

# Behaviour policy and statement of behaviour principles

Carfax College

## Contents

1. Aims .....	4
2. Legislation and statutory requirements.....	4
3. Definitions.....	3
4. Bullying .....	4
5. Roles and responsibilities.....	5
6. Pupil code of conduct .....	6
7. Rewards and sanctions .....	6
8. Behaviour management.....	7
9. Training.....	8
10. Monitoring arrangements .....	9
11. Links with other policies.....	9
Appendix 1: written statement of behaviour principles .....	10
Appendix 2: behaviour log.....	11
Appendix 3: letters to parents about pupil behaviour – templates .....	12

## 1. Aims

Carfax College aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards, in the belief that good manners, good relations, and a secure learning environment play a crucial part in the development of pupils. It is therefore of fundamental importance to help pupils see that good behaviour is valued, but also to have a clear strategy for discouraging bad behaviour.

This policy aims to:

- 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. 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](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the college rules

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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 pupil)

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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

Details of our college’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## **5. Roles and responsibilities**

### **5.1 The Proprietor and representatives**

The proprietor is responsible for monitoring this behaviour policy’s effectiveness and holding the Principal to account for its implementation.

### **5.2 The Principal**

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the college of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the College promptly

## **6. Pupil code of conduct**

Carfax College recognizes that pupils may have a wide variety of behaviour patterns based on differences in home values, attitudes, and parenting skills. The College works towards standards of behaviour based on the basic principles of trust, honesty, respect, consideration, and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Pupils are expected to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of college life.

Pupils are expected to be ready to learn and to participate in activities. They should attend lessons punctually and follow the college attendance policy. They should care for the buildings, equipment, and furniture. Pupils are to behave at all times in a manner that reflects the best interests of the whole community.

All pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Move quietly around the college
- Treat the school buildings and school property with respect
- Arrive on time for all tutorials and other commitments, and should inform the office immediately by telephone (not SMS or email) if they are delayed.
- Keep mobile telephones switched off during tutorials and prep time.
- Maintain a homework diary and complete all homework on time.
- During breaks, take care not to disturb other tutorials that may be taking place.
- Speak English, as appropriate, in the presence of other pupils and staff.
- Help to keep the college clean and tidy
- Dress appropriately at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the college into disrepute, including when outside college
  
- Pupils under 13 should not leave the college's premises unaccompanied at any time during the school day.
- Pupils under 16 should always seek permission from the Welfare Officer or the Principal before leaving the premises unaccompanied.
- Drinking alcohol and smoking are not permitted at any time for pupils under the age of 18.
- Drinking alcohol and smoking are not permitted on or near the Establishment's premises by anyone at any time. Pupils over the age of 18 should under no circumstances drink alcohol or smoke in the company of pupils who are under the age of 18. 12. Illegal drugs, and also "legal highs", are absolutely forbidden.

Junior Pupils are expected to:

- Be kind and respectful to yourself, your friends and people around you.
- Stop, listen and look when someone is talking to you.
- Behave calmly and quietly inside the College.
- Do what is asked of you by your tutors and other staff members.
- Practice good road safety when outside the College.
- Do not go into the lab or other classrooms uninvited.

## **7. Rewards and sanctions**

It is expected that bad and good behaviour during lesson time will be managed by tutors in the first instance with referrals to senior staff members where strategies are not working or where bullying is suspected. There should be an emphasis on reinforcing good behaviour through an appropriate system of rewards. The most common

reward will be praise, both informal and formal, public and private. Praise should be earned not only through particularly noteworthy achievements, but also through the continuing maintenance of good standards of behaviour. Appropriate praise should be included in formal written reports. In the context of academic performance, tutors may choose to give a “commendation” for a particularly good piece of work and/or to put the work on public display. Other forms of reward may be employed on an ad hoc basis, but should always be proportionate and appropriate to the context. Care should be taken not to favour, or appear to favour, some pupils over others.

## 7.1 Rewards

Positive behaviour will be rewarded with:

- Praise
- Written remarks about good work
- Letters or phone calls home to parents
- Sending children to the principal to share their work/good behaviour
- Displaying pupils’ work and achievements
- Certificates to celebrate children’s success (for behaviour and academic achievement)
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## 7.2 Sanctions

The use of punishment should be characterized by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished
- Group punishment should be avoided because it can lead to resentment

Sanctions may range from simple expressions of disapproval to more specific measures such as repetition of inadequate work, extra writing tasks, detention, curfew (for boarders), referral to the Principal, letters or telephone calls to parents and, ultimately and in the last resort, suspension or exclusion. (See Exclusion Policy.) Most instances of poor behaviour are relatively minor and can be dealt with adequately through minor sanctions. It is important that the sanction is not out of proportion to the offence. Care should be taken not to favour, or appear to favour, some pupils over others.

If a pupil is subject to sanctions for inappropriate behaviour, then the pupil’s Personal Tutor will spend time with the pupil pointing out the implications of their behaviour and encouraging more appropriate conduct. Serious disciplinary offences and ensuing sanctions must be recorded in writing.

Tutors are encouraged to exercise their judgement and, where possible, to deal directly with improper behaviour as and when it arises. Where appropriate, Tutors can apply minor sanctions, such as detentions or extra writing. Tutors should make mention of behavioural concerns and sanctions issued in their regular formal reports on pupils. If there is a behavioural issue with a pupil which they feel they cannot resolve independently (as they are encouraged to do), then tutors ought to bring it to the attention of a senior member of staff immediately. Ordinarily they should report such matters to the Director of Studies or the Principal, who will then decide what further action to take.

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

- A verbal reprimand

- Expecting additional work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
  - Putting a pupil 'on report'

## **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the college, such as on a trip or on the way to or from college.

## **7.3 Malicious allegations**

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

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

The principal will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.2 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 (see appendix 3 for a behaviour log)

### 8.3 Confiscation

**Any prohibited items (listed in section 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.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4 Pupil support

The college 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 college's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Training

Our senior 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.

A staff training log can be found in appendix 2.

## 10. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- E-safety policy

### **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- 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
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the college and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

**Appendix 2: Serious behaviour log**

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

### Appendix 3: letters to parents about pupil behaviour – templates

#### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

#### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Second behaviour letter**

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Detention letter**

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention on this date  
\_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Detention letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

