



SHEBBEAR COLLEGE

BEHAVIOUR MANAGEMENT POLICY

Whole School Policy

Reviewed and Updated: August 2023 by F Lovett
Reviewed by SLT: October 2023
Next Review: September 2024

Policy Review at Shebbear College

The Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. The SLT and Governors undertake a regular review (at least annually) to satisfy themselves that the implementation of this policy is effective.

Introduction

As a Methodist Foundation School, Shebbear College is a caring community founded upon Christian values and aims to nurture an ethos where respect, courtesy, kindness and politeness are the accepted and expected norms, so that the highest possible levels of personal conduct and academic achievement are reached. We promote attitudes of common sense and consideration for others, attitudes that are appropriate and desirable both on the school premises and within the wider community. We totally reject the use of corporal punishment.

This policy has been prepared bearing in mind the guidance issued by the DfE Behaviour and Discipline in Schools – September 2020.

AIMS

The aims of this policy are:

- to enable the Head to carry out their responsibilities of maintaining order and good discipline in the school
- to promote good behaviour, the importance of good behaviour, positive self-esteem and positive self image for all pupils
- to ensure that every member of the school community feels valued and respected and that each person is treated fairly and well
- to share with parents the school's expectations regarding behaviour
- to ensure, so far as possible, that every pupil in the school is able to benefit from and make a full contribution to life in school, consistent always with the needs of the whole school community

- to ensure that all adults within the setting provide a positive role model for the pupils in the school
- to have clear systems for managing inappropriate behaviour and sanctions for serious misbehaviour
- to provide a support system for pupils which nurtures positive behaviour, and fosters an appreciation of the causes and effects of inappropriate behaviour
- to authorise the school rules and any procedures necessary for implementing them.

Code of Conduct

A pupil at Shebbear College comes to work and give of their best. They are expected to show care, courtesy and consideration for other people and their property and comply and support the following fundamental attitudes of mutual respect and behaviour.

Pupils

- Treat one another with respect
- Listen carefully to their teachers and teaching assistants in all lessons and follow all instructions they are given
- Use the words 'Please' and 'Thank you' when making requests
- Show courtesy for one another and for adults by holding open doors for each other
- Do not use language which is abusive, offensive or rude
- Must not use any physical contact that could hurt or embarrass anyone
- Always tell the truth
- Do not prevent others from learning
- Apply themselves attentively to all their work
- Respect other people's and school property, taking care not to damage or endanger any property of the school, staff or other pupils
- Arrive punctually for lessons with the necessary equipment, enter teaching areas when required and settle quickly and quietly to the task in hand
- Adhere to our school's dress code and wear their school uniform with pride
- Complete all work, including activities, prep and home study to the best of their ability and on time
- Walk on the left-hand side of corridors and paths
- All staff members are to be addressed by their title and name e.g. Mr Foale, Mrs Cardoo, Head
- No running in the corridors, please move purposefully between lessons
- Inappropriate conduct in any intimate relationships between pupils is unacceptable
- Physical and sexual violence is unacceptable and will not be tolerated.
- Harassment of all kinds, including sexual and racial, will not be tolerated
- Name calling is bullying and is prohibited
- Books and bags must be kept in designated areas
- The locker area is not a social area.
- Pupils are to sit on chairs provided and not move them around
- No chewing gum on campus
- Mobile phones may only be used in accordance with the mobile phone policy
- No photographs/videos to be taken without permission from a member of staff
- Shebbear College takes no responsibility for the loss or damage of any electronic devices brought in by pupils

Bounds

No pupil below the Sixth Form may leave the school grounds during the academic day, including lunchtime, without having permission of a Deputy Head, Head of Prep or Housemaster/Mistress and 'signing out' at the School Office. Those Sixth Formers with permission to leave the site from their Housemaster/Mistress must always sign out.

Day pupils must 'sign out' in the School Office if there is a good reason for them to leave for home before 16.30hrs.

The following areas within the School Grounds are out of bounds:

- The garages, maintenance and incinerator areas

- The road from the Prep School to the Chapel (during the school day)
- The wildlife and pond area behind the science block.
- The Friends' Trail (unless during a lesson)

In Boarding Houses:

- Girls may not visit boys' boarding areas and vice versa EXCEPT for common room areas if permission has been given by House Staff
- No boarder may leave his/her sleeping area after lights out
- No boarding pupils should visit the local public house without permission to do so

Sports Fields and Grounds

Our large and attractive campus is a feature of Shebbear College and the tidiness and cleanliness of all areas is the responsibility of everyone.

- Litter should be placed in bins provided and not dropped on the ground.
- Please walk on paths and not on the grass when moving around the school, especially when the ground is wet.
- Pupils are not allowed on the playing fields, cricket squares, Astro Turf, Prep School Playground or Lighthouse Play Area unsupervised.
- Pupils are not allowed to use the Sports Hall at break times without a member of staff present.
- Informal games are allowed on some of the playing fields, but only when ground conditions are considered suitable by the daily duty staff.
- On the Prep School Playground (or the Playing Fields) ball games are allowed only in designated areas and when supervised by a member of staff. This is to ensure that other areas are kept 'ball free' for the safety of other pupils.
- The Lighthouse Play Area is only to be used when two members of staff are on duty to ensure that there is always one member of staff supervising this area.
- The lawns in front of Prospect House (the Head's lawn) may be used for supervised activities only.
- No ball games in the quad.

Health and Safety

Shebbear College is committed to the healthy development of young people and will take action to safeguard their wellbeing. The staff play a key role in supporting pupils in line with the general ethos of the school. The School is also committed to providing a safe environment in which staff and pupils work – this is overseen by the Director of Finance and Operations, the Health and Safety Coordinator, and the Health and Safety committee.

- Any Health and Safety concerns should be reported to a member of staff who will take appropriate steps to rectify the situation.
- Pupils are to attend all meals and eat a healthy balanced diet. Staff will endeavour to note any eating disorders. Any observations about food should be made through the School Council
- All pupils are expected to demonstrate good table manners in the dining hall, including at match teas. Staff are asked to observe and monitor the general manners and etiquette from the pupils in the dining hall and throughout the school.
- All staff in the Prep School are made aware of pupils with special dietary requirements and ensure appropriate food choices are made.
- Activities are part of our timetabled curriculum for developing the 'whole person' and must be attended every day, except Friday
- Pupils must not indulge in substance abuse, nor bring any illegal substance into school (This includes correcting fluid)
- The school operates a vigorous anti-drugs policy and any pupil discovered possessing, taking or dealing in drugs will forfeit their right to remain at the school
- Pupils should not bring chewing gum into school

- Pupils are not allowed to have alcohol in their possession, and a breach of this will be viewed seriously
- Pupils are not allowed to bring any items onto the premises which present a danger to themselves or others (physically or morally). This includes: firearms, knives, fireworks, cigarettes, matches, lighters, and pornographic materials.
- While we are a coeducational school which encourages good, healthy relationships, pupils should be aware that inappropriate displays of affection will not be condoned

Bicycles, Skateboards, Scooters etc

Pupils aged over 12 years may bring a bicycle into school, but in view of the narrowness of the local roads where 'blind' corners are a feature, day pupils are encouraged to leave bicycles at home. Boarders are not permitted to take their bicycles off campus without the express permission of the Boarding House Master/Mistress.

Skateboarders must restrict their activities to the car park area at times specified by their Housemaster/Mistress.

Skateboarders and those using similar equipment must wear a helmet; cyclists should also wear protective headwear.

At all times cyclists and skateboarders are to give way to pedestrians.

No pupil may borrow another pupil's bicycle, skateboard or similar equipment.

Mobile Phones

Mobile phones may not be used routinely for entertainment in any teaching area, Common Rooms, the library, the study area of the 6th Form Centre or Restaurant 1841 at any time.

During the academic day, which includes registration and lunch break, the use of such devices is prohibited (the wearing of headphones will be taken as use of a mobile phone).

Please refer to the Mobile Phone policy and the guidelines below.

- Pupils in Forms 1-3 hand their phones into their tutor at morning registration. These are stored securely in school reception during the day and are returned to pupils by their HsM in the house common room at 4.45.
- Pupils in Form 4 must store their phones in their lockers during the school day and must go to school reception should they need to make a call.
- Pupils in Form 5 may keep their phones with them during the school day, but these must be turned off or kept on silent during lessons and should only be used at break or lunch time downstairs in the Saltmarsh Centre.
- Pupils in the Sixth Form may keep their phones with them during the school day but should only use them within the Saltmarsh Centre.

Pupils found using a mobile phone at an unauthorised time will have their phone confiscated.

Cars and Motor-Bikes

Regulations for 6th Form. The following regulations apply:-

Application for a member of the 6th form to use a car for transport to and from school must be made by the pupil, together with a form signed by the parent/guardian, to the Housemaster/Mistress.

The pupil concerned must be in possession of a FULL driving licence.

The vehicle must be fully taxed and insured together with a current M.O.T. certificate.

Permission will not be granted to a pupil to drive a motorcycle or motor scooter whilst under school responsibility.

Pupils may only transport other pupils with permission from the Senior Deputy Head together with written permission from the passenger's parents. A boarder may not travel as a passenger in a vehicle driven by a recent former pupil without the Housemaster/Mistress' permission.

The school accepts no responsibility for any theft or damage which might occur whilst the car is in school grounds.

No alcohol should be consumed by the driver.

Vehicles must be parked in the main car park and not left in roads near the school where their presence might cause inconvenience.

Pupils are not permitted to use a car during the school day, including morning break and the lunch interval.

Driving lessons should be taken outside the academic day and must be with an authorised driving instructor.

Managing Pupil Behaviour

Guidelines to staff for implementation of our Behavioural Management Policy.

It is the responsibility of every member of staff to ensure that all members of the school community behave in a responsible manner in all lessons and activities, both on and offsite. All staff in our School have high expectations of the pupils in terms of behaviour to ensure they benefit from the educational opportunities available to fulfil their potential. Teaching staff display the schools 'Code of Conduct' within each classroom, which is understood and agreed by the pupils. Staff should refer to these in order to:

- reinforce our expectations
- encourage appropriate behaviour
- create a positive learning environment

It is important for staff to consistently use positive recognition to:

- increase pupils motivation and self-esteem
- encourage pupils to develop and maintain a positive attitude towards their learning and behaviour.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Mental health and Emotional Wellbeing

Shebbear College recognises that the behaviour of pupils can be in response to poor mental health and emotional wellbeing. Where necessary, individuals are encouraged to speak to a member of the pastoral team if they are displaying any of the following:

- Outbursts of anger
- Low self-esteem
- Negative language

- Visible display of emotion
- High level of irritability
- extremely high or low moods
- Excessive worry, fear or anxiety.

The Health and Wellbeing Centre (HAWC) actively works with pupils that may have difficulties with managing any of these behaviours linked with their mental health and emotional wellbeing.

Rewards and Sanctions

Our aim is to be consistent in the way in which both rewards and sanctions are administered.

Rewards

Every opportunity should be taken to praise pupils for excellent effort, achievement and behaviour. Everybody feels motivated by encouragement and praise.

Every child in the school is in one of the School Houses - Ruddle House, Thorne House, Pollard House or Way House and can be given House Points as a reward.

The Prep School

The Prep School has a House Point reward system.

Class Teachers and Teaching Assistant in the Prep School reward good behaviour by awarding pupils with house points which are recorded on charts/tables displayed in each class.

At the end of each week each class teacher will also select a pupil or pupils from within their class (who have displayed particularly good behaviour) to receive the **Gold Award** by the Head of the Prep School in a special weekly assembly. At the end of each assembly the House that has accumulated the most House points is announced and at the end of the academic year the team with the highest total of points is awarded **The House Point Shield**.

In addition, weekly awards include a Manners Medal and a BAFTA (Behaviour Award for Thoughtful Actions). Behaviours that are rewarded in this way include:

- Excellent academic achievement
- Excellent effort/enthusiasm
- General 'all round' hard work
- Improvement in aspects of work
- Good manners
- Acts of kindness
- Thoughtful and helpful behaviour
- Achievements in co-curricular activity – sport, music, art etc

Teachers of lower KS2 and KS1 pupils also reward positive behaviour with a range of other stickers and incentives.

In the Prep School, praise and reward for good behaviour is also demonstrated by:

- Pupils taking their work to show the Head of the Prep School
- Pupils are offered jobs with responsibility and are invited to help in school
- Presentations and recognition is given in assemblies throughout the week

School Colours and Certificates of Commendation can be awarded for contribution to school life, as well as academic, creative arts, charity work, sport and choir.

The Senior School

House Points are used to reward excellence in the following areas:

- Academic
- Conduct
- Contribution

Academic

These will be awarded to pupils by subject teachers for outstanding work. Examples include, but not exclusive to:

- A piece of work that is better than work previously produced
- Consistent work of a high standard produced
- Excellence in assessments or tests
- Recognition given to pupils who maintain a consistently high standard of work, above their personal target
- Recognition of effort applied to improve their academics

Conduct

These will be awarded to pupils for outstanding conduct within the school community. Examples include, but not exclusive to:

- Consistent good behaviour
- Upholding the ethos of the School
- Offering help and support to their peers
- Displaying good manners
- Being a positive role model

Contribution

These will be awarded to pupils for outstanding personal contribution to the school community. Examples include, but not exclusive to:

- Exceptional contribution to their tutor group
- Their efforts in raising money for charity
- Their contribution towards organising/supporting events within their Year group or House
- Work in the community which brings credit to their School group and/or House
- Representing the school in a positive light, including externally

This is not a definitive list. Tutors, subject teachers and Housemasters/Mistresses may award a House point to a pupil for a reason not mentioned here. The award must, however, relate to the College's philosophy i.e. personal contribution to the welfare of the School/House and not for compliance with basic expectations.

Operation of the House Point System

House points should be recorded.

The member of staff awarding the House point should log the award on iSAMS.

- Teachers should ensure that all House points are given promptly
- The Housemaster/Mistress will count the House points awarded to pupils in their House and record the totals
- Housemasters/Mistresses will keep a record of the House points awarded to pupils

For the system to be effective all staff need to use House points but in a manner which reinforces their value i.e., they should be used to reward the best examples of personal effort and achievement.

House Point Certificate

Pupils will receive a House point Certificate when they have been awarded twenty- five (Bronze), fifty (Silver), seventy-five (Gold) and one hundred (Platinum) House points.

Discretionary House points may be awarded in the following way:

Tutor – 2

HsM – 5

DH – 10

Head – 15

Sanctions

At Shebbear College we have high expectations of behaviour in order to ensure a safe and positive learning environment.

A verbal admonition may be given as an immediate response to inappropriate behaviour, and this is often enough to restore the expected standards – staff develop and maintain a sense of proportion, keeping reprimands on a ‘low key’ basis, where possible. Staff will deal with the different incidences of inappropriate behaviour on an individual basis employing sensitivity and professional judgement – a record of incidents of inappropriate behaviours as well as any sanctions given, is recorded on CPOMS.

Most behaviour issues should be managed informally within the classroom by the teacher.

Shebbear College rejects the use of corporal punishment.

Prep School

Examples of sanctions employed could be:

- We expect pupils to listen carefully to instructions in lessons. If they do not do so, they will be gently reminded to do so. If, however, they continue to be distracted they may be asked to sit nearer the teacher or to sit away from the cause of distraction.
- We expect pupils to try their best with all aspects of their work. If they fail to do so, a pupil may be asked to redo a task, perhaps during a supervised break time.
- If a pupil is disruptive in class, the teacher will speak to them/ reprimand them to ensure they are aware of their inappropriate behaviour and show a willingness to correct it. If, however, the disruption continues, the pupil may be asked to move away from the rest of the group or to leave the room for a short period until they are prepared to work sensibly again within the group.
- A school-based community service type task may be imposed for showing disrespect for school property – such as picking up litter, tidying a classroom, collecting up and distributing lost property.
 - A lunchtime detention.
- A lunchtime/after school Head of Prep’s detention.
- A pupil may be placed on a ‘Monitoring Card’ (usually for 1 or 2 weeks), with specific targets and regular communication with parents.
- Ultimately, a fixed term or permanent exclusion may be required (*please see the Exclusions policy*).

The safety of the pupils is of course paramount in all situations. If a pupil’s behaviour endangers the safety of themselves and/or other pupils, the class teacher will be expected to stop the activity and prevent the pupil from taking further part in the session. A ‘cooling down’ period may be sanctioned and the pupil will only continue with the activity/session when they are made aware of the danger and are prepared to change their behaviour.

Any repeated or continuing unacceptable or disruptive behaviour is recorded by the pupil’s class teacher on CPOMS which is viewed each week by the Head of the Prep School, who will then discuss incidents with the class teacher and a future course of action will be decided upon.

Any further occurrence of disruptive behaviour is likely to lead to contact between the school and a pupil’s parents where the behaviour can be discussed, with a view to improving the behaviour of the child. The Head of the Prep School may also involve the Senior Deputy Head or take advice from other local agencies, to assess the needs of pupils who display continuous disruptive behaviour.

Any serious incidents will be brought to the attention of the Head of Prep School immediately. The Head of the Prep School may then decide to contact the pupil's parents to discuss the incident. If a child is brought to the Head of the Prep School as a result of a serious incident on more than one occasion, then the pupil's parents will be contacted.

Staff in the Prep School, consistently employ a number of other sanctions to enforce school rules and promote positive behaviour.

- A quiet word with a pupil and discussion of a positive way forward
- A reminder to the whole class or group, regarding behaviour
- A loss of privileges or playtime

In the Prep School, we do not tolerate bullying or anti-social behaviour of any kind. When an act of intimidation takes place, staff will act immediately to stop any further occurrences of such behaviour. The Prep School seeks to ensure that all pupils attend school, free of fear. (*See Anti-Bullying Policy*)

Pupils are expected to do what a member of staff asks them to. If, however, a child feels they have been treated unfairly they should be encouraged to seek a member of staff and/or their parents to make a complaint. Their complaint will then be taken seriously and will be investigated.

It should be noted that the Prep and Senior School will take disciplinary action against pupils who are found to have made malicious accusations against staff.

Senior School

All sanctions should be entered onto CPOMS. Warnings and explanations will be issued before the first level of the sanction system.

Formal Sanctions

- | | |
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| Level 1: | Tutor chat. iSAMS email sent to parents by tutor |
| Level 2: | Housemaster/Mistress (HsM) or Head of Faculty (HoF) chat
iSAMS email sent to parents by HsM or HoF |
| Level 3: | Lunchtime detention. Letter sent by HsM/HoF |
| Level 4: | Senior detention (Friday, 16:30). Letter sent to parents by Senior Deputy Head. |
| Level 5: | Head's detention (Saturday, 08:30-10:00). Letter sent to parents by Head. |
| Level 6: | Further measures at the Head's discretion. This can include a period of reflection, internal suspension, suspension and exclusion. |

Pupils should expect to be permanently excluded from school for the following reasons:

- Physical assault against pupils or adults (including sexual violence)
- Verbal abuse/threatening behaviour against pupils or adults
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol misuse
- Possessing offensive weapons
- Damage to property
- Theft
- Persistent disruptive behaviour
- Parental behaviour

Guidelines for Staff

For sanctions to work effectively we must follow the positive reinforcement model. Endeavour to adhere to the principle of two or three positive comments to each negative one.

When disruptive behaviour occurs you must respond to it calmly and quickly. Try and follow the maxim 'praise in public, reprimand in private'. Staff should use defusing skills and tactics to prevent an escalation of the problem.

Encourage pupils to choose to respond positively to your requests. Just as the pupil may choose to behave in an acceptable way so he/she may choose to move on to the next stage by his/her refusal to comply with your requests.

Sanctions must never be physically or psychologically harmful.

Sanctions should be balanced with positive support.

Sanctions do not have to be severe to be effective.

Sanctions must be consistently applied

When using sanctions ensure that there is an emphasis on behaviour modification. Encourage the pupil to discuss the behaviour resulting in the sanction. Reinforce our expectations and endeavour to persuade the pupil to avoid future misconduct.

Details of phone calls to parents should be recorded on CPOMS. This will enable tutors and Housemasters/Mistresses to monitor pupils giving cause for concern.

Subject 3 mark system

1 mark allocated to a pupil for the following issues:

- Prep not completed
- Not having correct equipment for lesson (including books)

Once a pupil receives 3 marks they are then issued a lunchtime detention (part of current sanction system). This refreshes at the start of the next half term.

The teacher should record the detention on iSAMS.

Low Level Behaviour Concerns

For issues with low level behaviour, including rudeness and distracting others:

1. Warning given - make it clear that this is a formal warning
2. Final warning given - make it clear that this is a final warning
3. Lunchtime detention issued

The teacher should record the detention on iSAMS.

This refreshes at the start of the next half term.

Higher Level Behaviour

1. Warning given
2. Brief removal from classroom, spoken to by class teacher
3. Extraction from lesson - sent to HoD.

(In serious instances the member of staff should contact Reception for a member of SLT to attend and remove the pupil)

If a pupil is extracted from the lesson, a lunchtime detention will be issued.

If a pupil is extracted twice from a lesson, a senior detention will be issued.

This refreshes at the start of the next term.

Removing a child from a lesson

If a pupil is being removed from a lesson for emotional or medical reasons they should be given time to calm down, either outside the classroom or attend the Health & Wellbeing Centre.

If a pupil is removed from a lesson for being disruptive or impacting the learning of other pupils, the following procedures will be followed:

- If a pupil is being disruptive the class teacher may ask the pupil to leave the classroom briefly to calm down. The pupil should still be visible to the teacher.
- If the calming down period is not effective, the class teacher can remove the pupil to another classroom i.e. that of the Head of Department
- In serious instances the member of staff should contact Reception for a member of SLT to attend and remove the pupil
- The disciplinary process would then be followed

The Use of Detention

Section 5 of the Education Act 1997 provides schools with the legal authority to detain pupils on disciplinary grounds, after the end of a school session, without the consent of the parent.

Staff must give at least 24 hours written notice to the parent/guardians if their child is to be detained for more than 20 minutes at the end of the school session, a standard letter should be used for this purpose. If a detention, in excess of 20 minutes is given, the letter should be sent at least 48 hours before the detention is due to take place. The main purpose of the notice is to tell parents/guardians that their child has been given a detention, why and when, where and for how long the child will have to remain at school. This allows a parent/guardian enough time to bring any relevant points to our attention.

Detentions must be reasonable and proportionate to the offence. As with any other sanction, a detention will be more effective if used fairly, consistently and sparingly. We should also take account of any special circumstances about individual pupils such as their age, any special educational needs, whether they are a vulnerable pupil, the distance they travel to school and whether the parent can reasonably make suitable arrangements to get their child home from school after the detention.

Sanctions are more likely to be effective if they are endorsed and reinforced by parents.

Level 6 Procedures

This should be used to remove a pupil from lessons ONLY for serious misconduct leading to isolation, suspension or exclusion.

Under normal circumstances, the Housemaster/Mistress or Senior Deputy Head (Pastoral) should be consulted before the system is invoked and a pupil removed from lessons. Whilst recognising that this may not always be possible the Housemaster/Mistress or Senior Deputy Head (Pastoral) should always be informed of the action taken and the reasons for it, as soon as is practically possible.

Should it be necessary to remove a pupil from lessons, telephone/email the Main School Office who will alert an appropriate member of the SLT. If this is not practicable, send another pupil to the staff room with a summons for help. A note, indicating the reasons for the removal should be completed for the benefit of the member of SLT or other member of staff.

The member of the SLT or Housemaster/Mistress will take responsibility for the pupil excluded from your lesson. A decision will then be taken as to whether the pupil should return to lessons at an appropriate time. If this happens, the pupil will be instructed to return to the office of the member of the SLT at 1545hrs.

The member of SLT has the responsibility of requesting work from subject teachers for the pupil removed from lessons.

A panel meeting will take place between the member of staff who referred the pupil, the Housemaster/Mistress, the member of the SLT and either the Senior Deputy Head (Pastoral) or Head. Staff will be informed of the decision of the meeting. The Senior Deputy Head (Pastoral) will review pupils referred to Level 6 regularly.

Arrangements

Departments need to make arrangements to accommodate pupils removed from lessons. The subject teacher, perhaps with the support of the Head of Department and form tutor must then start the process used at Level 2 i.e. contact with parents/guardians over the agreed punishment.

Exclusion from lessons is seen as a last resort. This is likely to result in one or more of the following: a meeting with parents; Head's Detention; exclusion from school.

In cases of serious misconduct Level 6 may be invoked immediately. The school considers the following represents serious misconduct:

- Physical assault against pupils or adults (including sexual violence)
- Verbal abuse/threatening behaviour against pupils or adults
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol misuse
- Possessing offensive weapons
- Damage to property
- Theft
- Persistent disruptive behaviour
- Parental behaviour

Monitoring Pupil Behaviour

If a pupil is giving cause for concern or has been involved in an incident of unacceptable behaviour, this should be recorded on CPOMS.

If action is taken and the matter resolved, a description of action taken must be added as an action on CPOMS.

If further action is required that action will be recorded on CPOMS by the Housemaster/Mistress.

If a pupil has a social worker, the school will liaise closely with them to ensure the child has the correct and appropriate support in place.

This procedure should facilitate effective communication when dealing with incidents of poor behaviour.

Satis Card / Reward Card

Prior to placing a pupil on 'Satis' parents should be contacted, and the reasons and procedure discussed.

Housemaster/Mistress may place pupils on 'Satis' Cards for truancy, underachievement, habitual lateness, lack of homework or poor behaviour. The reason for placing a pupil on 'Satis' should be written at the top of the sheet/card.

The 'Satis' must be signed by subject tutors at the end of every lesson and shown to the Housemaster/Mistress regularly. Once signed by parents, the pupil must return the sheet to their Housemaster/Mistress the following day for filing.

Should a pupil's performance whilst on 'Satis' continue to cause concern, further action should be taken. This action might include referral to a Deputy Head or the Head.

A reward card may be issued for pupils who need extra incentive and motivation in specified areas. This will be monitored by the tutor and overseen by the Housemaster/Mistress.

Meeting with Parents

Should a meeting with parents/guardians be called to discuss matters of concern, the issues discussed, and the decisions taken should be recorded and passed to the Housemaster/Mistress or Deputy Heads as appropriate.

Copies of this should be entered onto CPOMS.

Behaviour Agreements

A Behaviour Agreement will be issued if a pupil continues to be disruptive or has been showing concerns regarding continued poor behaviour.

Prior to placing a pupil on a Behaviour Agreement parents should be contacted and the reasons and procedure discussed.

The Behaviour Agreement will be overseen by the Deputy Head (Pastoral).

The agreement must be agreed and signed by the pupil, parents, Housemaster/Mistress and the Deputy Head (Pastoral) and will be reviewed regularly.

Should a pupil's performance whilst on a Behaviour Agreement continue to cause concern, further action should be taken. This action might include referral to the Senior Deputy Head or Head.

Community Agreements

A Community Agreement will be issued to help a pupil integrate more purposefully into the school community.

Prior to placing a pupil on a Community Agreement parents should be contacted, and the reasons and procedure discussed.

The Community Agreement will be overseen by the Deputy Head (Pastoral).

The agreement must be agreed and signed by the pupil, parents, Housemaster/Mistress and the Deputy Head (Pastoral) and will be reviewed regularly.

Should a pupil's performance whilst on a Community Agreement continue to cause concern, further action should be taken. This action might include referral to the Senior Deputy Head or Head.

Pupil Behaviour Pledge

A Pupil Behaviour Pledge may be issued following a serious breach of the College's ethos, values and Behaviour Management Policy.

The Pledge is a solemn promise or undertaking to follow the rules and policies of the College. Prior to placing a pupil on a Pledge parents should be contacted, and the reasons and procedure discussed.

The Pledge will be overseen by the Deputy Head (Pastoral).

The Pledge must be agreed and signed by the pupil, parents and the Head/Senior Deputy Head and will be reviewed regularly.

Should a pupil's behaviour whilst on a Pledge continue to cause concern, further action should be taken. This action might include referral to the Senior Deputy Head or Head.

Period of Reflection, Suspension and Exclusion

A period of reflection (POR) at home may be given to pupils where a one-off offence takes place which is deemed to be inappropriate; or due to a combination of factors over a period of time; or due to a combination of incidents of poor behaviour over a period of time. A period of reflection (POR) is normally for between 1 and 4 days. A longer period of time may be deemed necessary depending on the exact nature of the behaviour. After a period of reflection (POR) a reintegration meeting will be held to welcome the pupil back to school, to discuss the issues that led to the exclusion and possible sanctions if further incidences of poor behaviour occur. This meeting could be either face to face or a phone meeting.

Following a serious incident, a pupil may be temporarily removed from attending school whilst an investigation is carried out. Work will continue to be provided and returned during this period.

The Head, after discussion with the appropriate staff, has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of inappropriate behaviour. For repeated or serious acts, the Head may permanently exclude a child. Exclusion is only taken after the school governors have been notified.

The only member of staff legally entitled to withdraw pupils from school is the Head in conjunction with the Chair of Governors. It is important for all pastoral and senior staff to recognise this legal requirement. The Head of the Prep School will consult with the Head on any issues relating to a pupil being withdrawn from school (or boarding) in either the short term or permanently.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The School's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Managing Transition

Staff should always be aware of managing a pupil's transition from a new school or into a new year group with reference to the management of behaviour. Specific issues of which staff should be aware are discussed in staff meetings, particularly at the beginning of a new school year. In these cases, issues related to transition should be considered through the idea of 'reasonable adjustment' – what, under the circumstances and with due regard to the pupil's needs/issues, could reasonably be expected of that pupil in each circumstance. Staff should discuss sanctions for these specific with the Senior Deputy Head (Pastoral) or Head of Prep.

Pupils with Special Educational Needs and Disabilities (SEND)

When considering sanctions, as well as reinforcing positive behaviour, staff should be aware of pupils who are on the Learning Support register of pupils with Special Educational Needs and Disabilities. In particular, staff should ensure:

- They are familiar with the register and any updates given as each academic year progresses
- They take action with regard to a pupil as is appropriate with due consideration given to any particular issues or needs identified
- They discuss and agree a suitable course of action having discussed the issue with the ALN department, Senior Deputy Head (Pastoral) or Head of the Prep School
- They make provision for reasonable adjustment during periods of transition or change
- Actions taken and any rationale are duly recorded on CPOMS

Pupils with a Social Worker

Shebbear College recognises that children with a social worker (CiN, CiC or CP) may be more vulnerable and need additional support.

When considering sanctions, as well as reinforcing positive behaviour, staff should be aware of pupils who have a social worker. A child's experiences of adversity and trauma can leave them vulnerable to further harm, including poor behaviour.

The Role of Parents

Shebbear College works collaboratively with parents, so pupils receive consistent messages about how they should behave at home and at school.

We explain our expectations regarding behaviour and codes of conduct to parents through the school website and in newsletters. We expect parents to support these expectations.

We expect parents to support their child's learning. We strive to build a supportive dialogue between school and home and we immediately inform parents of any concerns we may have regarding their child/children's welfare.

If the school has to use reasonable sanctions to address a pupil's inappropriate behaviour, then we hope and expect parents to support these actions.

If a parent has any concerns about the way their child has been treated by staff, then we will meet with them to discuss the issue and to reach an agreement about how to proceed. However, if the concern remains, parents are encouraged to speak to the Head and/or the school governor who has a monitoring role concerning behaviour and discipline. If these discussions do not resolve the problem, a formal grievance or appeal process can be implemented.

Training

Our staff are provided with training on the school behaviour policy, as part of their induction process. Behaviour management will also form part of continuing professional development.

The most effective means of shaping pupil behaviour is by mentoring, encouraging, discussing and target setting.

Monitoring

The Senior Deputy Head (Pastoral) and Head of the Prep School monitors the effectiveness of this policy on an annual basis.

Other related documents;

- Substance Abuse policy
- Anti-Bullying policy
- Pupil Code of Conduct
- Safeguarding and Child Protection Policy
- e-Safety policy
- Peer on Peer Abuse policy
- Pupil Personal Digital Devices Policy
- Pupils Cars, Motorbikes and Mopeds Policy