

Behaviour Policy - Primary & Secondary years

1. Introduction

Nord Anglia International School (NAIS) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils, so that they can all participate and learn in a relaxed and secure atmosphere. This is the responsibility of every adult employed by, or invited to deliver services at Nord Anglia International School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Our ethos of care, forgiveness and recognition of individual need and worth should be maintained through the following mechanisms;

- A positive climate that promotes reward and praise rather than criticism and sanction
- A positive example set by members of staff in their relationships and communications with children
- The support and relationships that members of staff have with each other
- The sense of community within the school and the fact that the children are ambassadors for the school
- Interesting and well-prepared lessons that cater for individual needs
- A colourful and stimulating environment in and around the school building
- Various opportunities for children with different gifts and talents to see these celebrated
- A recognition that we are all different

2. Policy Statement

NAIS promotes a high standard of behaviour and an ethos where all members of the school are valued as individuals. The school believes in the development of self-confidence, respect for others and self discipline. At NAIS great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement and rewards, both verbal and written.

It sets out the expectations of behaviour where staff, pupils and parents seek to create an environment, which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

This policy should be read in conjunction with the NAIS Anti-Bullying Policy and replaces all previous copies of this document. It is updated by the Head of Pastoral Care, as member of the Senior Leadership Team responsible for overseeing behavioural and pastoral care at the school.



3. Aims

- 3.1. To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- 3.2. To ensure that every member of the school community feels valued and respected.
- 3.3. To create an environment where good behaviour is encouraged and reinforced.
- 3.4. To encourage consistency of response to both positive and unacceptable behaviour.
- 3.5. To promote self-confidence, self-discipline and positive relationships.
- 3.6. To ensure that the school's expectations and strategies are widely known and understood.

4. Purpose

- 4.1. To ensure that all members of the community understand their roles and expectations with regards to behaviour management.
- 4.2. To provide an outline of the fair and consistent application of rewards and sanctions which are to be used throughout the school.
- 4.3. To promote good behaviour amongst pupils in a positive way, but implement sanctions when required in the event of pupil misbehaviour, in a coordinated and effective manner.

5. Scope

- 5.1. This policy applies to all members of the school community.
- 5.2. This policy applies when the pupil is in school but also when the pupil is:
 - Taking part in any school organised or school related activity or
 - Traveling to or from school or
 - Wearing school uniform or
 - In some other way identifiable as a pupil at the school, for example online.Or to behavior at any time, whether or not the conditions above apply, that
 - Could have repercussions for the orderly running of the school or
 - Pose a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the school.

6. School rules that apply at all times to all members of the school community

In class, every pupil has the right to learn and the teacher has the right to teach.

6.1. Behave in class:

- By arriving on time.
- By developing effective study habits and striving for excellence in all areas of school life.
- By completing work on time and to an acceptable standard.
- By being properly equipped, as appropriate.
- By keeping their volume appropriate to the learning environment.
- By being orderly at the beginning and end of the lesson.



6.2. Move sensibly around the school:

- By walking through all areas of school.
- When moving through the school, walk on the left and do not block stairs and corridors
- By talking quietly in a low voice to one another in communal spaces.
- By waiting patiently in queues and not pushing and shoving.

6.3. Speak politely to everyone; pupils as well as adults:

- By being polite and respectful at all times to everybody you have contact with.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- By not answering back or shouting.

6.4. Do not act unkindly toward anyone:

- By respecting the property of others at all times.
- By being considerate of your peers and the extended community.
- By never teasing or verbally abusing other people.
- By never hitting others, or hurting them in any way – cyber, sexual, racial or otherwise.

6.5. Keep the school tidy and respect your own safety as well as that of others:

- By taking care of your environment, both on the school site and outside, and keeping it tidy.
- By not littering and vandalising property in any way.
- By not climbing walls, on buildings, ledges and throwing things from windows and walkways.
- By not tampering with safety equipment, such as fire extinguishers.

6.6. Never bring or wear anything inappropriate into school:

- By not wearing clothing that has offensive, rude, derogatory, racist or defamatory messages or images.
- By always keeping your hair colour within the 'natural' hair colour spectrum.
- By never bringing in alcohol and drugs, cigarettes, matches and lighters, weapons of any kind or material that is inappropriate or illegal for children to have; such as racist or pornographic material.

6.7. Keep behaviour appropriate to the school environment:

- By never gambling on school property.
- By not using mobile phones during or between lessons without permission from a teacher.

7. The House System

7.1. Our School's pastoral care (including behaviour, rewards & sanctions) centres around the house system and is the framework upon which this policy is applied.

7.2. All pupils are members of a house and are under the pastoral care of their Head of House who is the principal staff liaison between a pupil, the Class Teacher, the school and home.

7.3. Heads of House play a major part in the disciplinary structure of the School, and as outlined in this policy, will be expected to deal directly with parents in matters concerning their child's good behaviour and appearance.



- 7.4. Heads of House are assisted by a team of House Tutors (Secondary) and House Champions (Primary) who assist in the day to day running of the house and during competitions.
- 7.5. Class Teachers (Secondary) are responsible for their pupils during lesson time and will liaise with a pupil's Head of House when encountering a pastoral issue that requires further action.
- 7.6. Class Teachers (Primary) are responsible for their pupils during lesson time and will liaise with their Year Leader when encountering a pastoral issue that requires further action, who will communicate with the Head of House if necessary.
- 7.7. Rewards are given to pupils as House Points from members of staff, these points celebrate the achievements of the child and in turn are added to the collective point score of that child's house. This will reinforce a sense of collective success, learning and community.
- 7.8. Pupils will remain within their house for the duration of their time throughout the school. As they grow older the system will have a greater impact on their personal, social and academic education, in addition to providing a clear pastoral support network for them and their parents.

8. The Pastoral & Behavioural Team

- 8.1. The members of staff involved in the behavioural and pastoral process under this policy are detailed in Appendix 1.

9. The Pastoral & Behavioural Referral process

- 9.1. All members of staff encountering any behavioural or pastoral issue will follow the process outlined in Appendix 2.
- 9.2. Example pastoral situations are given as examples in Appendix 3.
- 9.3. This standardised process ensures that all pupils are treated in a fair and comparable manner.

10. Drugs

- 10.1. The school will not tolerate drug use of any sort on school property or during off site school activities.
- 10.2. Any suspicion of drug use will be thoroughly investigated.
- 10.3. The school will discipline any person found to be in possession of drugs.
- 10.4. Pupils may be permanently excluded if they are found to be involved in a drug related incident.

11. Medication

- 11.1. We are aware that it may be necessary for some pupils to take medication during the school day.
- 11.2. Parents should make the school aware of this in writing (using the appropriate online form) as soon as their child starts taking the medication.

11.3. The school nurse should always be informed of matters relating to the medical health of pupil and the relevant forms can be found on the school's Parent Portal.

12. Alcohol

12.1. Consuming, carrying or supplying alcohol is strictly prohibited. The school will investigate thoroughly any suspicion that the alcohol policy has been broken.

12.2. Any pupil involved in any alcohol related activity may be permanently excluded. If a member of staff has suspicion that a pupil has alcohol in their possessions then they may search them on the grounds that the consumption of said alcohol may endanger that pupil or others.

13. Bullying

13.1. Bullying of any nature by any member of the school community will not be tolerated at or away from the school.

13.2. The school Bullying Policy outlines our position with respects to bullying at Nord Anglia International School, Hong Kong.

13.3. The issues relating to Bullying and Anti-Social Behaviour will be covered by the PSHCE programme.

13.4. As part of the that policy, all members of staff have the following ultimate responsibilities:

- Identify when and where bullying is most likely taking place and take preventive measures accordingly.
- Have a keen knowledge and understanding of the procedures and policies of the school regarding bullying cases.
- Observe social relationships between children and be vigilant, especially at playtimes.
- Potential problems should be discussed with other members of staff and the Head of Pastoral Care.

14. School trips, excursions or activities off the school site

14.1. As per the scope of this policy outlined in section 5.2, all of these rules apply when travelling to and from school, when on trips or excursions.

15. Rewards

15.1. All rewards and sanctions are applied fairly and consistently.

15.2. Members of staff give rewards to pupils who have been seen to demonstrate excellent behaviour, reach personal or team goals, achieve success at a level proportionate to the task and the student's personal abilities.

15.3. Praise - The main system of 'rewards' consists of words of encouragement and praise. Every opportunity is sought to praise children, verbally and in writing, for good behaviour in and outside the classroom. In addition good work and behaviour is shared, for example through:

- Children sharing their work with their peers – reading aloud or displaying.



- Children showing their good work to their form teacher.
 - Set points given to children for good work or good behaviour.
 - Certificates of commendation awarded in assembly and the work displayed on the board in the class or corridor.
- 15.4. House Points - Rewards in the form of House Points are given in accordance with the school's House System. Full details of this system can be found in appendices 4 and 5. Rewards that are given in the form of House Points are recorded as per section 19.5,
- 15.5. Prize Giving – Certificates are awarded weekly in assembly for effort and achievement in curriculum matters.
- 15.6. Teachers may wish to celebrate success through their own ways in addition to the house point system. For example, class wall displays or 'Marbles in a Jar' or 'Golden Time'.
- 15.7. If additional methods are used to celebrate success they must be applied fairly and consistently across the Year Group, with clear guidelines established and added as appendices to this policy document at the start of the academic year.

16. Sanctions

- 16.1. All rewards and sanctions are applied fairly and consistently.
- 16.2. Sanctions are applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.
- 16.3. Members of staff will issue sanctions to pupils who demonstrate behaviour in contravention to the rules outlined in this document.
- 16.4. Sanctions will be proportionate to the behaviour and to its frequency and/or reoccurrence.
- 16.5. Sanctions for primary and secondary are outlined separately in the relevant sections of the 'Primary and Secondary School Requirements' appendices 4 and 5.
- 16.6. The following sanctions may be used in the school, as appropriate:
- Completion of work at home or in school
 - Removal from the group or class
 - Being sent to see the Head of Year, Head of House or the Head of Pastoral Care
 - Writing a letter of apology
 - Withdrawal of break or a part of lunchtime privileges
 - Withholding participation in educational visits or sports events which are not essential to the curriculum
- 16.7. If these sanctions are not effective and the child continues to disturb the education of others within the school then the Head of Pastoral Care may begin a process of:
- One or more periods of fixed-term exclusion; or,
 - Permanent exclusion
- 16.8. After a period of fixed-term exclusion, a re-entry meeting involving the Head of Pastoral Care, Head of House and relevant teacher/tutor, will be held to discuss future support plans or courses of action.



- 16.9. When children do reach the level of fixed-term exclusion it is likely that they fall into the category of having a high-level of need and could be categorised as a child with Social, Emotional and Behavioural Difficulties (SEBD).
- 16.10. Only the Principal, in consultation with the Senior Leadership Team, may permanently exclude a pupil whose behaviour he feels is seriously unsatisfactory.
- 16.11. For serious, or persistent breaching of the school's Behaviour Policy and the Code of Behaviour, pupils can be excluded for one or more fixed term periods, not exceeding more than 30 days in one school year.
- 16.12. A decision to exclude a pupil permanently will only be taken as a last resort, when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or an exceptional 'one off' offence has been committed, e.g.:
- Serious violence, actual or threatened, against another pupil or a member of staff
 - Serious abuse or assault
 - Supplying an illegal drug
 - Carrying an offensive weapon

17. Corporal Punishment and Restraint

- 17.1. In accordance with the law the school does not use corporal punishment, however the Principal has authorised the staff to use 'reasonable force', when necessary, to prevent pupils from:
- Endangering themselves or other pupils and staff
 - Causing serious damage to the premises and property.
- 17.2. A record is kept of any occasion where physical intervention is used and parents and/or carers are informed on the same day or as soon as reasonably practical.
- 17.3. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:
- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
 - Causing personal injury to any person (including the pupil themselves)
 - Causing damage to the property of any person (including the pupil themselves)
 - Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise.
- 17.4. The Act also defines to whom the power applies as follows:
- Any teacher who works at the school
 - Any other person whom the head teacher has authorised to have control or charge of pupils
- 17.5. All of our staff are advised on the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil



behaviour.

- 17.6. Staff are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time.
- 17.7. Factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate include:
 - The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
 - The chances of achieving the desired result by other means
 - The relative risks associated with physical intervention compared with using other strategies
- 17.8. Every member of staff will inform the Principal immediately after he/she has needed to restrain a pupil physically.
- 17.9. The school will always inform a parent when it has been necessary to use physical restraint and invite them to the school, so that we can, if necessary, agree a strategy for managing that individual pupil's behaviour.

18. Searching of Children

- 18.1. In certain circumstances, it may be deemed appropriate to search a child.
- 18.2. Examples of items that may be searched for are:
 - Knives, weapons, alcohol, drugs and stolen items
 - Fireworks
- 18.3. Only the Senior Leadership Team or a member of school staff authorised by the Senior Leadership Team will carry out the search and only if there is reasonable grounds for suspecting that a pupil is in possession of a prohibited item.
- 18.4. The person carrying out the search must be of the same sex as the pupil being search and there must be a witness, also a staff member who should also be of the same sex.
- 18.5. In all cases, the parent of the pupil must be contacted prior to any search to ask them for permission to conduct a search or to attend to conduct the search themselves.

19. Behaviour and Additional Support Needs

- 19.1. Nord Anglia International School makes reasonable adjustments in the application of this policy, to ensure that pupils with additional needs are not overly penalised.
- 19.2. Where a reasonable adjustment is required, it would be discussed and agreed with the Head of ASN, pupil and parents or guardians, and all relevant staff will be instructed to make the agreed adjustments when applying the behaviour policy.
- 19.3. Any adjustments made for individual students with ASN, must be agreed by the Head of Pastoral Care and recorded as an addendum to the school's behaviour policy for the relevant timeframe.



- 19.4. Where a Class Teacher feels that behavioural issues may be the result of a student's ASN then they should in the first instance contact the student's ASN team who may have more information from other staff.
- 19.5. Class Teachers should work with the ASN department to support their pupil's progress and organisation.

20. Counselling

- 20.1. Counselling may be available to students if they should require it.
- 20.2. If a Teacher, Head of House or Head of Year feels that a student has emotional or mental health issues that go beyond what they feel comfortable dealing with then they should seek guidance from the Head of Pastoral Care or the Head of ASN.

21. Record keeping

- 21.1. Flow charts for behaviour recording responsibilities are found in appendix 6 and 7.
- 21.2. Attendance:
- The master Attendance register is iSams.
 - Staff are responsible for keeping records of attendance for every student that comes under their responsibility.
 - Staff will complete attendance registers by 8am every school morning.
 - Attendance records will also be updated by any staff performing cover, if appropriate.
 - Parents may access their child's attendance records via the school Parent Portal system.
- 21.3. Behaviour:
- In order to track behavioural information more effectively, pastoral and behavioural issues is to be recorded on the CPOMS system.
 - All Teachers have a responsibility to record incidents and the day-to-day behaviour via the CPOMS online portal.
 - Issues escalated to the level of Head of Year (Primary) or Head of House (Secondary) must be recorded by those individuals on the appropriate online record system.
- 21.4. Sanctions:
- The master sanctions record is iSams whenever a sanction is issued to a pupil.
 - Parents may access their child's iSams Sanction records via the school Parent Portal system.
 - All staff are responsible for updating the sanctions record if they determine sanctions are necessary.
 - Parents will be emailed at various points by Class Teachers, Heads of Year, Head of House or House Tutors, to ensure they are aware of issues that they may not have picked up on the parent portal.
- 21.5. Rewards:
- The master Rewards record is iSams.



- Rewards will be issued in the form of House Points and further details can be found in appendices 4 and 5.
- All staff are responsible for updating the iSams system weekly, to ensure all rewards are kept up to date.
- Parents may access their child's Reward records via the school Parent Portal system.

22. Conclusion

- 22.1. In general terms the rule for the School is that we all, staff and pupils alike, treat each other as we should wish to be treated.
- 22.2. It can make an enormous difference to the well being of the School if we can agree to and abide by the guidelines and rules in this document.
- 22.3. In general, pupils are encouraged to behave in a responsible, thoughtful and considerate manner towards each other and all members of the Nord Anglia community.

This was created by:

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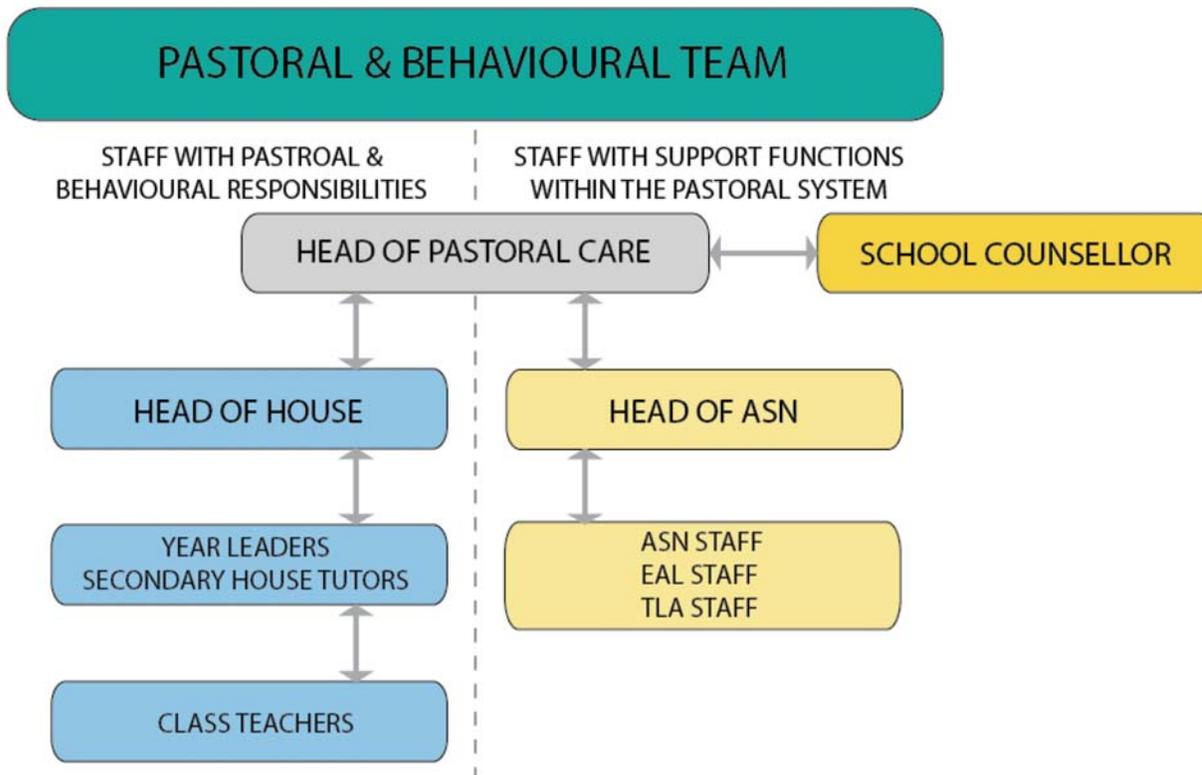
To be reviewed: April 2018

This Policy Links to:

1. Anti Bullying Policy
2. Admissions, Discipline and Exclusions Policy
3. Equal Opportunities Policy



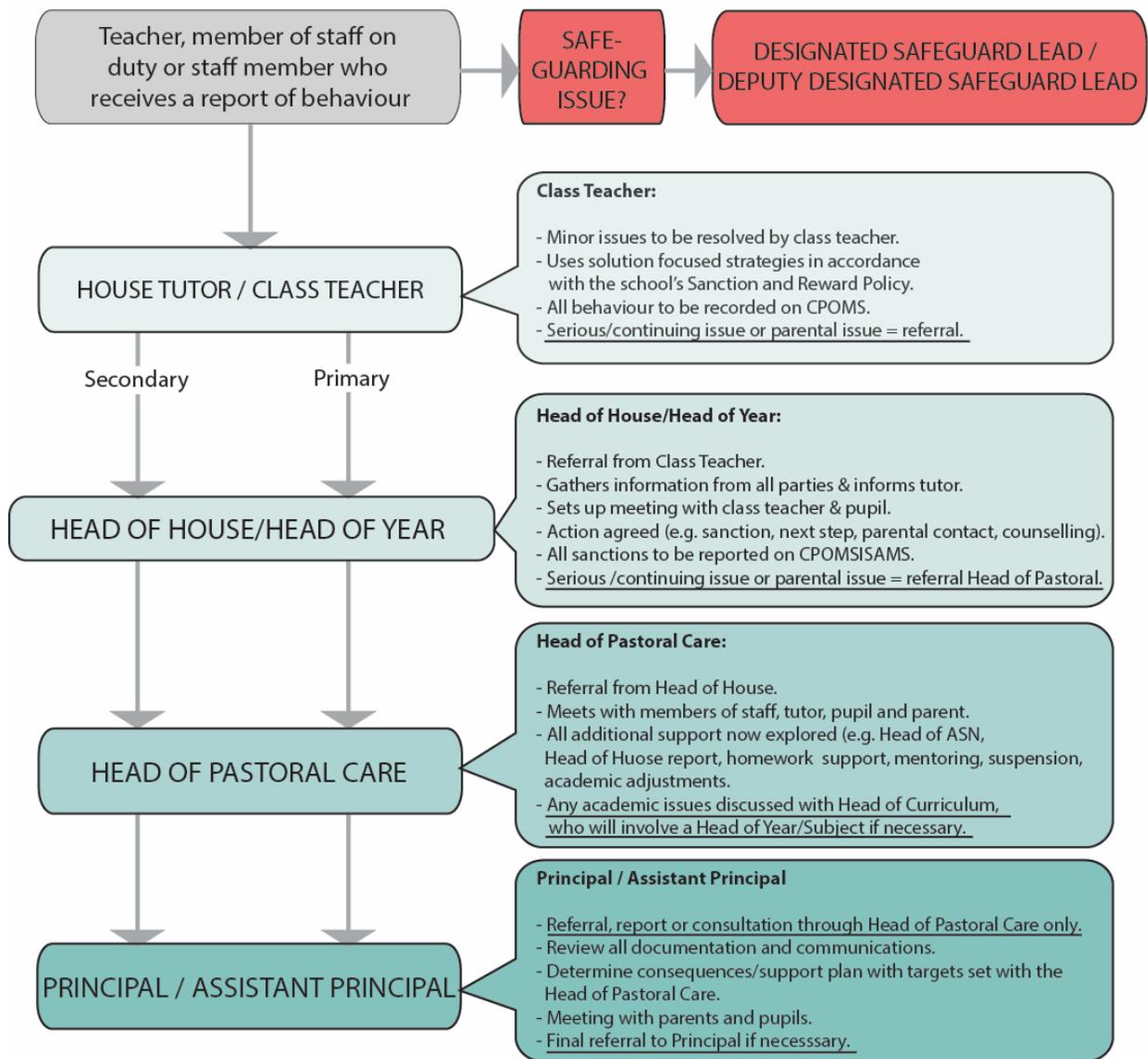
Appendix 1.





Appendix 2.

Process Flow Chart & referrals for: Undesired behaviour or pastoral issues





Appendix 3

Examples of Pastoral Matters

Any issue, which impacts upon a pupil's emotional, physical or spiritual wellbeing at school, can be considered a pastoral issue. Here are some common examples:

- o Bullying
- o Home disruption in the family, such as divorce or separation
- o Family bereavement or grief
- o Homesickness
- o Friendship group problems
- o Eating disorders
- o Feelings of sadness and depression
- o Child protection issues
- o Theft
- o Violent/disruptive behaviour
- o Bad language
- o Language difficulties that inhibit participation in school life

Appendix 4.

4. Primary School Expectations

4.1. Code of Conduct

- Reflecting the whole school philosophy, Nord Anglia International School, Hong Kong continues the use of positive reinforcement approach to behaviour management.
- It is the responsibility of the Class Teacher to champion the contents of this policy within the school community.
- In Primary, it is important to apply the rules of this policy document in a way that can be understood by all the students in this varied age group and every Class Teacher will be allowed to do this in a way they deem suitable to their class.
- At the start of each academic year each class will create a set of class rules with the help of their teacher, these must compliment our core values and should always be written in a positive manner, avoiding 'Do not...' statements.
- For example: 'We will walk around the classroom' not 'Do not run'.
- The rules should be displayed in the classroom and referred to throughout the year.
- Everybody in primary deserves to be treated with respect and as such, everybody should be spoken to in a calm way and shouting should not be used.

4.2. Expected pupil behaviour around the school.

Toilets

- Pupils should keep the toilets clean and tidy.
- Pupils should not be asking to use the toilet during lessons unless it is absolutely necessary.
- Pupils should not play in the toilets at break time or during class time.
- In the interests of Safeguarding, adults, including members of staff should never use pupil toilet facilities and vice versa.

Assembly

- Pupils will be taken to assembly by the teacher responsible for them during the lesson before.
- Pupils should enter assembly silently, in single file and sit in rows with their class. They should sit quietly throughout assembly showing respect for those who are leading or performing as modeled by their teachers.
- They should not call out or interrupt assembly.
- At the end of assembly, pupils should leave in a silent, orderly manner according to the instructions given to them by the leader of the assembly (Year 1 and 2 leaving first).

Day and Residential Trips

- All primary pupils are expected to maintain the high level of good behaviour while on all trips.
- The same rules apply off site as to when pupils are on site.
- Failure to follow the school's code of conduct will result in a meeting with parents, possible



suspension and a ban from further trips/camp in the future.

- Pupils should treat any outside organisation/agency with respect and uphold the school values at all times.

4.3 Rewards in Primary

- Throughout Primary, House Points are used to reinforce good behaviour, good work and good citizenship.
- Class Teachers will write House point certificates when pupils reach the various milestones (outlined below) and Heads of House will present these in House Assemblies.
- Throughout the year, House Point totals will be updated at least weekly on iSAMS. This ensures that parents can view their child's rewards remotely, via the Parent Portal and positively reinforce their success at home.

House Points:

- Bronze Certificate - 25
- Silver Certificate – 50
- Gold Certificate – 100
- Platinum Certificate – 200

4.4. Sanctions in Primary

Sanctions in the primary years have to be carefully applied to ensure they are proportional, constructive and foster an improvement in behaviour from the child. Sanctions should be applied taking into account individual circumstances. The pupil should know why sanctions have been taken, what to expect if their behaviour continues and how they can improve their behaviour.

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment (unless the entire group demonstrates the poor behavior) is to be avoided.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- Children will be referred as per Appendix 1 if the behaviour does not improve.

At the beginning of each year, primary Class Teachers will meet in their year groups to discuss and agree a set of standardised rewards and sanctions for their year. This will ensure sanctions are relevant to the age group whilst being consistent. The agreed year group plan will be added to this document as an addendum each year. However, to ensure certain vertical consistency across all the primary years, the following escalation table will provide teachers with a guide as to how these sanctions must be structured and escalated:



Escalation	Example behavior in/out of class	Sanction or referral if required
Warning	<ul style="list-style-type: none">• Low level disruption• Disturbing the learning of others• Not paying attention	<ul style="list-style-type: none">• Visual, i.e. eye contact with child• Verbal warning• Moving name from sun to cloud• Traffic light position
Stage 1 Referral to Head of Year	<ul style="list-style-type: none">• On going disruption• Aggressive behavior• Name calling• Final 'Warning' given• Play fighting	<ul style="list-style-type: none">• Moved to sit alone• Short time in another classroom, where possible• Removal of some break/lunch time
Stage 2 Referral to Head of House	<ul style="list-style-type: none">• Teasing• Inappropriate language• Bullying	<ul style="list-style-type: none">• Meeting with child and teacher• Agreed sanction/next steps• Communication with parents
Stage 3 Referral to Head of Pastoral Care	<ul style="list-style-type: none">• Fighting• Defiance towards any staff• Vandalism• Bad language & swearing• Theft	<ul style="list-style-type: none">• Consideration of suspension or permanent exclusion• Head of Pastoral Detention

4.5 Parental contact by members of staff

- In order to ensure that a complete picture of a student's behaviour is seen, staff should liaise with the Class Teacher before contacting parents, and allow that parental contact to go through the Class Teacher or Head of Year/House.
- For a Class Teacher or Head of Year there is no set point at which parental contact can be sought for matters of behaviour and it is left to the judgement of these staff when that is appropriate and useful.

Appendix 5

5. Secondary Behaviour Expectations

5.1. Code of Conduct

All pupils at Nord Anglia International School, Hong Kong have the right to:

- A good education based on ordered, structured and challenging lessons.
- Treatment from other pupils and adults, which is courteous, respectful and trusting.
- Support in times of stress, difficulty and transition.
- A clean and attractive environment for study, sport and recreational activities.
- A feeling of safety both in school and whilst on visits, trips and camps organised by the school.
- In return, all pupils have the responsibility to behave in a manner, which will enable the school to protect these rights and enable every child to achieve their full potential.

5.2. Expected pupil behaviour around school

Toilets

- Pupils should keep the toilets clean and tidy.
- Pupils should not be asking to use the toilet during lessons unless it is absolutely necessary.
- Pupils should not play in the toilets at break time or during class time.
- In the interests of Child Protection, adults, including members of staff should never use pupil toilet facilities and vice versa.

Assembly

- Pupils will be taken to assembly by the teacher responsible for them during the lesson before.
- Pupils should enter assembly silently, in single file and sit in rows with their Tutor Group.
- They should sit quietly throughout assembly showing respect for those who are leading or performing as modeled by the staff.
- They should not call out or interrupt assembly.
- At the end of assembly, pupils should leave in a silent, orderly manner according to the instructions given to them by the leader of the assembly.

Day and Residential Trips

- All Pupils are expected to maintain the high level of good behaviour while on all trips.
- The same rules apply off site as to when pupils are on site.
- Failure to follow the guidelines set out in the school's behaviour policy will result in a meeting with parents, possible suspension and a ban from further trips/camp in the future.
- In more serious cases such as possession/consumption of drugs and alcohol, pupils may be sent home and upon further investigation may be expelled.
- Pupils should treat any outside organisation/agency with respect and uphold the school values at all times.

5.3. Rewards in Secondary



- Throughout secondary, House Points are used to reinforce good behaviour, good work and good citizenship.
- House point certificates will be written by Class Teachers when pupils reach the various milestones (as shown in 17.3. and these will be presented by Heads of House, in House Assemblies.
- Throughout the year, House Point totals will be updated at least weekly on iSams. This ensures that parents can view their child’s rewards remotely, via the Parent Portal and positively reinforce their success at home.

5.4. Sanctions in Secondary

- Sanctions in secondary should be given once Class Teachers have tried all available strategies for improving behaviour through positive means, or when an incident requires swift disciplinary action.
- As in all areas of school life, it is expected that these sanctions are applied with the professional judgment of the teacher and do not exclude or replace the standard techniques of classroom management.
- Sanctions in secondary must be applied consistently across the school.
- Heads of House are responsible for the administration of these sanctions in respect of their students up to the point that serious breaches of the behaviour policy call for the involvement of the Head of Pastoral Care.
- House Tutors and their Head of House should consult on all issues to do with their tutees, including behavior.

Academic Sanction	Behavior	Administration
<p>Homework Detention</p> <p>Can be issued by any Class Teacher</p>	<ul style="list-style-type: none"> • Failure to complete homework • Low test score indicating no preparation had been done 	<ul style="list-style-type: none"> • Class Teacher informs pupil • Class Teacher records sanction on ISAMS • Automatic email to House Tutor and Head of House. • Time 12.30-1.15 daily/ next day if after Period 5 • Run by Head of Year 7/8 • Discuss with ASN Team if required



Behavioural Sanctions	Warning	Example behaviour	Sanction description
	Warning: by classroom teacher	<ul style="list-style-type: none">• Low level disruption• Disturbing the learning of others• Not paying attention	<ul style="list-style-type: none">• Verbal warning• Moved onto sanction board• Discussion after class• House Tutor informed
	Stage 1 Sanction: Referral to House Tutor Can be issued by any member of staff	<ul style="list-style-type: none">• On-going class disruption• Name calling• Anti-social behavior/ repeatedly not speaking English in school.• Poor bus behaviour• Repeated failure to complete homework and/or multiple H/W detentions	<ul style="list-style-type: none">• Pupil has 24hrs to report to House Tutor• Discussion of their behaviour• Apology to teacher/pupil• E-mail from House Tutor home• House Tutor/Class Teacher records sanction on iSams
	Stage 2 Sanction: Referral to Head of House Friday After School Detention Can be issued by Head of House	<ul style="list-style-type: none">• Aggressive behavior• Fighting• Bullying• Repeated poor bus behaviour• Inappropriate language• Ongoing failure to complete homework and/or multiple H/W detentions	<ul style="list-style-type: none">• This sanction to be given by Head of House• Formal letter home to parents from Head of House• Next steps agreed/outlined• 4-5pm on Friday run by Head of House• Head of House records sanction on iSams
	Stage 3 Sanction: Referral to Head of Pastoral Care	<ul style="list-style-type: none">• A failure to respond to previous sanction stages• Defiance towards any staff• Vandalism• Theft	<ul style="list-style-type: none">• Sanction given by Head of Pastoral Care or available Senior Leadership Team• 4-5pm on Friday run by Senior Leadership Team• Letter home to parents from Head of Pastoral Care• Head of Pastoral Care records sanction on iSams
	Stage 4 Sanction: Suspension/Permanent exclusion	<ul style="list-style-type: none">• Extremely serious behavioural incident• Drugs incident	<ul style="list-style-type: none">• Sanction given by Senior Leadership Team, in consultation with House



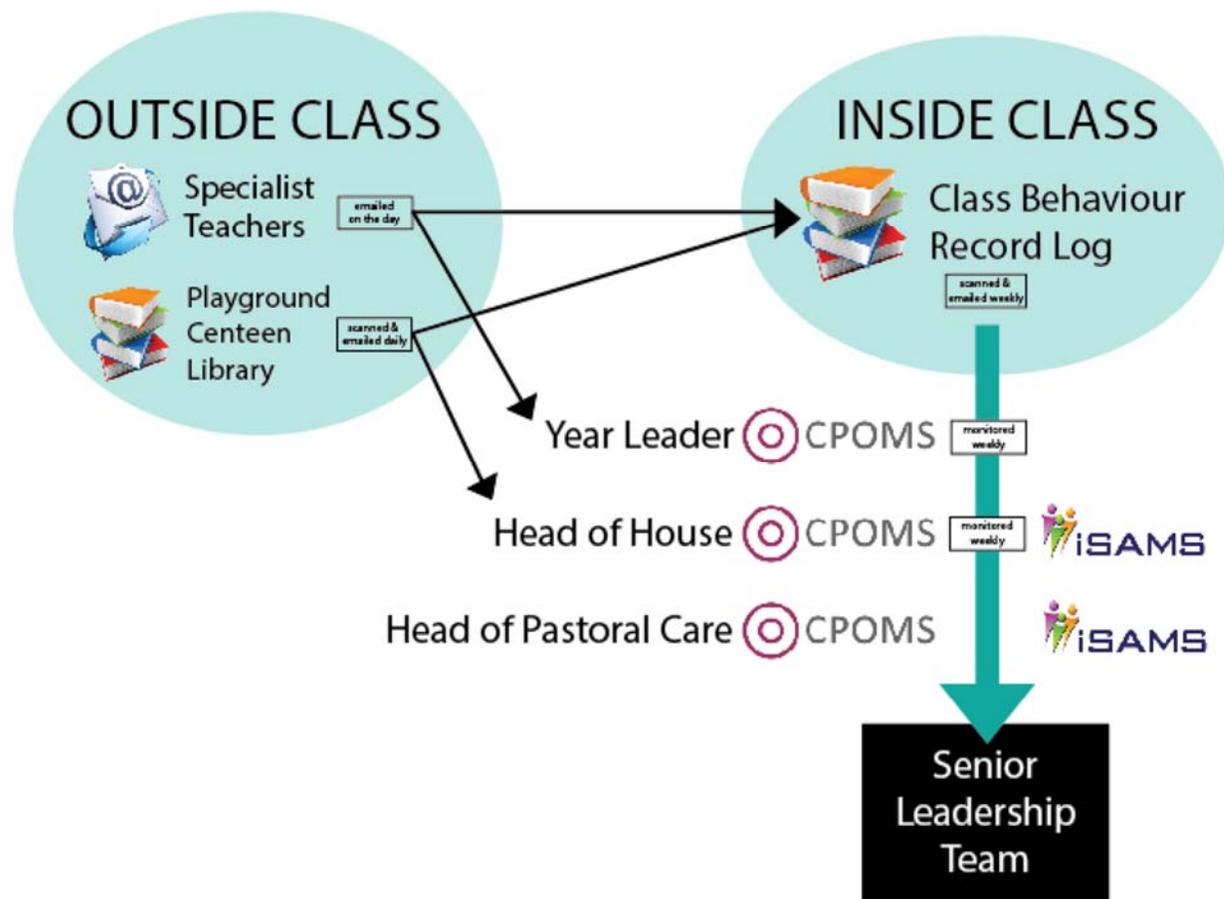
Can be issued by any member of Senior Leadership Team	<ul style="list-style-type: none">• Violence toward staff/pupils• Conclusion to the behavioural ladder if no positive pupil response	<ul style="list-style-type: none">• staff• Re-entry interview with Head of Pastoral Care• Behavioural Contract with clear targets
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5.5 Parental contact by members of staff

- In order to ensure that a complete picture of a student's behaviour is seen, staff should liaise with the House team before contacting parents, and allow that parental contact to go through the Head of House or House Tutor.
- For a Head of House or House Tutor there is no set point at which parental contact can be sought for matters of behaviour and it is left to the judgement of these staff when that is appropriate and useful.

Appendix 6

Recording and Monitoring Information Related to Behaviour - Primary



Appendix 2

Recording and Monitoring Information Related to Behaviour - Secondary

