relationships with pupils
- promote a classroom culture in which difference is understood, respected and valued
- set and maintain clear expectations, routines and boundaries
- establish a relational classroom (see appendix)
- notice and record patterns, support reflection and communicate concerns when needed

Phase Leaders

- support staff with ongoing or more complex behaviour concerns
- help ensure consistency across classes and year groups, monitoring our recording system
- work with families and colleagues where concerns need closer monitoring
- review behaviour records for concerns relating to SEND, vulnerability or protected characteristics

Behaviour and Wellbeing Lead and Deputy Head

- provide guidance for pupils needing additional behavioural or emotional support
- help staff put in place suitable strategies and support
- monitor recurring concerns and coordinate support when needed
- support staff and families in using restorative, supportive and inclusive approaches where appropriate

Head of Prep School

- ensure the behaviour culture and systems are inclusive, equitable and understood by all members of the school community
- maintain oversight of patterns and trends in recorded incidents, including any concerns relating to SEND, discrimination or disproportionality
- support decisions relating to significant sanctions or next-stage intervention
- ensure that significant decisions are made with due regard to equality duties and reasonable adjustments

Parents

- support their child in understanding expectations and the impact of their behaviour on others
- communicate openly and constructively with the school where concerns arise
- work with staff to support reflection, positive next steps and consistency between home and school
- inform us of any circumstances that may affect their child's wellbeing, behaviour or readiness to learn

Pupils

- follow the 'Are We Tranby?' code of respect and kindness
- follow instructions, routines and expectations so that everyone can learn safely and happily
- take responsibility for their choices and reflect on their behaviour when things go wrong
- ask for help and speak to a trusted adult if they are worried, upset or finding things difficult

3) Rewards

At Tranby, rewards are used to recognise and celebrate pupils who consistently live out our values of kindness, integrity and determination, and those who go the extra mile both in their learning and in the way they contribute to school life. Rewards may also be given for a particular moment, action or piece of work that deserves recognition. We believe that encouragement and recognition play an important part in helping pupils to aim high and feel proud of their efforts. At the same time, our aim is always to help pupils become increasingly self-motivated, so that they want to meet the highest standards of behaviour because it is the right thing to do, and because they understand the value of doing so, rather than simply for the reward itself. Rewards come in the following form:

House Points and Tranby Targets

10 house points equals one Tranby Target. Each pupil in Years 1 to 6 possesses a Tranby Target card. Once the card has 10 signatures, the pupil comes to the Head of Prep's office to choose a prize. Our House captains keep track of individual house points charts in each class, and each half term, the House with the most house points are crowned winners.

Star Jar

Pupils in Reception write their names on a piece of paper and this is added to the star jar. In our Friday assembly, two names are randomly selected from the star jar and those pupils are celebrated.

Academic Achievement Certificates and Achievasaurus Certificates

Each week, pupils are nominated to receive an academic award certificate (in Early Years, these are the Achievasaurus certificates). Pupils are recognised for demonstrating certain skills and attributes.

Prefects' Award

Each week, prefects award a pupil who demonstrates our school values in and around school or on the playground – they receive this during our Friday assembly.

Bedtime Bunnies and Tranby Teddies

Pupils in The Croft have a bunny or teddy to take home as a reward for an excellent week - demonstrating our school values and showing an excellent attitude to learning.

Tea Party Invite

Our Head of School invites pupils who are nominated by their class teachers for demonstrating our school values and being wonderful Tranbians to have a mini tea party once per term. They receive a special invite on the morning of the tea party.

Class of the Week

Awarded by Head of Prep School for demonstrating our school values, the class of the week comes to the Prep Head's office to talk about their week, why they have been recognised and to receive a small reward.

4) Types of Behaviour Incidents

In the Prep School, most behaviour incidents are minor in nature and are dealt with calmly and appropriately by the adults who know the child best. Most incidents are recorded and categorised on CPOMS so that any patterns can be identified and support can be put in place where needed. In most cases, parents are informed of behaviour incidents by the child's Class Teacher. Where an incident is more serious in nature, communication may come from the Phase Leader, Behaviour and Wellbeing Lead, Deputy Head or Head of Prep School, depending on the circumstances.
The main types of behaviour incidents that may arise are:

Low-level lesson disruption

When this occurs, it is usually dealt with by the Class Teacher or Teaching Assistant, in line with the flow chart and our commitment to every child's right to learn without disruption. For isolated incidents, parents would not normally be informed.

Unkind comments or actions

Children are taught to understand the difference between thoughtless, rude behaviour, mean comments or actions, and behaviour that may be bullying in nature. Most incidents are dealt with initially by the Class Teacher or Teaching Assistant, following the usual flow chart. Repeated incidents involving the same child will be recorded and overseen by the Behaviour and Wellbeing Lead. Parents are informed if there are repeated incidents of unkind behaviour.
In our Early Years setting, the Class Teacher and Early Year Practitioners model vocabulary and situations through play. When incidents occur those involved are brought together to discuss the situation in a calm and respectful manner.

Friendship issues

Friendship difficulties are usually supported by a Teacher or Teaching Assistant who is trained to carry out a *Tranby on Board* session, with a report made to the Class Teacher afterwards. These issues can sometimes be longer-lasting and will be monitored over time. For pupils in Year 1 and below, friendship issues are discussed and managed through circle times and play based social speaking activities. Parents are informed when a *Tranby on Board* session has taken place.
Within our Early Years provision friendships are modelled by adults, and everyone has the right to feel like they belong. Friendship groups are led by the Class Teacher, a child's Key Worker or the Early Year Practitioners to provide understanding of actions from a young age. The children also take part in social stories.

Disrespectful behaviour

Disrespectful behaviour towards a member of staff or another member of the school community is taken seriously. Depending on the nature of the incident, this may be dealt with by the Class Teacher, Behaviour and Wellbeing Lead, Deputy Head or Head of Prep School. Depending on severity, parents may be informed about this type of behaviour.

Playtime or social behaviour incidents

These may include falling out, unkind play, exclusion, arguments or poor choices during less structured times of the day. They are usually dealt with by the member of staff present, with follow-up from the Class Teacher where needed. This is escalated to the Behaviour and Wellbeing lead if the incidents are repeated. Repeated incidents are reported to parents.

Unsafe behaviour

Any behaviour that may put the child or others at risk, including unsafe play, running indoors, throwing objects or physical actions, is addressed immediately by the nearest member of staff and escalated as is appropriate to the situation. Parents are informed if their child has been at risk or has caused others to be at risk.

Damage to property or careless behaviour

Incidents involving school property, classroom resources or the belongings of others are usually dealt with first by the Class Teacher and recorded where appropriate. Parents may be informed, depending on the circumstances. A cost may be incurred for replacements.

Repeated patterns of behaviour

Sometimes a single incident may be minor, but a repeated pattern may indicate that a child needs additional support. In these cases, concerns will be recorded, monitored and, where needed, passed to the Behaviour and Wellbeing Lead. An investigation into repeated patterns of behaviour may be necessary. Parents are always informed if repeated patterns of behaviour occur.

More serious incidents

Although rare, examples of more serious incidents may include physical aggression, threatening or abusive language, bullying, discriminatory behaviour, serious damage to property, unsafe behaviour that places others at risk, or serious misuse of technology. Such incidents are dealt with separately and may be referred directly to the Behaviour and Wellbeing Lead, Deputy Head or Head of Prep School. Parents are always informed about more serious incidents and an investigation will always take place, should these incidents occur.

5) Support and Guidance Strategies

Adjustments and Adaptations

It can be necessary to adjust a child's start and finish time to the school day in order to support their development and prioritise learning. This may mean After School Care sessions are reduced or structured differently. The school recommends these adjustments on a case by case basis as a very effective means of supporting each child.

Check ins

These are short and informal conversations with a staff member connected to the child who can offer early support before any issue escalates. These check ins are also used for vulnerable pupils and for those with SEND, where needed. They help the pupil reflect on how things are going, recognise patterns, and set achievable targets. For example, the adult can help the pupil prepare for difficult parts of the day, review what went well, and talk through any poor choices in a calm and constructive way.

Relational Classroom

As stated in Section 1, in creating a strong ethos of kindness, belonging and treating children as individuals, we aim to avoid incidences of behaviour happening in the first place. To prevent incidences, we establish a relational classroom to create a positive foundation for behaviour, learning and wellbeing.

Class Charter

All pupils in Years 1 to 6 create a Class Charter at the start of the academic year which is unique to them. A Class Charter gives the class a shared sense of purpose from the very beginning. Rather than rules simply being imposed by the teacher, pupils help shape the expectations for how they want to learn and behave together. This gives them a stronger sense of ownership and responsibility.

All EYFS and Year 1 pupils follow our Potato Head rules of *Looking Eyes, Listening Ears, Kind Words, Kind Hands and Kind Feet* within the classroom and outdoor spaces. This provides the children with a clear image of expectations and achievable vocabulary for our youngest pupils. Posters are displayed and visible for all children.

Tranby on Board

This is a structured discussion-based session which the pupils call when they have experienced friendship issues. It is rooted in empathy and each child in the friendship group takes part. It is guided, but not led by a trained adult who does not directly teach the friendship group in question. This is a strong, pre-emptive approach which is employed before incidents escalate. Pupils develop a deeper understanding of each others' viewpoints and future issues are less likely to occur.

Are We Tranby?

This is a set of behaviours (each letter of the word 'Tranby' stands for a different trait) that we encourage each pupil to demonstrate every day in school. They act as a support to ensure the children can live out our values of kindness, integrity and determination. When behaviour issues occur, we refer the pupil back to one or more of the traits that have been absent.

ELSA

This is an early intervention strategy and is designed for pupils with emotional, social and behavioural needs. Our trained ELSA staff member delivers targeted support through individual or small-group work. ELSA helps children build emotional literacy, recognise what they are feeling, and learn safer ways to express those feelings. ELSA aims to reduce incidents of dysregulation and improve behaviour over time. It is used for pupils of all Prep School ages, including The Croft pupils.

1 to 1 Teaching Assistant Support

In rare cases, and usually on for a child with pre-identified SEND needs, a pupil may need 1 to 1 support from a trained teaching assistant for them to thrive and maintain their place at Tranby. This is considered when all reasonable adjustments have been identified and put in place where possible. Further details of this can be found in our SEND policy.

Behaviour Learning In Progress (BLIP)

Following more serious incidents or repeated poor behaviour choices, a pupil may be given a BLIP. This is a session-by-session check in booklet, lasting at least one school week, with three personalised aims to improve behaviour. This is monitored by the class teacher and is marked off by each teacher/responsible adult for each session of the day. This is sent home daily with the child and returned to school the next day. The child's progress is reviewed and the next steps are determined based on how they are responding to the BLIP. BLIPs are adjusted in tone and timescale depending on the age of the pupil and may take the form of a sticker reward chart for younger pupils.

6) Sanctions

At Tranby, our first priority is always to use strong relationships, clear routines and supportive strategies to help pupils make good choices and succeed. We believe that, in most cases, thoughtful guidance and early support are the most effective ways to address behaviour, so that sanctions are rarely needed. Where a sanction is necessary, it will be applied at the discretion of the member of staff overseeing the incident, with regard to the nature of the behaviour, the age and needs of the child, and any relevant context. This will be done in consultation with relevant colleagues where appropriate, and the incident and response will be recorded on our recording system. Examples of sanctions, though not exhaustive, are set out below.

Crossing the line: when a pupil crosses the line, they are expected to learn from this with support

Removal of services e.g. Morning Care, ASC. – this can occur after repeated poor behaviour

Missing trips/visits/fixtures/special events in school

Raincloud Steps: The use of visual rewards helps children become accountable for their actions. The act of moving their name up provided a sense of pride and achievement. Where necessary there may be a need to move a child's name down. Three warnings with clear eye contact given and then crossing the line. The children and adults work together to improve behaviour to move name back up as soon as a change in behaviour is seen.

Sanctions for more serious incidents are applied at the discretion of the Head of Prep School and can include a suspension at home or an in-school suspension. In very severe cases, a child's place at Tranby may be removed.

7) Pupils with Special Educational Needs and Disabilities (SEND)

We recognise that some pupils with special educational needs or disabilities (SEND) may find aspects of school life, social interaction or self-regulation more difficult, and may therefore become involved in the types of behaviour incidents described in Section 4 more often than others. In these situations, our response will always be thoughtful, supportive and appropriate to the child's age, stage and individual needs.

We understand that behaviour is a form of communication. Staff will therefore seek to understand what may lie behind a pupil's behaviour and whether SEND needs may have contributed to the incident. Our approach will focus on guidance, support and helping the pupil move forward positively, while also maintaining clear expectations and protecting the right of all pupils to learn in a safe and calm environment. This reflects current DfE behaviour guidance and the SEND Code of Practice, which emphasise early support, understanding need, and putting in place appropriate provision.

When responding to behaviour involving a pupil with SEND, staff will consider:

- the pupil's individual needs, profile and usual presentation
- whether reasonable adjustments are needed, and are possible
- whether the same response or sanction would be fair and appropriate in the circumstances
- what support, teaching or reassurance may help prevent a recurrence
- how best to communicate with parents and work together

Schools also have a duty under the Equality Act 2010 to make reasonable adjustments for pupils with SEND or disability, so that they are not placed at a substantial disadvantage.

Where needed, behaviour concerns involving a pupil with SEND will be discussed with parents in a timely and supportive way. The aim will be to work together, share understanding and agree helpful next steps. In some cases, repeated or significant concerns may lead to closer involvement from the Behaviour and Wellbeing Lead, the Prep Learning Support Lead, or senior leaders.

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 Key Stage (HOKS) 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 Key Stage 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 Key Stage or Assistant Head Pastoral . Parents will be notified via iSAMS of a lesson withdrawal and a telephone call home from the teacher who has made the withdrawl.

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 house tokens, 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 Key Stage / 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 Key Stage 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 Key Stage 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 Key Stage 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.