COGNITA

Behaviour Policy

NBH
CANONBURY
SENIOR · SIXTH FORM

September 2024

1   Introduction

1.1   This policy is designed to foster a school ethos that promotes high quality teaching and learning to support the wellbeing of our pupils in order for them to thrive in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School.

1.2   This policy applies to all pupils.

1.3   We are committed to promoting and protecting the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

1.4   In keeping with Education (Independent School Standards) (England) Regulations 2014/British School Overseas Standards (as amended), our policy outlines our Code of Conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the safety welfare of children.

1.5   The Headteacher is responsible for developing this policy within the framework set by Cognita as proprietor. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct. **Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (including online).**

1.6   This policy should be read in conjunction with the School's other applicable policy including our Anti-Bullying Policy, Safeguarding Policy, Suspension, Expulsion and Removal in Other Circumstances Policy, Drug and Alcohol Policy, SEND Policy, Code of Conduct, Staff Code of Conduct, Acceptable Use of ICT Policy, Digital Safety Policy, Digital Safety Agreements, Use of Reasonable Force Policy.

1.7   The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

1.8   If any pupil's behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant Police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding Policy will be rigorously followed, and action will be taken in accordance with the relevant local safeguarding partners referral procedures. *If any child is in immediate danger or is at risk of harm, a referral should be made to children's Social Care and/or the Police immediately in accordance with the provisions of the Safeguarding Policy.*

1.9   We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our Parent Contract accordingly.

1.10 We support children at times when difficult events happen in their lives, such as domestic abuse, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

2 Our approach

2.1 Good behaviour is essential for effective learning to take place. Our School policy presents a fair, consistent and transparent approach towards behaviour management, which combines appropriate discipline with support and encouragement delivered within our caring school environment.

2.2 We work in partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour. We expect our staff, parents and pupils to understand and respect the rules of the School and the expectations and responsibilities outlined in this policy. We expect both staff and parents to model positive behaviours at all times so that our pupils can benefit fully from their experiences in school.

2.3 It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.

2.4 Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy, and to ensure that all children are properly included in the educational experiences and opportunities provided whilst the learning of their peers is not impeded.

2.5 Where severe problems occur, we expect the child to receive external support, as well as support in school at an early stage, such as via early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs.

2.6 Staff work closely with the Special Educational Needs Coordinator (SENCo) and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary/private organisations/professionals.

3 School Principles

3.1 Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

3.2 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

3.3 The School Principles:

- School staff and pupils should all show respect for one another;
- Good behaviour should be the expectation and sanctions should always be applied consistently for unacceptable behaviour, including bullying, inappropriate/harmful sexual behaviour, and violence.

- Appropriate and preventative action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs or disabilities.
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and those children supported.
- All pupils should be listened and responded to.
- All pupils are entitled to learn in a safe and secure environment.
- Pupils should act as appropriate ambassadors for the school on, for example, School trips, work placements, sports events and journeys to and from the School.
- All School staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills.
- All members of the School community should understand and accept the principles on which this policy is grounded.

4   Expectations and Responsibilities

4.1   Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.

4.2   Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Headteacher says otherwise.

4.3   To be socially acceptable, we believe that children should be able to:
- Treat other children and adults with respect and kindness;
- Speak politely to other people; and
- Have self-confidence and high self-esteem.

4.4   To encourage this, the staff will:
- Treat all children and adults with respect and kindness;
- Speak politely to other people;
- Praise all children's efforts and achievements as often as they can;
- Explain to children what they should have done or said when they get it wrong;
- Encourage self-reflection to children when they get something wrong to encourage learning;
- Tell parents in a timely manner about their child's efforts and achievements, any concerns around behaviours, and explain any concerns about risk to self/others arising from the behaviour; and
- Avoid using critical or sarcastic language towards all children and adults.

4.5   We will not accept the following behaviour from children or adults:
- Use of unkind or rude language;
- Hitting, kicking, biting or other such physical responses; or
- Racist, sexist or homo/bi/transphobic remarks, or other discriminatory comments towards anyone including those with protected characteristics (Equality Act 2010).

4.6   The role of the teacher
- Teachers are responsible for ensuring that the School Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;

- Incidents of poor behaviour may (where appropriate) be discussed by the teacher with the class, e.g. during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each pupil fairly and equally;
- Adults should always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start.
- If a pupil misbehaves in class, the teacher will keep a record using the school behaviour recording system of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they must seek help and advice from the senior member of staff named at the front of this document, including a conversation with the parent to seek improvements and the use of appropriate strategies;
- The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our School policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil, with reference to the School's Safeguarding Policy as appropriate;
- An incident form is used to record in detail any incident involving a child, or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Headteacher and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book;
- Obey all health and safety regulations in classrooms, around the School and in all off site educational activities including helping to keep the School clear of clutter and litter;
- Never make racist, sexist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010);
- Never resort to physical measures to manage behaviours (other than reasonable force, see below)
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum restraint is used. The action taken is recorded and the parents must be informed. Please see our separate policy on the Use of Reasonable Force for further details;
- Comply fully with the Staff Code of Conduct, and the Digital Safety Policy which includes the Acceptable Use of ICT Policy.

4.7 Expectations of pupils in our school

- Comply with the School's 'PROUD' Code of Conduct at all times.
- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect, kindness and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Never make racist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010); sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

The above list is not exhaustive.

4.8 <u>Expectations of parents</u>

Parents who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

5 Policy on rewards and sanctions

5.1 <u>Our rewards – promotion of good behaviour</u>

Teachers will distribute NBHC achievement points as a reward. Achievement points are awarded as merit stickers or stamps within exercise books and are recorded on ISAMS. Achievement points are also linked to a series of NBHC recognition awards:

	Points	Award
Merits	1 merit	Awarded for effort with schoolwork and homework, as well as for demonstrating positive behaviours around school.
30 Merit Commendation	30 Merits	Breaktime cookie and Hot Chocolate
Alpha Award	50 Merits	Awarded Alpha badge and 1 tuck shop voucher
Beta Award	100 Merits	Awarded Beta badge and 2 tuck shop vouchers
Gamma Award	150 Merits	Awarded Gamma badge and end of academic year trip to local ice cream parlour
Delta Award	200 Merits	Awarded Delta badge and £10 gift card awarded at the end of year assembly.

Students may also be recognised for their effort in the following ways:

	Issued for…
Postcard Home	100% attendance each term, a half term with no sanctions, sustained effort and improvement in class, going 'above and beyond' in the community.
House Award	Members of winning teams in House Events, sustained contribution to wider life of school e.g. charity work, school play.

Academic Award	Sustained high performance in a subject across the year.
Progress Award	Students who have demonstrated the most progress in a subject across the year.
Sports Colours	Students who have demonstrated a high level of skill and commitment to the school in sporting clubs and fixtures.

- Achievement assemblies take place to support our positive approach and reinforce good behaviour, thereby celebrating all children's achievements, raising self-esteem and self-confidence.

5.2   Strategies and support

The following outline a range of strategies for use in school to reinforce desirable behaviour:
- changes in classroom organisation, seating, etc;
- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behaviour;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- peer mediation and peer mentoring;
- restorative justice approach;
- school counselling sessions to help pupils with social, mental or emotional health difficulties;
- social skills training;
- referral to CAMHS and/or educational psychology services/professionals; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

5.3   Our sanctions
The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy.

Examples of sanctions that are used in the School include:

- Verbal reprimand from a member of staff;
- Letter to parents to advise of the misbehaviour;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks as punishments, such as writing lines or essays;
- Detention
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;

- School based service or imposition of a task, under the supervision of a member of staff;
- Assistance with domestic tasks, such as collecting litter;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring; and
- Withdrawal from a lesson, school trip or team event.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

5.3.1   We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding Policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a referral to Early Help or other agency is needed to support the child/family.

5.3.2   Parents will be involved at the earliest stage when problems arise, are persisting or recurring.

5.3.3   It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, including suspension, expulsion and removal in other circumstances, without first using lower-order strategies.

5.3.4   Any sanction must be reasonable in all the circumstances and account must be taken of relevant factors which may include the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. These include the following:

The following list gives examples of possible consequences. This list is not definitive and other consequences may be applied as deemed appropriate. * = escalation path

Action	Time/Length	Parents Informed	Reasons
Restorative Conversation	Break/Lunch/ tutor time at teacher's discretion With class teacher	Logged on school database	Incorrect equipment Talking over teacher or others Not following instructions Disrespectful behaviour Inhibiting own/others learning Silly behaviour in playground Year 11 may lose High Street lunch privileges at their Head of Year's discretion.
Late Detention	After School 4.00pm-4.30pm	Informed before 12.30pm that day Logged on database	Arriving to school after 8.40/9.30am Consistently late after lunch (KS4 only)
Subject Detention	After School 4.00pm – 4.20pm With class teacher	Message home if scheduling for longer than 20 minutes (24 hours' notice to be given) Logged on school database	Not following instructions* Talking over teacher or others* Disrespectful behaviour* Inhibiting own/others' learning* Insufficient work completed in class Follow up required by subject teacher
Head of Department Detention	After School 4pm – 4.45pm	Message home (24 hours' notice to be given).	Failed to attend subject detention. Being removed from a lesson due to disruption**

	With Head of Department	Logged on school database	Not following instructions** Talking over teacher or others** Disrespectful behaviour** Inhibiting own/others' learning** Insufficient work completed in class.
Head of Year/SLT Detention	Fridays 4.00– 5.30pm With a member of SLT	Letter home and copy on pupil's file	Being removed from a lesson due to disruption*** Ongoing concerns about inhibiting own or others' learning*** Missing lessons/truanting Unsafe behaviour in lessons Offensive or unacceptable language/actions Unsafe behaviour around the school or during non-directed learning time Missed Departmental Detention Serious incident Damage to school property

6 Suspension and Expulsion

6.1 The Headteacher reserves the right to suspend, expel or remove pupils from the school. Suspension and expulsion will be dealt with in accordance with our Suspension, Expulsion and Removal in Other Circumstances Policy, which includes examples of behaviour that may warrant those sanctions.

7 Allegations of Harmful Sexual Behaviour (HSB) and child on child abuse

7.1 Allegations of a student demonstrating Harmful Sexual Behaviour and/or child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made, and always in consultation with the Designated Safeguarding Lead. All allegations will be dealt with in accordance with the Safeguarding Policy. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents when there has been a report of HSB/child on child abuse, unless to do so will heighten risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and schools will carefully consider what information is shared with respective parents to ensure that confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an investigation is underway, to the extent appropriate. Referrals to children's Social Care/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy.

8 Complaints Procedure

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.

8.1 The School's Complaints Procedure [(which apply equally in the EYFS setting)] is on our website and sets out how current parents can raise a formal complaint and how the School will handle it.

9   Monitoring and Evaluation

9.1   The School will record all behavioural incidents (including bullying) and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. [Major sanctions for boarders are kept together with those for day pupils.] The Headteacher is responsible for ensuring these records are appropriately maintained.

9.2   The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils [including within boarding houses] which may indicate that there are possible cultural issues within the School [or boarding house] which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

9.3   The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.

9.4   Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.

9.5   Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the European Director of Education.

Ownership and consultation	
Document Sponsor	Group Director of Education
Document Author / Reviewer	European Director of Education
Document application and publication	
England	Yes
Wales	Yes
Spain	Yes
Switzerland	
Italy	
Version control	
Current Review Date	September 2023
Next Review Date	September 2026
Related documentation	
Related documentation	Anti-Bullying Policy Exclusion Policy Safeguarding and Child Protection Policy Use of Reasonable Force Policy Acceptable Use & Digital Safety Policy Code of Conduct