Sophia HIGH SCHOOL

Behaviour Policy

September 2020

1   Purpose

1.1   This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils.

1.2   This policy applies to all pupils

2   Background

2.1   We are required to ensure 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.

2.2   In keeping with Education (Independent School Standards) (England) Regulations 2014 (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 welfare of children.

2.3   Teachers have the power to discipline pupils for misbehaviour during on-line lessons and inappropriate school conduct outside of on-line lessons such as school communication channels. This means that the Senior Leadership team 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.

2.4   This policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an Anti-Bullying Policy, which is available on our website.

2.5   This policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our Safeguarding and Child Protection Policy, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs and/or disability.

2.6   If any pupil's behaviour is considered by the Senior Leadership team 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 and Child Protection Policy and Procedures will be rigorously followed and action will be taken in accordance with the relevant local safeguarding children's board 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.*

2.7   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 contracts accordingly.

2.8   We support children at times when difficult events happen in their lives, such as domestic violence, 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.

3 Applicability

3.1 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.

3.2 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.

3.3 To this end, we have an ethos of setting high expectations for all pupils with consistently applied support. 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 behaviour at all times so that our pupils can benefit fully from their experiences in school.

3.4 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.

3.5 We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's well-being, during any activity, whether on or off the school premises, under any circumstances. Being an online school, this would be irrelevant, as the students are at home during the school day.

3.6 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 and that the learning of their peers is not impeded.

3.7 Children who are mentally healthy have the ability to:
- Develop psychologically, emotionally, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Become aware of others and empathise with them;
- Play and learn;
- Develop a sense of right and wrong; and
- Resolve (face) problems and setbacks and learn from them.

3.8 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 the Common Assessment Framework and early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. Sophia High School will identify whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents and the pupil in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support pupils, using evidence-based approaches.

4 Definitions and Scope

4.1 <u>School Provision</u>

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. Our school provides:

▐ A committed senior leadership team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;

▐ Staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges;

▐ Working with parents and carers as well as with the pupils themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them;

▐ Continuous professional development for staff to inform them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem;

▐ Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school).

▐ Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and

▐ A healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

4.2 Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every pupil well and can spot changing patterns and early signs.

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

4.4 School Principles:

▐ School staff and pupils should all show respect for one another;

▌ Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;

▌ Appropriate 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;

▌ 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 supported;

▌ All pupils should be listened and responded to;

▌ All pupils are entitled to learn in a safe and secure environment;

▌ All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and

▌ All members of the school community should understand and accept the principles on which the Behaviour Policy is grounded.

5   Procedures and Responsibilities

5.1   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.

5.2   Teachers have authority in our school to discipline children for misbehaviour which occurs in our online-school

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

5.4   To encourage this, the staff will:
▌ Treat all children and adults with respect;
▌ Speak politely to other people;
▌ Praise 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;
▌ Tell parents about their child's efforts and achievements; and
▌ Avoid using critical or sarcastic language.

5.5   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 or sexist remarks, or other discriminatory comments.

5.6   If such behaviour occurs:
▌ We will tell the child that it is wrong and explain what they should have done or said, or not said;
▌ If the behaviour is repeated, the child will be reprimanded once more as above;
▌ If the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected; and
▌ We will try to find out why the child is behaving in this way and then treat the situation accordingly.

5.7   The role of the teacher
▋ Teachers are responsible for ensuring that the school behaviour expectations/code of conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;
▋ Any incidents of anti-social behaviour will be discussed by the teacher with the class, e.g. during team meetings and assemblies;
▋ Every teacher enforces the classroom behaviour code consistently and treats each pupil fairly;
▋ If a pupil misbehaves repeatedly online, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. As the lesson is online the teacher has the power to mute the child, stop his video image from appearing, and even remove the pupil from the lesson. A conversation with the parent to seek improvements and the use of appropriate strategies will be had.
▋ 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;
▋ Never make racist, sexist, homophobic or other abusive or humiliating remarks;
▋ Comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy.

5.8   Expectations of pupils in our school
▋ Arrive on time to your online lessons/classes with all the equipment needed for the lesson;
▋ Listen respectfully when the teacher is giving instructions;
▋ Keep on task during lessons and do not disrupt the learning of others
▋ Follow instructions promptly and accurately;
▋ Follow the teacher's instructions about moving around the classroom;
▋ Treat others with respect and consideration at all times;
▋ Never make racist, sexist or other abusive or humiliating remarks;
▋ Comply fully with the Digital Safety Agreements.

6   Policy

6.1   Our rewards

Examples:
▌ All staff praise, reward and sanction consistently;
▌ The Senior Leadership may award certificates and various badges for outstanding achievement and effort to individual children at end of term celebration assemblies;
▌ 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.

6.2   Strategies and support
The following outline a range of strategies for use in school to reinforce desirable behaviour:
▌ using different resources;
▌ setting small and achievable targets;
▌ positive rewarding systems with no comments for undesirable behaviour;
▌ use of certificates for positive qualities;
▌ acclaiming good behaviour when it is seen in class;
▌ peer mediation and peer mentoring;
▌ restorative justice approach;
▌ referral to CAMHS and/or educational psychology services; and
▌ referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

6.3   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.

6.3.1   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 and Child Protection 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 multi-agency assessment is necessary.

6.3.2 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. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal. As we are an online school – this is impossible – as all their lessons are in their own homes.

6.3.3 Parents will be involved at the earliest stage if problems are persisting or recurring.

6.3.4 Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6.3.5 In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, online or digital bullying, verbal abuse and persistent disruptive behaviour in class the following will be followed:
- verbal warning by the Director of Education. For most pupils this will be sufficient and the problem will be rectified;
- withdrawal from lessons for the rest of the day;
- detention;
- contacting parents immediately;
- meeting with parents and a plan agreed for monitoring the behaviour whereby parents also take responsibility for helping their child to improve;
- Suspension (fixed term exclusion); and
- Expulsion (permanent exclusion).

[See Exclusion Policy]

6.3.6 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 Director of Education reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

7 Suspension and Expulsion

7.1 The Director of Education reserves the right to suspend and expel pupils from the school. Suspension and expulsion will be dealt with in accordance with our Exclusion Policy.

8 Allegations of Abuse against Teachers and Other Staff

8.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

9 Complaints Procedure

9.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the Director of Education. You may find it helpful to refer to our Complaint Procedure for guidance (available via the school website).

9.2 The Complaints procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school. If as a parent/carer(s) your complaint is about exclusion from school for inappropriate conduct, please refer to the Exclusion Policy.

10 Monitoring and Evaluation

10.1 The Senior Leadership team is responsible for maintaining a behaviour log which includes instances of bullying.

10.2 The Senior Leadership team is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.

Ownership and consultation

Document author (name)	Melissa McBride David McCarthy

Audience	
Audience	School staff

Version control	
Implementation date	September 2020
Review date	Review and update for implementation in September 2021

Related documentation	
Related documentation	Anti-Bullying Policy Exclusion Policy Safeguarding and Child Protection Policy