



Behaviour Policy

Including Exclusions, Suspensions & Students
attire guidance

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Three things to remember about ensuring the good behaviour of our students:

1. Be consistent

Follow our agreed procedure - it affects everyone- don't turn a blind eye to students not meeting the expectations we have at The Emscote School

2. Be positive

Reward students and tell them why they have done good things! Students will work better for you if you are positive with them.

3. Relationships are vital

Working hard to have good relationships with students is essential if they are to do as you want - it's worth the hard work!

Our Behaviour Policy

1. Introduction

It is a government requirement that every independent school has a behaviour policy that reflects the school's recognition of the duty of care placed on the local authority by the Children Act, working in conjunction the Health and Safety at Work Act 1974, Keeping Children Safe in Education and alongside all school policies to keep students safe from harm. The Principal and senior leaders will ensure that the policy is implemented effectively.

Our School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how students are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, students and parents.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour.

Our School believes that consistent implementation helps to create a predictable environment.

Our School recognises that some students may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

This guidance takes account of Department for Education (DfE) guidance 'Behaviour and discipline in schools- guidance for governing bodies 2011.

2. Key features of the school's approach to behaviour management

As policy has developed in recent years, certain key features that have emerged and have been positively encouraged by all of the board of trustees, staff, parents/carers and students:

- (i) This policy aims to ensure that:
 - ✓ there is a sense of pride, respect and responsibility
 - ✓ every individual is held in high esteem
 - ✓ there is a business like and purposeful atmosphere which is conducive to everyone achieving as high a standard of conduct as is always possible in all areas of the curriculum and behave well
 - ✓ sensitivity, tolerance, self-discipline, respect and goodwill towards others are encouraged in all and are exemplified in the day to day life of the organisation
 - ✓ there is access to equal opportunities for all and all students, staff and others who work in school are free from harassment and discrimination.
- (ii) Policy will always reflect an approach in which the board of trustees, staff, parents/carers and students work together: guidelines on behaviour policy can never be mutually exclusive to any one of these groups.

- (iii) (iii) The behaviour policy cannot be applied on its own, separate from other school policies. We aim for an integrated whole school approach.
- (iv) (iv) Physical intervention is only used as a last resort. There is separate physical restraint policy guidance below, which all staff must read and implement.

The aims of the behaviour policy

1. To encourage a whole school approach to behaviour and discipline in order to create the most effective conditions for teaching and learning and to create a safe and well-disciplined working environment in school. The aim is to ensure appropriate rather than inappropriate behaviour is promoted to ensure a positive learning environment is created and students are kept safe from harm.
2. Students' behaviour must be managed as effectively as possible in order:
 - a) to develop students' ability to exercise self-control;
 - b) to encourage students to take responsibility for and be accountable for their own actions;
 - c) to raise their awareness that actions and choices have consequences;
 - d) to provide them with opportunities to take pride and demonstrate positive abilities and attitudes.
3. To promote a safe, happy learning and working environment for students, staff and visitors.
4. To ensure that staff are appropriately trained in dealing with de-escalation and conflict management so that behaviour is managed effectively.

Corporal punishment

The School Standards and Framework Act 1998 prohibits corporal punishment in independent schools. Therefore corporal punishment or undue physical force in any form is prohibited.

Staff Induction and Ongoing training

All staff receive a detailed induction when starting at the School. The ethos of the behaviour system and the expectations are clearly spelt out. This is reinforced regularly in staff meetings.

At the start of the academic year, form tutors and pastoral teams ensure all students are aware of the behaviour expectations via a dedicated mentoring period. In addition, all parents are aware of the behaviour expectations via the publication of this policy on the School's website and communications before their child joins the School.

Ongoing support.

It is acknowledged that some students may struggle to access or understand the behaviour code, either through a diagnosed SEND need or because of a more time

specific need. The SEND department will work with the SEND students to ensure they understand what is required of them and pastoral teams will support those students and families where additional help is required.

Behaviour Curriculum

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole school culture. As well as stating the expectations over behaviour, the School also strives to teach the core values in all lessons – both examined subjects and through PSHE. Academic departments set their own protocols within their department, and these are talked through with students. PSHE classes explore the concepts of expectations, rules, sanctions and rewards, to discuss the wider aspects of behaviour management.

Staff will receive training in how to manage behaviour, so that strategies can be put in place to encourage improved behaviour. For example: de-escalation approaches and managing challenging behaviours.

Recording

Incidents are recorded on CPOMs for internal monitoring purposes. Students achievements, behaviours and attitudes to learning are recorded on SIMS for parents/carers and schools to monitor student's daily progress.

Rewards and celebration of achievements and successes

Rewarding students effectively is the main way to teach students what types of behaviour are valued and productive so students can modify their behaviour and emulate and repeat good learning behaviours. Staff are encouraged to call parents/carers regarding a students behaviour and their achievements.

There are a number of Achievement awards that are presented to students on a weekly basis. Such as the Principals award. We also recognise daily achievements with positive postcard sent home.

Children In CARE:

Staff will allow reasonable adjustment for Children that are in CARE. Exclusion will be closely looked at before being issued.

"Children in care sanctions" refers to disciplinary actions or consequences implemented when a child in foster care or a children's home breaks rules, with the goal of modifying their behaviour, but must be carefully applied to avoid being punitive, excessive, or harmful, considering the child's vulnerability and potential trauma background; sanctions may include restrictions on privileges, time-outs, or removal of access to certain activities, always with the focus on positive reinforcement and addressing the underlying causes of the behaviour.

Key points about children in care sanctions:

- **Must be proportionate:**
Sanctions should be tailored to the severity of the behaviour and the child's individual needs, avoiding overly harsh punishments.
- **Focus on positive reinforcement:**
Positive behaviour should be actively encouraged and rewarded alongside addressing negative behaviours.
- **Consider the child's background:**
Children in care might have experienced trauma, so sanctions should be implemented with sensitivity and understanding of their potential triggers.
- **Consult with professionals:**
Foster carers and social workers should consult with each other to develop appropriate sanctions and ensure the child's safety and well-being.

Sanctions

The system is in place to allow all students the right to learn and take responsibility for their learning.

Informal warning and reminder of expected behaviour.

Warnings and support from the behaviour lead and SLT and potential removal from the lesson if the behaviour continues.

After an incident – All staff will...

- Ensure the student is effectively reintegrated into the lesson
- A Restorative conversation between the student and teacher.

Detention

The law states *“Detention is one of the sanctions schools can use against poor behaviour. The Education Act 1997 gives schools legal backing to detain pupils after the end of a school session on disciplinary grounds.”*

Process for detention is as follows:

A lunchtime detention will be carried out the same day.

An after-school detention generally will be carried out the next day. Parents/carers will be made aware of this no less than 24 hours before the detention is to take place.

Exclusions & Suspensions

The Principal has the right to suspend a student if their behaviour is deemed serious enough and occurs on school premises or not. **What happens when a student is suspended?**

Parents/carers will be informed about an suspension as soon as possible. Following contact a letter will be sent to parents/ carers, and if relevant the students' school, specifying how long the student is suspended for and why.

Parents/carers should also be informed of how to [challenge the suspension](#), if they want to.

Suspensions can start on the same day that the incident takes place. Parents will not be expect to collect their child straight away unless a major incident has occurred.

Government Guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf

Risk of prosecution if a student is found in public place

For the first five school days of an suspension, it is parental responsibility to ensure that student is not in a public place during normal school hours unless there is a good reason. Parents may be prosecuted if this rule is not enforced by parents.

Types of Suspension / exclusion

There are two types - fixed period (suspended) and permanent (expelled).

Fixed period suspension

A fixed period suspension is where a student is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they have changed school.

If a student has been suspension for a fixed period, The school will set and mark work for the first five school days.

If the suspension is longer than five school days, the school will arrange suitable full-time education from the sixth school day e.g. at a pupil referral unit or other suitable place

Permanent exclusion

Permanent exclusion means a student is expelled. The local authority in which the student resides must arrange full-time education from the sixth school day.

There are two main reasons for exclusion: a serious breach of the school's behaviour policy, or a situation where it is feared that the safety and wellbeing, or education, of other students is at risk.

In line with the school's behaviour policy, the following actions constitute unacceptable behaviour and may result in permanent or fixed-term suspension.

- verbal abuse to staff and others
- verbal abuse to students
- physical abuse to/attack on staff
- physical abuse to/attack on students
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances
- theft
- bringing dangerous objects into school with intent to cause damage eg fireworks
- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported, and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

NB: additional behaviours deemed to be unacceptable may also be included in this list.

Permanent exclusion is an extremely serious sanction, and a step taken by the school only as an absolute last resort. In most cases, permanent exclusion will be used only after various alternative strategies have been tried to improve behaviour but have been unsuccessful. There are, however, some situations in which permanent exclusion on the first offence is the only option.

These include:

- serious, actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson.

It may be necessary for the school to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are justified and fair. The headteacher can withdraw an exclusion that has not yet been reviewed by the governing body.

Alternative education and exclusion

The school and/ or local authority will tell parents/carers and others about any alternative education that is arranged. It is parental responsibility to make sure the student attends the agreed provision.

Making a complaint (see complaints policy)

If alternative education is not arranged within five days, or the parent/ carer is not happy with the proposed education, they can complain to:

- The school for fixed period exclusions. The local authority in which the student resides for permanent exclusions.

If a parent/carers is not happy with the response to the complaint, they can complain to the Department for Education (DfE). They will need to demonstrate that they have followed the school or council's complaints procedure in the first instance.

Mobile Phones

- We advise students not to bring mobile phones into school.
- If phones are brought into school, they will not be used during the school day. Mobile phones are handed in upon arrival to school and stored safely and securely in the reception area.

- Students are advised not to bring mobile phones into school. If a student chooses to bring a phone and it is discovered, it will be confiscated until the end of the school day. The school accepts no responsibility for any loss or damage to mobile phones. No time will be spent investigating such incidents, as students are solely responsible for the security of their devices.

- Police advice states that it is reasonable for a member of staff/SLT to ask a student to reveal a message for the purpose of establishing whether cyber bullying/child sexual exploitation or another safeguarding incident has occurred.

Further to this, should the mobile phone contain inappropriate or malicious content it will be confiscated by law and will be handed over to the police for further investigation.

Student Attire

- Staff should deal with clothing issues to ensure consistency of practice.
- Students who are wearing inappropriate attire will be asked to cover up. If they are unable to do so, they will be provided clothing to improve things.
- Students who are picked up from home will be asked to return to their houses before getting into vehicle to ensure proper attire is in place.
- The management team will alert parents/carers about clothing issues when they arise.

The following is deemed as acceptable attire:

- Well turned out, clean and safe clothing that is fit for learning.
- No rude, vulgar slogans on clothing.
- Tops are not to show cleavage, mid-drift, or be see through.
- No caps, hats or hoods.
- No flip flops or sliders, sandals are fine if they are securely fitted.

The following procedure is in place if students attend wearing inappropriate clothing;

- Student is sent to the office.
- Students will be asked to cover up, if they are unable to do so, they will be provided with clothing to ensure this happens.
- The management team will alert parents/carers about clothing issues when they arise.

Monitoring;

All incident forms, fixed term and permanent exclusions will be reported to the board of trustees. Monitoring of exclusions, rewards and sanctions will be regularly undertaken to identify patterns by senior leaders. They will monitor patterns to learn lessons to inform improvement actions. The school will report to home schools or the Area Behaviour Partnership (ABP) the number of incident reports and exclusions. Analysis of exclusions, rewards and sanction outcomes and

effectiveness implementation will be an agenda item at SLT meetings and board of trustees. Data analysis and recording will take account of whether the individual has special needs, is eligible for pupil premium funding, disadvantaged or vulnerable, race and gender type and whether the student is a young carer or is looked after.