UPPER SCHOOL BEHAVIOUR POLICY

Policy Owner	SLT
Formally endorsed by	Council of Trustees
Endorsement Date	March 2021
Next Review Date	March 2022

Policy purpose

Students are expected to abide by the rules detailed in this document when at the School; travelling to and from the School; or when representing the School and during trips and visits.
Parents and students are expected to support the aims, ethos, policies and rules of the School and to uphold its good name and reputation.

Please note that this document covers the Upper School. Separate Behaviour policy documents cover the Kindergarten and the Lower School, and these are available for viewing on the School's network drive and website.

1. Aims of the Policy

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Principles

To be effective this policy must be understood by students and staff

- All students, staff and visitors have a right to be free from any form of discrimination
- Violence or threatening behaviour will not be tolerated in any circumstances
- Every student has the right to feel safe, valued and respected
- Every student has the right to learn, free from the disruption of others
- Pupils are helped to take responsibility for their actions
- All teachers are expected to actively work to build trust and rapport with the students
- Staff and volunteers should set an excellent example to students at all times, modelling the behaviour they wish to see in the students
- Rewards, sanctions and reasonable force should be used consistently by staff, in line with the behaviour policy
- Families will be involved in behaviour incidents to foster good relationships between the school and students' home life
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

3. Definitions

Misbehaviour is defined as:
- Disruption in lessons, in between lessons, and at break and lunchtimes
- Non-completion of class-work or homework
- Minor acts of vandalism
- Going out of defined upper-school boundaries
- Clothing that is not allowed within the school's dress code
- Chewing gum in class, or anywhere on the school site
- Refusal to engage with reasonable expectations or suitable tasks set during lessons
  These will tend to move a student up towards Stage 1, or beyond if persistent.

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying or serious acts of anti-social behaviour
- Any form of unwanted sexual behaviour, towards any other person, that causes, or is intended to cause, humiliation, pain, fear or intimidation
- Major acts of vandalism
- Theft
- Fighting
- Smoking/vaping or the supply of related materials to other students (inc. to those aged over 18)
- Racist, sexist, homophobic or discriminatory behaviour
- Possession, consumption/use or supply of any prohibited substances or items. *See appendix 3*

  These will tend to move a student up towards Level 2 or even Level 3

Bullying
This generally includes an imbalance of power but can be peer-on-peer.
It is defined as abuse of one person or group by another, which is:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For further guidance, see the *Anti-social behaviour and Bullying Policy* and the *Online Safety Policy.*

4. Roles and Responsibilities

The Council of Trustees

Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the SLT to account for its implementation.

SLT

SLT is responsible for reviewing and approving this behaviour policy. SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will monitor staff implementation of this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:
• Implementing the behaviour policy consistently
• Modelling positive behaviours:

Key Behaviour	Example
Maintaining dignity and respect	Even when the child has misbehaved
Resolving conflict	Apply sanctions without grudges
Protecting safety, psychological and physical	Avoid sarcasm and put downs and challenge children who use them
Making mistakes is part of learning	Deal with them as choices that didn't work
Managing emotions	Use compliance time and time out to help reduce agitation

• Providing an approach which recognises the specific behavioural needs of particular students
• Recording behaviour incidents on CPOMs, see Appendix 2 for the level of detail needed.

The Assistant Principals and SLT will support staff in responding to behavioural incidents.

Restraint
Members of staff may use reasonable force to restrain a student in specific, clearly defined circumstances. These are set out in the *Positive Handling Policy.*

Parents

Parents are expected to:
• Support their child in adhering to the pupil code of conduct
• Inform the school of any changes in circumstances that may affect their child's behaviour
• Discuss any behavioural concerns with the guardians promptly
• Support the school, in reinforcing expectations of behaviour

5. Student Code of Conduct

Students are expected to:
- Remain within the school boundaries (appropriate to their class)
- Behave in an orderly and self-controlled way and move respectfully around the school
- Show respect to members of staff, the public (including visitors or when on trips) and each other
- Support a positive learning environment within the classroom, and respect other students' learning
- Treat the school buildings and school property with respect
- Wear appropriate clothing in line with the school's dress code
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside the school, travelling to and from school, on school trips or attending a school activity or festival.
- Attend school festivals that take place after school or on a weekend. Students must be dressed appropriately and according to the appearance rules for their class.

Punctuality and Registration
- Students should be in registration by 08.10 am and 1.00 pm.
  Late students must report to Reception to sign-in, stating their reason for lateness.
- Students should be ready for Main Lesson to begin at 8.25 am and other lessons at the second bell.
- Students leaving the school site during school hours must sign out at reception.

Dress Code
- Upper School students are expected to dress in a way that is appropriate for school, safe and socially responsible. *See appendix 6.*
- No visible body piercing and/or tattoos are permitted (with exception of earrings and a discreet nose stud not exceeding 2mm).

Behaviour Code

Within the classroom:

We Like	We Dislike
Doing as you are asked the first time.	Not following instructions.
Listening politely to staff and students.	Talking over others.
Being polite and considerate.	Being rude and using offensive language.
Putting hands up and supporting learning.	Calling out and disrupting learning.
Using equipment sensibly and safely.	Misusing and disrespecting equipment.

Outside the classroom:

We Like	We Dislike
Doing as you are asked the first time.	Not following instructions.
Talking quietly and politely	Shouting, screaming, swearing or rudeness
Respecting the environment	Litter of damage to the environment
Students remaining in bounds	Fighting or play fighting
Students involved in constructive activities	Destructive activities

6. Student 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 continually 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.

The following are additional forms of support that are available to the students with the consent of the parents (some incur an additional cost):
• Learning support lessons
• Student Welfare Officer intervention
• Behaviour Management Coordinator intervention
• School organised counselling sessions
• Art Therapy
• Eurythmy therapy
• Attending lessons with younger classes to act as a supportive presence
• Where appropriate, possibly working in the school garden

In addition to the Guardians, the following groups are available to assist teachers in supporting students:
• Safeguarding
• Pastoral care
• Learning Support
• Tutors

In addition to these a student can be brought to the Upper School Faculty as a Child Study to help staff better understand the needs of the student.

7. Use of Mobile Information and Communications Technology
Including, but not limited to: mobile/smart phones, music players, tablet computers and cameras.

The following class-specific rules apply in relation to mobile information and communications technology:
• In Classes 9 – 10, students may not use mobile communication devices during school hours *unless specifically authorised by a teacher*. Devices must otherwise be switched off at all times, and put away, out of sight; including headphones.
• In Classes 11 – 12, mobile communication devices can only be used in the Upper School College area.

The following are prohibited in School:
• Using information and communications technology to harass or upset other people.
• Interfering with, hiding or taking someone else's mobile device.
• Using someone else's mobile device without their permission.
• Taking a mobile device into an exam room.

Confiscated mobile phones will be taken to Reception and held until the end of the school day. While we will make every effort to keep them safe, the school will accept no liability for confiscated phones. Repeated failure will result in the device being handed in at the start of each day.
If this confiscation is rejected by the student, the student will move immediately to level two behaviour..

The school will then inform parents that their child can no longer bring a phone into school.

Any inappropriate use of school IT resources can result in the removal of log-on privileges, for a period dependent on the nature and frequency of the abuse.

8. Rewards and Sanctions

It is important to note that sanctions do not change behaviour. Rewarding the positive behaviour is more effective.
The threat of a sanction can help influence students' behaviour, always frame it as a choice:
"Mary if you continue to stop John from working you will be choosing to meet me for a reconcillation."

School rules apply both when onsite and when off-site when representing the school, such as on a school trip or on the bus to/from school. They are similarly not limited to school hours.

Please read this section alongside the 'Behaviour Stages' flow-chart in appendix 1

Rewards
Positive behaviour will be rewarded with:
- Emotional feedback; such as verbal praise
- An email to the parent/guardian to describe the positive behaviour
- Merits; these can be logged on the pupils profile on iSAMS
- Students who demonstrate good behaviour may volunteer to be a part of the Student council, and be asked to represent the school in wider public events
- Moving back through the levels of the 'Behaviour Stages' flow-chart in appendix 1.

Sanctions
Sanctions are to be used when students break the school rules. Unless the misbehaviour is serious or dangerous, staff will always warn students that they will receive a sanction first, giving them the opportunity to choose to behave appropriately.
All sanctions need to be logged on CPOMs with alerts for the guardians, see appendix 2 for the information that needs to be submitted (the form can be used if for some reason there is a problem accessing CPOMs).

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Instructing the student to move to a different seat within the class
- Expecting work to be completed in the student's own time
- A reconcillation with the teacher concerned, as soon as possible
- Removal of indoor privileges at break and lunch-times
- Removal of log-on privileges to access computers

  The sanctions above can be applied by any teacher.
  Those below can only be applied by specific staff.

- Assistant Principal or Guardian issuing a student with an Improvement Card
- Fixed term exclusion – this can only be decided upon by the Assistant Principal, as a member of the SLT
- Permanent exclusion - this can only be decided upon by the Assistant Principal, as a member of the SLT

Off-site misbehaviour
- Serious and or dangerous misbehaviour may lead to the student being removed from the trip immediately, at the parents' expense.

8.1 Reconcillations

They are primarily used to build rapport with the student, and to ensure that they understand why their behaviour was unacceptable. They are used as a positive means to encourage the correct behaviour and punitive detentions.
They may also be used as a sanction for lateness to school, if a student is late 3 times in a 2-week period.

8.2 Improvement Cards

Improvement cards can be used in a variety of situations where students are regularly failing to:
- Complete work set in a lesson or for homework
- Arrive on time for lessons, suitably equipped for those lessons
- Support a positive learning environment, avoiding behaviour disruptive to their peers' learning
- Show a positive attitude towards their own learning

Improvement cards are issued by the Guardians or Assistant Principals and checked on a weekly basis, with an email going to parents to communicate how the student has done at the end of the week. It is each teacher's responsibility to accurately record the student's behaviour on the improvement card.
If the completed card shows a satisfactory improvement, then the student will be taken off the card.

8.5 Exclusion

Only the Assistant Principal and SLT can take the final decision to exclude a pupil. When a pupil is excluded the Assistant Principal must inform the Parents, the Guardians and the Council of Trustees.

The decision to exclude a pupil from school is a very serious one and will not be taken lightly. Such a decision will only be taken in response to a serious breach, or repeated breaches of school rules. In most cases when a pupil is excluded there will have been earlier discussions and/or correspondence between Parents and the school about the pupil's behaviour.

Future schools, colleges and employers may be informed of any fixed term exclusions issued by Michael Hall and the reasons for them if requested. (For further guidance please see the *Exclusion Policy*).

Fixed Term Exclusion
The School can issue a fixed term exclusion for persistent or serious misbehaviour.
Depending on the behaviour in question, this might be appropriate for a student failing to make improvements at level 2.
Alternatively, it can be triggered by a range of serious behaviours such as:
disruptive behaviour in a lesson; bullying, racist or homophobic comments, fighting, swearing, refusal to cooperate, causing a health and safety risk, smoking and bringing the school into disrepute.
This list is not exhaustive.

Under the Education and Inspections Act 2006, parents are responsible for ensuring their children are supervised during the first five days of fixed term exclusion. Parents or guardians are liable to a penalty fine if students on exclusion are seen by school staff or police unsupervised during the exclusion.

For fixed term exclusions that last for more than five days, the school is responsible for providing full time education from day six onwards.

Following a fixed term exclusion, the student and their parent/guardians will be expected to attend a re-integration interview with a member of staff at the school before the student is allowed to return. This will be to discuss the reason for the exclusion and seek reassurances about future conduct, usually in the form of a behaviour contract.

Immediate Permanent Exclusion

Rarely, some behaviours may result in an immediate permanent exclusion. These include:
- The trading, supply, use or possession of illegal or prohibited substances on the school grounds or during school activities and trips.
- The mis-use or possession of any object deemed to be a weapon by the Police (including any blade or knife) on school grounds, or during school trips or activities.
- Serious unprovoked violence (the intention to cause or actually causing serious injury), threatened or actual; towards another student, member of staff or of the public.
- Serious abuse of digital technology to publicly or privately abuse another student or member of staff; or to gain illegal access to confidential data.

8.6 Escalation and De-escalation of Response:

Please see flow-chart in Appendix 1: Michael Hall Behaviour Stages

9. Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, SLT will discipline the student in accordance with this policy.

Please refer to our Safeguarding & Child Protection Policy: 'Managing allegations/concerns about adults in the school' for more information on responding to allegations of abuse.

SLT will also consider the pastoral needs of staff accused of misconduct.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This policy will be reviewed by the Upper School Faculty annually, after which the policy will be sent to SLT for approval.

Approved by:	SLT
Last reviewed on:	31.03.2021
Next review due by:	31.03.2022

12. Linked polices:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Anti-social Behaviour and Bullying Policy
- Drugs and Substance Misuse Policy
- Searching Pupils and Possessions Policy
- Physical Restraint Policy

Appendix 1. Michael Hall Behaviour Stages

Serious Misbehaviour can result in a student going straight to stage 2 or even stage 3, or to a fixed-term exclusion, followed by stage 3.

Very serious misbehaviour can result in instant, permanent exclusion

---

Behaviour Basics – Stage Zero
The student is polite and respectful to others. The student manages his or her own behaviour and actions effectively. They are actively and positively engaged in lessons and help form a positive learning community.

Any of the following leads to Stage One:
- *2 or more reconciliations at the discretion of the Assistant Principal*
- *6 or more reconciliations at the discretion of the Guardian*
- *Fixed term exclusion*

Improvement in behaviour, attitude or application.

Stage One
Meeting with Guardians, Student and Parents. Monitor progress with an improvement card for a maximum of 6 weeks to be conducted by guardian. Parents informed of progress on a weekly basis. Support interventions: Safeguarding, Pastoral Care, Learning Support, Child Study, School Councillor, Art/ Eurythmy Therapy, Student Welfare Officer, Silent Supervised Study.

Any of the following leads to Stage Two:
- *2 or more reconciliations at the discretion of the Assistant Principal*
- *4 or more reconciliations at the discretion of the Guardian*
- *Fixed term exclusion*
- *No general improvement*

Improvement in behaviour, attitude or application.

Stage Two
If a student reaches Stage Two they are at risk of no longer being educated at Michael Hall School unless their behaviour, attitude or application improves. Meeting with Student, Parents and Support Group selected by Faculty Chair. Monitor progress with an improvement card for a maximum of 6 weeks. Student to meet with a member of SLT weekly. Additional support interventions explored that are not currently implemented.

Any of the following leads to Stage Three:
- *1 or more reconciliations*
- *Fixed term exclusion*
- *No general improvement*

Improvement in behaviour, attitude or application.

Stage Three
If a student reaches Stage Three, then they have exhausted all of the internal support that the school can provide to improve their behaviour. They will report to a member of SLT on a daily basis, who will monitor their progress for a maximum of six weeks.

If no further improvement has been made then the student will no longer be educated at Michael Hall

Appendix 2. Serious Behaviour Log: to be uploaded to CPOMS and given to Assistant Principal

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 3: Prohibited Items and Confiscation

Prohibited Items include (but are not limited to):
- Knives or weapons (apart from sanctioned tools at Michaelmas/ for bushcraft, etc.)
- Alcohol, drugs or other forbidden or psychoactive substances (see Substance Misuse Policy)
- Stolen items
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

These rules apply equally to students aged over 18

Any prohibited items found in a student's possession will be confiscated.
These items will not be returned to students.

Any item found to be harmful or detrimental to school discipline can and will be confiscated.
These items will be returned to students after discussion with senior leaders and parents, if appropriate.

See also: *Searching Pupils and Possessions Policy.*

Appendix 4: Behaviour Management

Consideration for others and the promotion of good behaviour

Productive life in any community requires the ability to behave with consideration for others at all times; an important element of this considerate behaviour is inclusivity and the tolerance of difference.
The most effective way for anyone to learn considerate behaviour and tolerance is through example.
Upper School students have a vital role to play here: the example they set will be followed by younger students and those who have joined the School more recently.
To tolerate inconsiderate behaviour is to condone it.

There are also forms of behaviour that the School expects from students, in order to support a positive culture of learning, including:
•   Civility and politeness
•   Cooperation with reasonable instructions
•   Timely completion of homework
•   Arriving punctually and suitably equipped for lessons

Disrupting the education of peers and anti-social behaviour will not be tolerated.

Teachers have the responsibility of rewarding good behaviour and applying sanctions where necessary. Praise is the greatest motivator. All staff are encouraged to praise students who act particularly well.

Minor misbehaviour is usually the result of a memory lapse or thoughtlessness. This is best dealt with, with a reminder, a piece of advice or a warning and it may be appropriate to encourage the offender to apologise or perform a helpful act.

All teachers at Michael Hall school understand that they cannot control the behaviour of the students. Instead they seek to influence the student's behaviour in these and many other ways:
• Building positive relationships
• Setting clear agendas
• Holding high expectations
• Being consistent
• Recognising the importance of separating the misbehaviour from the student.

They also recognise that when their influence occasionally fails, they then manage the choices that the student's make. They do this by following through with the clearly defined consequences that logically follow choice.

1 Class management
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the class.
They will:
• Create and maintain a stimulating environment that encourages pupils to be engaged
• Display the pupil code of conduct or their own class rules
• Familiarise themselves with the educational needs of all students in their class.
• Develop a positive relationship with pupils, which may include:
    o Greeting pupils in the morning/at the start of lessons
    o Establishing clear routines
    o Communicating expectations of behaviour in ways other than verbally
    o Highlighting and promoting good behaviour
    o Concluding the day positively and starting the next day afresh
    o Having a plan for dealing with low-level disruption
    o Using positive reinforcement

Appendix 4: Behaviour Management

2 Use of Mobiles Phones and other technical equipment
Mobile phones etc., can be very distracting to teaching and learning.
Parents can contact the school reception if they need an urgent message to be passed to their child during the school day. However, if a student brings a mobile phone into school, for reassurance on their journey to and from the school, then it must be switched off and not seen at all during school (unless the teacher has explicitly instructed the students to use the device in a particular lesson to aid learning).

For classes 9 and 10 lockers are available thus enabling students to safely store their valuables. The school takes no responsibility for the student's personal possessions, such as mobile phones or tablet computers. If such an object is lost, the school will conduct a brief investigation in an attempt to find the lost item. However, excessive time will NOT be spent on retrieving the goods as it is the student's responsibility to look after their own belongings. It is suggested that the parents cover such items on their household insurance.

3 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

4 Confiscation
Any prohibited items (listed in Appendix 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.
We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

5 Power to Search
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.
The Faculty Chair and other authorised staff have the legal power to:
Screen students for weapons.
Search students without consent, when there are reasonable grounds for suspecting a student of carrying a weapon, alcohol, controlled drugs or stolen property.

Appendix 5: Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.
- Education (Independent School Standards) Regulations 2014

Appendix 6: Upper School Dress-code

"Upper School students are expected to dress in a way that is appropriate for school, safe and socially responsible."

This means that clothing should be:
- Clean
- Intact (in good state of repair, no holes or tears)
- Free from symbols, images or messages inappropriate in a school setting (violent, racist, etc.)
- Suitable for the activity in hand:
  - Safe for Craft or Science lessons
  - Comfortable, unrestrictive and long enough not to make students self-conscious when moving in Gym or Eurythmy lessons
  - Not distracting, to the wearer, their peers or others, from the purpose of education
- Not excessively revealing, such as:
  - short skirts/shorts above mid-thigh (unless leggings are worn underneath)
  - low neck-lines
  - crop-waist tops
  - see-through garments

"No visible body piercing or tattoos are permitted (with exception of earrings and a discreet nose stud not exceeding 2mm)."

This includes temporary tattoos or face-painting.

Discrete jewellery is permitted, but may need to be removed for Craft or Gym activities. If it interferes with lessons, students will be told to remove it. High-value jewellery should not be worn to school.

Hair style or colour are not generally restricted, except that long hair will need to be tied back or up for safety in Gym, as well as some Craft and Science practical lessons. Long fringes which obscure vision, hide the face or cause constant 'flicking' may prompt an instruction to use a clip to keep it away from the face, as it may become distracting from the purpose of education.

Policy issue date 10/12/18