

PUPIL BEHAVIOUR AND DISCIPLINE POLICY

This policy is applicable to all pupils, including those in the EYFS and the Boarding House.

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with disabilities.

This policy has been drawn up using advice from *Behaviour and Discipline in Schools: Advice for Head teachers and School Staff DfE 2014*.

AIMS AND EXPECTATIONS

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school pupil behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- The Prep and Pre-Prep departments have a number of guidelines but the primary aim of the behaviour policy is not a system to enforce them. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- We recognise our duties under the Equality Act 2010 to make reasonable adjustments to this policy in the case of pupils with special educational needs or disabilities. The SENCO is responsible for identifying the adjustments needed in each individual case and for making them known to staff, placing written confirmation on the boys' file.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

CONDUCT

In order to further a safe and pleasant environment outside the classroom and good working conditions inside the classroom, the following code of behaviour should be followed:

GENERAL CONDUCT AROUND THE SCHOOL

Boys must:

- be particularly aware of others in corridors
- follow the one way system on the stairs (i.e. always keep to the left)
- walk sensibly but reasonably rapidly around the school (**not** run)
- not shout
- open doors for staff and visitors and let them go first
- put litter in the bins
- eat and drink only in the Dining Room and in the playgrounds during break times
- be polite when speaking to other pupils, staff and visitors

We do not tolerate bullying of any kind [see Anti-Bullying Policy]. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If considered serious enough and if it is persistent the Deputy Head will enter the act onto the Bullying list.

THE ROLE OF THE HEADMASTER

It is the responsibility of the Headmaster to implement the pupil behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. Oversight of this responsibility is delegated to the Deputy Head on a day-to-day basis or, in the case of Pre-Prep, to the Head of Pre-Prep. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the school, implementing, where necessary, the safeguarding procedures of the school. (See Safeguarding Policy.) The Bursar is the designated Health & Safety Officer.

The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. He keeps records of all reported serious incidents of misbehaviour.

The Headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child. Both these actions are only taken after the Chairman of Governors has been notified.

Disciplinary action against pupils who are found to have made malicious accusations against staff

Where this is the case disciplinary sanctions in accordance with the School's policy may be invoked and the matter referred to the police if there is reason to believe that a criminal offence has been committed.

THE ROLE OF THE HEAD OF PRE-PREP

The Head of Pre-Prep is responsible for behaviour management in Pre-Prep, including EYFS.

THE ROLE OF TEACHERS

1. To actively enforce the Pupil Behaviour Policy
2. To administer the Reward and Sanctions Policy equitably.

RESPONSIBILITIES OF STAFF

At CCCS, we encourage good behaviour at all times. There is a positive approach based on high standards.

Staff should always endeavour to remark on good behaviour and manners, and to commend children for their positive actions, even if we expect these to be the norm. If boys do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner; condemning the behaviour without humiliating the child.

We aim to:

- build a spirit of co-operation between boys and staff both in and out of the classroom
- promote self-discipline and proper regard for authority
- encourage good behaviour and a respect for others
- secure an acceptable standard of behaviour
- promote tidiness in personal effects, including dress, school bags etc.
- support the school uniform policy and take appropriate remedial action as required

It is essential that all teachers in their behaviour and dress provide a good model for the boys. Firm and patient insistence on high standards must be consistently applied by all.

Careful, prompt and supportive marking of written work carries a clear message that the boys' efforts are valued and that their progress matters.

The pastoral care system should help all boys to be confident that they are known well, that their progress is regularly checked and followed with interest, and that sympathetic help and guidance is available if needed.

All teachers should be involved in pastoral care and all should take responsibility for the maintenance of good standards of behaviour. There should be firm, fair and consistent application of the rules by everyone.

Teachers should communicate with parents about incidents involving their children, particularly those requiring any form of discipline. The seriousness of the incident will determine who communicates with parents

TEACHERS

Incidents of bad behaviour should be dealt with in the first instance by the teacher(s) on the spot, whether in the classroom, on duty around school, or at any time during the course of the school day.

FORM TUTORS

Individual teachers faced with instances of bad behaviour which cannot be dealt with on the spot should refer boys to Form Tutors, who should keep the Deputy Head and, if appropriate, the Housemaster informed. Parents will be informed by the Form Tutor.

The DEPUTY HEAD

The Deputy Head is responsible for school discipline. Cases of serious indiscipline should always be referred to him/her. It is important that there should be liaison between the Deputy Head, Housemaster and Form Teachers. The Deputy Head may wish to speak to the boy involved; contact with the parents will be made. If the matter is serious enough it will be passed onto the Headmaster, but it is important that the Headmaster be considered the final rather than the first recourse.

HOUSE LEADERS

House Leaders should concern themselves with Merits and Pluses. They should play an active role in encouraging their troops. House Captains can also take a role in congratulating certain individuals who have done particularly well. These matters should be discussed in general terms at House meetings. House Leaders are not part of the disciplinary process beyond this though.

THE ROLE OF GOVERNORS

1. The governing body has the responsibility of overseeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headmaster in carrying out these guidelines.

2. The Headmaster has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headmaster about particular disciplinary issues. The Headmaster must take this into account when making decisions about matters of behaviour.

THE ROLE OF PARENTS

1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
2. The school's guidelines are published both in the parent contract and on the website; parents are expected under the terms of their contract to be aware of the guidelines and to support them
3. We expect parents to support their child's learning, and to co-operate with the school, as set out in the contract. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
4. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Form Teacher. If the concern remains, they should contact in the case of Pre-Prep, the Head of Pre-Prep or in the Prep, the Deputy Headmaster, and finally the Headmaster. If these discussions cannot resolve the problem, the next stage of the formal complaints' procedure can be implemented.

PREP DEPARTMENT GUIDELINES

Whenever human beings have lived and worked together in groups they have found that if they are to be successful there must be laws or guidelines that are in the best interests of everyone. Our Prep Department Guidelines are designed to benefit and safeguard all members of our community. We have not tried to list absolutely everything on this sheet – most situations are covered by our first statement.

- At all times boys are expected to be polite, sensible and punctual and to respect the needs and rights of others, as they themselves would wish to be respected: they are also required to treat the school environment with care and consideration.
- Each boy's property is his own responsibility: boys should not interfere with each other's property.
- Boys must not run inside or between the buildings. Good order will be expected when:
 - Entering the Hall for Assembly.
 - Lining up at the end of Breaks.
 - Entering the Dining Room.

- Clearing away at the end of lunch.
 - Entering a room at the start of a lesson.
 - Moving up or down staircases.
 - Entering and using the changing rooms
- No boy should bring into school anything that might endanger himself or anyone else, nor anything of inappropriately high financial value.
 - Boys should wear their uniform smartly and take pride in their appearance as an expression of their commitment to our life of work at school.
 - Running inside and between buildings could cause injury and is not allowed.
 - Any boy arriving late for school, or leaving for and returning from an appointment during the school day, must report to the Office. If there is a fire we need to know exactly where everyone is. For the same reason no boy may leave the school during school hours unless accompanied by an appropriate adult and having advised the Office.
 - If a problem arises during one of the breaks, the Duty Staff are there to help. If a Duty Teacher cannot provide a solution, an approach to the Staff Room can then be made.

RESPONSIBILITIES OF PUPILS

At Christ Church Cathedral School, staff and pupils alike are committed to treating each other as we would wish to be treated ourselves. In practice, this means:

- 1) In Class, we make it as easy as possible for pupils to learn and the teacher to teach by
 - arriving on time
 - always trying our hardest
 - being properly equipped
 - beginning and ending each lesson in an orderly fashion (as defined by our teacher)
 - being willing to help when needed
 - being quiet when expected to be so and not calling out
 - not swinging on chairs or doing anything else distracting
 - listening to others
- 2) Around the School, we move about sensibly by
 - standing back to let people pass
 - opening doors for people
 - waiting our turn
 - never pushing or kicking
 - not running
- 3) We speak politely to everyone, pupils as well as adults, by
 - not answering back or shouting
 - not using bad language, even if a teacher isn't present
 - not using racist, homophobic, sexist or abusive language

- 4) We act kindly to everyone by
 - never teasing
 - never hitting or hurting anyone in any way whatsoever, even if we feel provoked
 - not stealing or borrowing from others without permission
 - not disrupting other children's games in the playground?

- 5) We help to keep the premises tidy by
 - putting all litter in bins
 - not damaging school property, including books, desks and walls
 - leaving our classroom tidy
 - looking after our possessions

- 6) We do not bring inappropriate items into school, such as
 - expensive toys or games
 - mobile phones, Kindles, tablets, I-pods, headphones
 - money
 - sweets, fizzy drinks and other inappropriate food

- 7) We respect our own safety as well as that of others by
 - not climbing on or under buildings or walls
 - being aware of cars coming into the playground and moving to the side
 - being careful when walking to the Cathedral and Field
 - keeping within school bounds

- 8) When in uniform, both in and out of School, we behave appropriately by
 - wearing our uniform with pride and ensuring it is clean and tidy
 - being a good ambassador for our School.

REWARDS AND SANCTIONS

Our system of rewards and sanctions is designed to promote a positive, purposeful and disciplined learning environment underpinning the school's values and aims. Our reward system includes:

- Verbal and written praise for good work
- Annual form, subject and activity prizes awarded to pupils within every year group and presented at Speech Day in the Cathedral on the last day of Trinity term
- Prominently displaying examples of work, both excellent and aspirational, in all subjects, around the whole school site
- Reporting to parents in ways which, whilst truthful, are intended to be as constructive as possible
- Highlighting pupils' achievements both in words and pictures in the weekly Newsletter, which is then posted on our website.
- Endeavour ties awarded each term to 20 boys who have shown outstanding effort and behaviour.

PLUSES AND MERITS

Pluses are awarded for effort in any area of school life or creditworthy behaviour, and contribute as points to the House competitions each term. Good work is given a Merit and exceptional work can be taken at any time to the Headmaster who may award a Headmaster's Merit, which is worth double.

Good behaviour, manners and/or good citizenship is given a Plus. These are normally given in single denominations, but for particular acts of kindness, more than one can be given.

Particular emphasis is placed on rewards. Good reports, grades, pluses, merits, comments in Study Diaries and commendation in Assembly are obvious ways of praising value.

MERIT AND PLUS CERTIFICATES

Boys are awarded certificates in assembly for attaining in a single term the following merits and pluses:

Gold Certificates are awarded for 75 Merits or for 30 Pluses
Silver Certificates are awarded for 50 Merits or for 20 Pluses
Bronze Certificates are awarded for 25 Merits or for 10 Pluses

Endeavour ties are handed out at the final assembly each term. Boys are nominated by staff in the first instance and then the effort grades are taken into account on their reports. Lastly, Pluses gained at the end of each term form an element in achieving the Endeavour Tie.

Approximately twenty ties are awarded each term. A guide of ten to Years 3 – 5, and ten to Years 6 – 8, but this is more of a guide and not cast in stone

LUNCHTIME PREP SESSION

To help pupils achieve academically, this system is supported by the holding of an extra prep session during lunch time for the first half hour. This will be supervised by a prefect who will be on duty. Pupils may also refer themselves to the lunchtime prep session if they know they might have difficulty in completing their work.

CONDUCT CARDS

Boys who are struggling with organisation, behaviour, social interaction or have other problems may be put on a **Work** or **Conduct card**. The card will be presented at the beginning of each lesson and then signed by the teacher when it ends, with a mark out of 5 for that lesson for the targets given. This is an attempt to have some "Positive Behaviour Management". The card will display no more than three targets with a realistic mark for the pupil to achieve. These will be discussed with the pupil before he receives the card. At the end of the day it should be presented to the Deputy Headmaster for signature. The card will be discussed with the pupil and then it will be scanned and emailed to parents. The Headmaster will comment at the end of the week. Parents are then able to see the progress and make comment if they want.

The card will normally last for one week at a time, but this can be discussed with all relevant parties at the end of a week.

MORNING DETENTIONS, DEMERIT AND MINUSES AND FURTHER SANCTIONS

Morning detentions are held on a Tuesday and Thursday morning during morning break. These will be for small misdemeanours around the school and in the classrooms during lessons. Staff are to email the Deputy to inform him if a child receives a morning detention. The Deputy will be responsible for taking these detentions and the reason for each detention will be recorded in a particular book and also in the pupil's prep diary so that parents can remain informed. If a pupil doesn't modify their behaviour and receives three morning detentions during a half term, the punishment will be escalated to a minus. Parents will be informed if their child has received a minus for the above reason.

Minuses are also given for single instances of more serious misbehaviour. The pupil should be told that they are going to be given one and the reason for it and the Minus is recorded in the Minus File which is kept in the SMT office. Staff are to email the Deputy to inform him of the reason for the pupil possibly receiving the minus. Any member of the SMT can record a minus in the file. The pupil's parent should be emailed by the Deputy, copying in the Form Tutor.

FURTHER SANCTIONS

If a boy receives three minuses or demerits within one term, the sanctions are escalated to either a Friday afternoon or a Saturday morning detention. This will be at the discretion of the Headmaster and the Deputy Headmaster and will depend on the severity of the minuses and demerits given during the term. Parents will be notified at least a week in advance, both via email as well as by formal letter.

These detentions can also be given for single offences that are to be considered serious enough for the pupil to receive one without receiving a minus first. This too will be at the discretion of the SMT.

SUSPENSIONS AND EXCLUSIONS

Internal Suspension

This punishment should be reserved for:

- A serious piece of misbehaviour and the first step on the route to expulsion. This might include being in a fight or being openly rude to a teacher
- The pupil will be spoken to by the Headmaster and the Deputy Head who will explain the seriousness of the punishment and of the issue. Pupils will be isolated during the school day and will do their own work. Parents will be informed.

Suspension

This punishment should be reserved for:

- A very serious misbehaviour. This might include:
 - an unprovoked attack on another pupil.
 - A series of troubling incidents which shows little sign of stopping.
 - Possession or use of tobacco or alcohol (first offence)
 - Serious misuse or repeated misuse of the IT system

In the case of a Chorister, the Deputy Chairman of Governors and the Cathedral Organist should be consulted

Expulsion

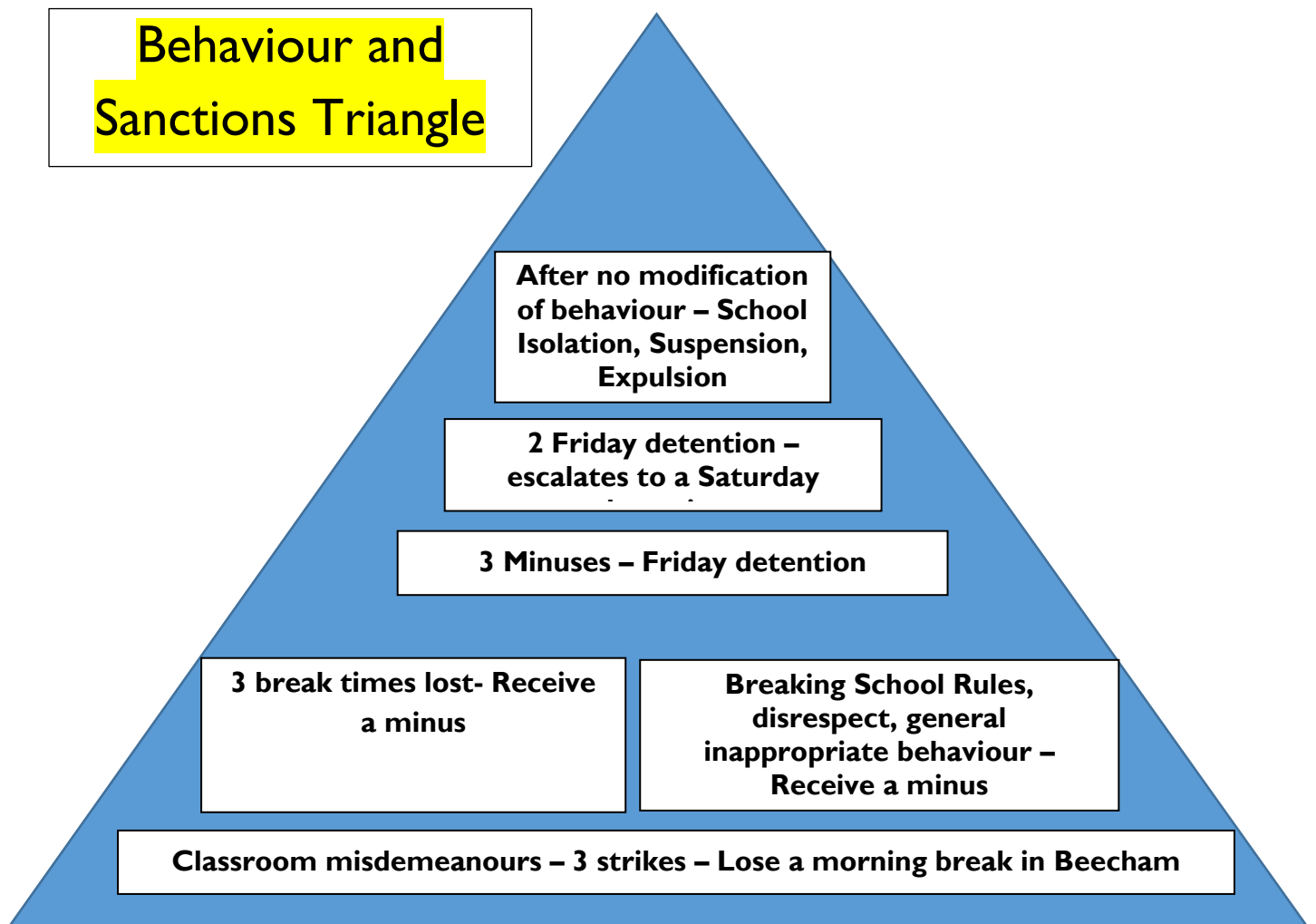
This punishment should be reserved for:

- A one off piece of behaviour which leads us to believe that the school is not safe with the person remaining in it.
 - A repeated instance of a very serious piece of behaviour generally similar to that for which a boy has recently been suspended for instance:
 - stealing on repeated occasions
 - repeated vandalism
 - repeated serious bullying
 - second incident of possession or use of tobacco or alcohol
 - persistent nonattendance of the pupil without good reason
 - persistent refusal to conform to the school's behavioural expectations
 - repeated violent unprovoked action on another pupil
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- Only the Headmaster (or the acting Headmaster) has the power to exclude a pupil from school. The Headmaster may suspend a pupil for one or more fixed periods. The Headmaster may also exclude a pupil permanently. It is also possible for the Headmaster to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
 - The Headmaster consults the Deputy Chairman of Governors about any expulsion and about any fixed-term suspensions beyond five days in any one term. In the case of a Cathedral Chorister, the Cathedral organist will be consulted.
 - Permanent Exclusion for behavioural reasons would only follow at least one period of suspension unless the breach of discipline (within or beyond school) was so serious that the expulsion of a child was deemed to be in the School's best interests or those of the child or other children.

- If the Headmaster excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The appeal should be made in writing to the Deputy Chairman of Governors and should give reasons why the parent considers the exclusion to have been inappropriate or the procedure followed to have been at variance to that suggested in the policy.
- The request for an appeal must be made as soon as possible and in any event within 7 days of announcement of the Exclusion
- The Deputy Chairman of the Governors will appoint a panel that will consider the appeal as soon as possible but certainly within 14 days of receipt of the notification.
- The panel will have three people who were not directly involved in the decision to exclude including one person who is independent of the management and the running of the School.
- Parents may attend and be accompanied at the appeal if they wish. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- The members of the panel will consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.
- The appeal will also consider the Headmaster's response and carry out further investigations and / or interviews as appropriate.
- The panel will aim to reach a final decision on the complaint and recommend an appropriate action as quickly as possible, normally within 7 days (and no longer than 14 days) after the panel hearing.
- The panel will record in writing its findings and recommendations and these will be sent by electronic mail or otherwise given to the parents, the Headmaster. This will normally be sent out within 14 days of the appeal.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headmaster must comply with this ruling.

At no time will corporal punishment either be used or threatened.

Behaviour and Sanctions Triangle



Sanctions and Rewards in the Boarding House

Rewards:

Verbal:

- Verbal praise: given in front of the assembled boarding house, year group or in school assemblies.

Written:

- A formal recognition of behaviour that goes beyond the basic requirements of the Schools Code of Conduct. This may take the form of an article in the weekly school

newsletter, a statement in an end of term report or a note bringing the boy to the attention of his parents or the Headmasters.

Presented:

- Award of a star – stars accumulate over the course of a term in recognition of good behaviour. Upon reaching ten stars a small reward is given. At the end of each term the boy with the most stars receives a more substantial reward that reflecting their individual interests or hobbies.
- Awarding of the Dorm Cup – this trophy is awarded at the end of each term depending on the results of each dormitory's daily inspection. These inspections are graded as gold, silver, bronze and fail and accumulate over a term.

Other rewards and treats:

- Bedtime extension at weekends (usually twenty minutes more free time).
- Pizza/takeaway nights.
- Movie nights (age appropriate films provided).
- Tuck night.
- Year group trips to town, G and D, Macdonald's or the playing fields (or at local events) for good behaviour after lights out.

Sanctions:

Verbal:

- Informal verbal warning given to individuals or groups as necessary.
- A final verbal warning given (possibly in the presence of a second member of staff).
- Discussion with Boarding Staff via handover.
- Discussion between the Headmaster and Housemaster during their weekly boarding meeting.

Written:

- A written note to Boarding Staff via handover.
- A note to the boy's personal tutor and/or parents.
- A note to the Deputy Head and/or Headmaster.
- A specific referral to behavioural difficulties in formal termly reports.

Presented:

- Awarding a minus – minus' accumulate over the course of a term and are deducted off of the pupils stars in recognition of small transgressions (may follow a verbal warning).
- Early bedtime – usually given if boys misbehave after light-out following a verbal warning.
- Prescribed activity during free time – a letter of apology or similar such task as agreed by the members of staff involved.
- Referral to the Deputy Head and/or Headmaster.
- Gating – following consultation with the Headmaster, the Housemaster make 'gate' a boy owing to misconduct. This may involve missing out on social activities and/or aspects of free time and privileges.

At no time will corporal punishment either be used or threatened.

THE GOLDEN RULES OF THE PRE-PREP



DISCIPLINE AND BEHAVIOUR IN PRE – PREP (including EYFS)

Pre-Prep children are expected to behave within the spirit of the School's code of conduct, which is encapsulated in the Pre-Prep 'Golden Rules'.

Reception to Form 2

Reward System Pre-Prep staff award stars for improved/outstanding pieces of work, art, DT etc, and for improved/outstanding examples of behaviour e.g. helpfulness, courtesy, generosity, application to work, concentration etc. The teachers keep a record of the stars and when a child has accrued 5, he is presented with a certificate at the weekly special assembly. At this assembly a few pieces of outstanding work are shown to all the children and good conduct of especial merit is highlighted.

In addition, each class teacher uses stickers as a means of praising or reinforcing particular examples of work, attitude or behaviour.

When a piece of work falls below the standard of which a child is known to be capable, the teacher uses her discretion and may ask for some or all of it to be repeated or for the child to miss part of his playtime in order to make corrections.

As a rule, any incident of inappropriate/bad behaviour is dealt with by the member of staff responsible for the child at the time it happens. (Class teachers, Matrons, GAP students etc) However, the class teachers are expected to support other staff in their dealings with incidents, especially those occurring in the playground. In the case of repeated, serious incidents the child or children will be sent to the Head of Pre-Prep and eventually the Headmaster.

Step one: Incident dealt with by class teacher.

Step two: 3 minute time out.

Step three: Report incidents to Head of Pre-Prep and discuss a plan of action to encourage good behaviour - this may take the form of week behaviour sticker chart with a specific target. Parents are informed and asked to reinforce good behaviour and sticker chart at home.

Step four: Child has 15 minute time out with Head of Pre-Prep discussing their actions and how they can improve their behaviour. Parents are informed and a discussion between Head of Pre-Prep, Form teacher and child occurs.

Step five: Headmaster will become involved in the situation (this should only be in cases of serious poor or dangerous behaviour).

When punishment is deemed necessary, staff should aim to make it appropriate e.g.

- deliberate time-wasting during lessons might be 'made-up' by working during part of the next playtime or missing part of a P.E. lesson.
- a letter of apology might be written after rudeness or bad behaviour directed at a specific person.
- a 'cooling off' period (3 minute time out) apart from the rest of the class will be used for inappropriate behaviour within the class.
- As a further cooling off period a child might be sent to work in another classroom if he persists in disturbing others or behaving in inappropriate ways.
- If a child show a pattern of misbehaviour or a member of staff wishes to seek advice discussions with the Head of Pre-Prep should take place.

All significant behavioural problems are recorded on the child's individual pupil profile on the school system. Discussions take place with the parents who are encouraged to reinforce the School's ethos of care and consideration for others.

In cases of significant misbehaviour where the child is likely to cause personal injury or harm to another child, gentle physical intervention is permissible and should be explained to child as it happens (Use of reasonable restraint and use of physical force policy). Once immediate danger has passed there is no need to intervene. Where possible this should only take place when another member of staff is present and should be reported to Head of Pre-prep and Child Protection officer as soon as possible. The incident should be recorded on Engage and parents are to be informed the same day. Discussions should take place with parents/carer to create a plan to manage the child's future behaviour. Where appropriate the school's counsellor will be recommended to parents/carer and children; a session will be arranged.

In **Nursery** the same system of discipline, rewards and sanctions is available but the system is applied to encourage the pupils' personal and social growth, encouraging them to learn how to respect and play harmoniously with others, sharing different views and beliefs.

Stickers are awarded for areas of achievement and personal growth. One or two children are chosen as the helper of the day which promotes independence and consideration for others.

Issues are dealt with on a daily basis with key workers but where behaviour and incidents are more serious parents will be invited to attend a meeting with staff and this may include the Head of Pre-Prep.

At no time will corporal punishment either be used or threatened.

INAPPROPRIATE PUNISHMENTS AND SANCTIONS

No boy should be humiliated, either publicly or privately.

In particular, inappropriate punishments include:

- The direct use or the threat of using corporal punishment
- Any form of "lines". However, a letter of apology may be appropriate.
- Sending boys out of lessons for more than a short 'cool down' in serious circumstances.

PHYSICAL INTERVENTION

All staff with responsibility for children's safety and welfare must deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, always ensuring minimal risk of injury to pupils and staff. Staff must follow the guidelines set out in the Physical restraint and use of reasonable force policy.

SEARCHING AND CONFISCATION

There may be times when a member of staff needs to search a pupil or a pupil's belongings because something has gone missing or because there is suspicion that the pupil is in possession of a prohibited article and there are reasonable grounds to conduct a search. In such circumstances staff must follow the guidelines set out in the Searching and Confiscation Policy.

MANAGING TRANSITIONS

The school is aware that transitions can be times of anxiety for pupils. This includes both normal transitions around the school site during the day and the more significant changes of teachers and classrooms that happens at the beginning of a new year.

Supervision of transitions occurs as stated in the Supervision policy though in summary

In Pre - Prep

- Moving to specialist teaching rooms. Pupils will always be supervised as they are escorted to and from specialist teaching rooms.
- Attending individual music or other 1:1 or small group sessions. Pupils will be escorted to and from these lessons either by a teaching assistant or the specialist teacher.
- Break times. Pupils will be escorted to and from the playground by a member of staff. Whilst in the playground, pupils will be supervised as set out below and in accordance with the Pre-prep playground guidelines.
- Lunch times. Pupils will be escorted to and from the dining room and members of staff will sit with and supervise the pupils whilst eating lunch.

- At the end of the day parents will pick their children up from classrooms

In prep school

- Moving to specialist teaching rooms. Pupils will generally move around the school unsupervised between specialist lessons but all staff will remain aware of the need to monitor behaviour and be aware of health and safety in the corridors.
- Attending individual music or other 1:1 or small group sessions. Pupils will generally be expected to make their own way to and from these lessons.
- Break times. Pupils will leave lessons once dismissed and will make their own way out to break. Whilst in the playground, pupils will be supervised as set out below.
- Lunch times. Pupils will make their own way to lunch but will be registered upon arrival

At the end of each academic year children who find managing the transition to a new form difficult are identified and a plan is put in place to manage the transition. Conversations will be held between the current tutor and new tutor so that any necessary information is transferred early on.

MONITORING

1. The Headmaster monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
2. The school records incidents of misbehaviour in Engage. Subject teachers record minor classroom incidents. The Headmaster records those incidents where a child is sent to him on account of bad behaviour. Any incidents that occur, for example, at break or lunchtimes are put on Engage by duty staff and information is shared with colleagues as appropriate.
3. The Deputy Head keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
4. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

REVIEW

The Senior Management team reviews this policy every two years and its findings are reported by the Headmaster to the Governing Body. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed by SMT 19th April 2021