



Sidcot
Live Adventurously

Policy Name: Behaviour and Discipline – Senior School

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1. Introduction

1.1 Quakerism is central to our School ethos. The recognition and development of the “good” within each person, and the peaceful and reasonable resolution of conflict, are applications of Quaker principles. Sidcot considers itself to be a community in which every member must make his or her own contribution, as well as properly using the resources provided, and we expect school community behaviour to conform to the Quaker principles espoused. The disciplined framework of the School community is promoted through a cooperative atmosphere where all are encouraged to share responsibility, and where wise choices can be made about behaviour.

1.2 We encourage students to let their life speak for them; to ensure that their actions reflect well on them and the School; and to endeavour to act always with consideration and thought for the needs of others, in school and in the wider community.

2. Scope

2.1 This policy applies to Sidcot Senior School and boarding. Separate behaviour policies relate to the Junior School and Early Years Foundation Stage (EYFS) and out of school care/ holiday clubs.

2.2 Teachers may discipline students for misbehaviour when the student is:

- On school grounds
- Taking part in any school-organised or school-related activity, for example trips and activities or
- Travelling to or from school or
Wearing school uniform or
- In some other way identifiable as a student at the School.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to someone else or
- Could adversely affect the reputation of the School.

2.3 In all cases of misbehaviour, the teacher may only discipline the student when on school premises, or elsewhere when the student is under the lawful control of the teacher.

2.4 The School takes the conduct of its students outside of school grounds extremely seriously. A student's misbehaviour outside of the School can be damaging to the reputation of both the student and the School. Where an incident is reported to the School of a student's poor behaviour outside of school grounds and the incident has not been witnessed by school staff, the School will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour.

2.5 Students need to remember that they are ambassadors for the School at all times, and that their standards of behaviour reflect on the School's reputation.

3. Aims

3.1 The aims of this policy are:

- to enable the Headmaster to carry out his responsibilities of maintaining order and good discipline in the School;
- to promote good behaviour;
- to ensure, so far as possible, that every student in the School is able to benefit from and make his/her full contribution to the life of the School, consistent always with the needs of the school community;
- to authorise “The Blue Book” for the Senior School and any procedures necessary for implementing it;
- to provide a transparent framework against which standards of behaviour can be measured, rewards and sanctions imposed and consistency and equality of treatment can be maintained.

4. Distribution

4.1 This policy and the Senior School “Blue Book” (which contains the School Code – please see section 7 below) are available on the School website, the intranet and in hard copy form. They can be made available in large print or other accessible format if required.

5. Equal Opportunities

5.1 The School is active in its responsibilities under the Equality Act 2010 and will not discriminate on the basis of protected characteristics including race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, disability or special educational need.

5.2 When considering sanctions, the needs of students with special educational needs or any disability will be specifically considered. The School recognises that where challenging behaviour is related to a student's special educational needs or disability, use of positive discipline and reward methods may enable the School to manage the student's behaviour more effectively and improve their educational outcomes.

5.3 All penalties must be reasonable in all the circumstances and account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6. Roles and Responsibilities

6.1 The Governing Body is responsible for ensuring that arrangements are made to safeguard and promote the welfare of students. In pursuance of their duties, the Governors will support the School in maintaining high standards of behaviour and will promote good behaviour through this and the related behavioural policies, which it will keep under review in conjunction with the Headmaster, staff and parents.

6.2 The Headmaster will be responsible for ensuring the implementation and day-to-day management of behaviour policy and procedures. The Headmaster will oversee support for staff faced with challenging behaviour.

6.3 Teaching staff authorised by the Headmaster, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied to optimise learning for all and maintain high standards of behaviour. Staff have a key role in advising the Headmaster on the effectiveness of the policy and procedures.

6.4 Parents, guardians and carers will take responsibility for the behaviour of their children both inside and outside the School. They will be encouraged to work in partnership with the School to assist the School. When accepting a place for their child, parents agree that the Headmaster may authorise such disciplinary or preventative action as may be necessary. The School expects parents to support the School in maintaining high standards of behaviour and the implementation of this policy.

6.5 Students are expected to take responsibility for their own behaviour. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. All students will also be supported and guided by those staff with pastoral and academic responsibilities for them, to include their Tutor, Housemaster/mistress (Hm) and Head of Year.

7. 'The Blue Book' (including the Sidcot Behaviour Manifesto and the School Code)

7.1 The Senior School "Blue Book" is revised and updated each September. It is available on the School website, and also on the intranet.

7.2 Students are expected to be familiar with and understand 'the principles of the "Blue Book" and to read it through with their parents. The principles are reinforced at assemblies and on other appropriate occasions. The Blue Book may be updated during the year. All parties will be informed if such changes are made.

7.3 The Blue Book and the guidelines contained within it are set by the Headmaster and set out the principles of the School in relation to:

- conduct and behaviour
- the use of mobile phones
- expectations around learning
- self-respect and respect for others
- respect for property and the environment.
- the School Code and behaviour manifesto

7.4 The guidelines in 'the Blue Book' are necessary:

- for the safety and well-being of everyone at the School;
- for the reputation of the School community as a whole;
- for the protection of School property and the wider environment;
- to encourage learning.

7.5 The guidelines in the "Blue Book" apply to all age groups, including all times as specified at paragraph 2.2.

8. Rewarding Good Behaviour

8.1 The School recognises and rewards good behaviour, as it believes that this will ultimately help to develop an ethos of kindness and co-operation amongst all members of the School. It is designed to encourage students' effort, to give some immediate reward and to give class teachers an opportunity to monitor progress. We praise and reward children in a variety of ways:

- i. Achievements of exceptional merit are recognised by the Headmaster's Certificate.
- ii Prizes are awarded by each academic department at the end of every term in a celebration assembly. They are awarded on the basis of "Excellence and Endeavour" by departments following consultation between all the teachers involved. Academic prizes are also awarded during the annual Prize Giving event which takes place during the Summer term.
- iii House Points are awarded for good performance or effort in any curricular, extra-curricular or pastoral setting. House points are collected by tutors on a weekly basis and a House Cup is awarded at the end of each term, with a House prize being given in addition.

9. Behaviour Management

9.1 While self-discipline and collective responsibility are the overall aims, there will be occasions when sanctions must be imposed in the interests of the School community as a whole when there has been misbehaviour or serious misbehaviour in the opinion of the relevant staff member. In these circumstances the approach is diagnostic, educative, consistent and supportive.

10. Sanctions

10.1 When considering sanctions, the needs of students with special educational needs or any disability will be specifically considered.

Sanctions include:

- **Minors** - 'Minors' are given by members of staff for smaller misdemeanours in any school setting. Heads of Year will monitor a student's accumulation of 'minors' and a Thursday detention will usually be given if a student receives three in a week. If a student receives six or more minors in a week they will usually be given a Saturday detention. There will always be use of discretion in this decision, as the Head of Year will hold more information on a particular student.
- **Thursday Detention** - A student may be placed in a Year Head Thursday detention if their behaviour is of a serious anti-social nature or for repeated offences against classroom discipline. A student may be placed into two consecutive Thursday detentions, however, a third consecutive week would automatically become a Saturday detention.
- **Saturday Detention** - A student may be placed in Saturday detention where, in the opinion of the Deputy Head (Pastoral) the sanction is a reasonable response to a breach of School discipline. Details of such breaches in discipline can be found in 'the Blue Book.'

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- **Gating** - Boarding students may be 'gated' to their boarding house for a specified amount of time. Gating is a socially restrictive punishment where a student has to sign in with a member of staff at regular intervals and is not permitted to leave the House except for school activities. They are also requested to hand in their mobile phones.
 - **Suspension** - Where a situation arises of totally unacceptable behaviour by a student; the Headmaster may temporarily suspend a student for a period. If suspension is ineffective, the School may be forced to exclude the student, or to require him/her to leave the School under the procedure outlined in the permanent exclusions policy. A student may be placed under suspension while a complaint is investigated or pending the outcome of a Governors' Review. In this case a student may be released to his/her home or to an education guardian for a specified period of time. A student may be suspended internally or externally and this decision is made by the Headmaster or Deputy Head (Pastoral)
 - **Permanent exclusion** - Permanent exclusion may only be used as a last resort in response to a serious breach, or persistent breaches, of the School's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the School. Only the Headmaster has the power to exclude a student. Please refer to the Exclusions Policy (5.11) for further details regarding exclusion and where a student is required to leave on a permanent basis (required removal).
 - **Other sanctions** - The Headmaster may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote observance of "The Blue Book". These may include the following:
 - A verbal reprimand.
 - Extra work or repeating unsatisfactory work until it meets the required standard.
 - The setting of written tasks
 - Loss of privileges
 - Missing break time.
 - School based community service or imposition of a task –tidying a classroom; or helping clear up the refectory after meal times;
 - Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed 'on report' for behaviour monitoring.
 - Confiscation of mobile phones as per the Mobile Phone Policy
 - Confiscation of other items as per the Search and Confiscation Policy (5.10)

11. Corporal Punishment and other Sanctions which are Prohibited

11.1 It must be stressed that corporal punishment, and the threat of corporal punishment is strictly prohibited. This applies to all members of staff and voluntary helpers whether on school property or elsewhere. Violence towards others is not condoned and, furthermore, is contrary to the ethos of a Quaker establishment.

11.2 Other punishments including those designed to humiliate or deprive basic needs are also prohibited in line with the National Minimum Standards for Boarding Schools.

12. Recording of Sanctions

12.1 Administration of major punishments are recorded in a suitably accessible log, with the name of the student concerned and year group, the nature and date of the offence, the reason for the sanction punishment, and the name of the person administering it.

12.2 Boarding Houses record significant sanctions (on SIMS) and notification is sent to the tutor, Year Head, Assistant Head (Pastoral Care and Wellbeing) and Deputy Head (Pastoral) for information and monitoring of patterns and trends. Less significant boarding sanctions are recorded in the Boarding House electronic dairy and in the student's individual log.

13. Use of Reasonable Force and Physical Restraint

13.1 Any use of force by staff will be reasonable, proportionate and lawful and only in accordance with the School's Physical Restraint policy (5.7).

13.2 In deciding whether reasonable force is required, the needs of individual students will be considered and reasonable adjustments will be made for students with special educational needs or disabilities.

13.3 Where restraint is used by staff, this is recorded in writing and the student's parents will be informed about serious incidents involving the use of force on the same day. Force is never used as a form of punishment. Please refer to the School's Physical Restraint Policy (5.7).

14. Searching Students

14.1 Teachers have the power to search students for any items that have, or could be, used to cause harm or break the law, and for items banned by the School rules, including alcohol, drugs, stolen property, mobile phones outside of permitted times, and illegal and pornographic images. These powers are used proportionately in line with the right of boarders and students for privacy. Please refer to the Search and Confiscation Policy 5.10.

15. Child Protection and Liaison with other Agencies

15.1 Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the School's Safeguarding and Child Protection Policy (2.1) and procedures will be followed. On occasion, it may be appropriate to liaise with external agencies regarding concerns arising from behavioural issues, and to undertake a multi-agency approach. Under normal circumstances the School will do this in liaison with parents, unless there are child protection concerns which would indicate that this is not appropriate.

16. Students with SEND

In the case of children with recognised SEND, the following steps will be borne in mind as appropriate where a pupil's behaviour is escalating or is otherwise of concern:

- Any Education, Health and Care Plan will be reviewed;
- Additional support within the bounds of what is reasonable for the School to offer – as per the terms of the Special Educational Needs and Disability Policy;

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- Good communication with the parents is key to ensuring transparency so that parents are aware of steps that the school may consider taking when dealing with behavioural issues;
 - In appropriate cases, guidance will be sought from external agencies, usually with the parents' consent (if there are safeguarding issues, the parents' consent may not be sought to make any referral).

16. Managing Students' Transitions and Support in School

16.1 Student transition from J6 to Third Form and from Upper Fifth to the Sixth form involves the forwarding of information from previous schools and the pastoral managers at Sidcot. Staff visiting prospective Third Form students in primary schools will ask for information surrounding pastoral and behavioural issues and any noteworthy concerns that might affect grouping students. In the summer term the Head of Third Form will meet with the Head of Sidcot Junior School to discuss pastoral and behavioural issues of prospective students, as well as any significant concerns which affect grouping students. The Head of Third Form will take all information into consideration when creating Form groups and mixed teaching groups.

16.2 During the summer term Year Heads will meet to pass on information to the next Year Head including information on personality, interests, co-curricular involvement, as well as any behavioural and pastoral concerns.

16.3 Students receive support in School for managing their behaviour through the PSHE programme, the Health Centre, Take Ten and formal counselling.

17. Communication with Parents

17.1 Transparent and open communication with parents is key to enlisting their support and to make them aware of any escalating behaviour issues, particularly those which may result in either fixed term or permanent exclusion. It is however recognised that this may not always be possible and that an exclusion may be exceptionally required as a result of a single incident of sufficient gravity.

18. Malicious Allegations Against Staff

18.1 Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious; the Headmaster will consider what form of disciplinary action to take in accordance with this policy.

18.2 Where a parent has made a deliberately invented a malicious allegation, the Headmaster will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

18.3 In accordance with the DfE's guidance Dealing with allegations of abuse against teachers and other staff (October 2012) and Keeping Children Safe in Education 2020, the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

18.4 Irrespective of whether the person making the allegation is a student or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

19. Review of Decision

19.1 A student, parent or guardian who feels aggrieved may ask the Student's Tutor or Year Head to take up his / her concerns with the member of staff who imposed the sanction. Except in the case of exclusions, there is no recourse to a governors' review.

20. Complaints

20.1 The School has an open door policy, and we encourage parents to talk openly to us about any concerns, worries and complaints in the knowledge that the School takes such matters seriously.

20.2 The School's complaints policy is available on the intranet, School website and in hard copy form.

21. Monitoring and Review of this Policy

21.1 This policy will be reviewed annually or sooner if major incident or change in guidance, regulations or statute dictate, by the Deputy Head (Pastoral) in conjunction with the Pastoral Group, The Deputy Head (Pastoral) and Assistant Head (Pastoral Care and Wellbeing)) monitor all sanctions and identify significant patterns and trends.

21.2 The Deputy Head (Pastoral) is also the DSL and will take careful note of any behaviour incidents that may raise a Safeguarding concern, and will act accordingly.

22. References

Legal framework

- The Equality Act 2010
- The Education Acts 1996 and 2006
- School Standards and Framework Act 1998
- The Education and Inspections Act 2006
- The School Standards and Framework Act 1998
- Keeping Children Safe in Education', DfE, September 2020
- Working together to Safeguard Children', DfE, 2018
- 'What to do if you're worried a child is being abused', DfE, 2015
- Behaviour and discipline in schools DfE (2016)
- Dealing with allegations of abuse against teachers and other staff (DfE October 2012)
- DfE guidance "Use of Reasonable Force" (DFE July 2013)
- SEND Code of Practice 0 -25 years
- The Education (Independent Schools Standards) Regulations 2014
- Handbook for the Inspection of Schools (Commentary of the Regulatory Requirements) (2020).
- The National Minimum Standards for Boarding Schools (effective from April 2015)

Relevant Policies

2.1 Safeguarding and Child Protection Policy

2.2 Staff/ Student Code

2.11 Equal Opportunities (Children)

3.1 Admissions Policy

5.1a, b and c – behaviour policies for junior school, out of school care and EYFS

5.4 Anti bullying policy

5.6 Smoking, drugs and alcohol

5.7 Physical restraint

5.10 Search and confiscation

5.11 Exclusions

6.4 Special needs and disability in practice

6.5 Learning support policy

7.1 PHSE policy

23. Document Change History

Date of change	Detail significant changes and any new legislation / guidance taken into account
12.03.2016	Policy adopted by the Board
03.12.2016 Reviewed by the Board.	Paragraph 4.3 Minor grammatical changes, reordering of paragraph re equal opportunities, and referring to the need to take account of religious requirements in addition to disabilities and special needs (para 4.3). Paragraph 2.3 reference to all sanctions being reasonable. Paragraphs 2.4/ 2.5 added in from exclusions policy regarding misbehaviour outside school property Paragraph 5.3 Reference to sanctions being administered by paid staff or otherwise authorised staff Paragraph 6 – Clarification that it is teaching staff who may administer sanctions Paragraph 12.2 Additional paragraph re-recording of sanctions for boarding houses. Paragraph 19 - Reference to “open door” policy re complaints Paragraph 20 Change of review cycle to annual Updating of references in line with latest guidance
23.11.2017	Reviewed as per annual cycle Minor changes to numbering and removal of duplication at paragraph 16.4 Removal of reference to the maximum period of suspension being 5 days Paragraph 20.1 – Process of review altered to provide for review by the Deputy Head (Pastoral) Pastoral, Chair of Governors and governors with responsibility for safeguarding and pastoral issues.

01.12.2018	<p>Reviewed and updated in line with statutory guidance and the behaviour manifesto.</p> <p>Paragraph 17.3 Definition of malicious allegation amended in line with KCSIE 2018</p> <p>Paragraph 20 Review of this policy will be delegated to the Pastoral Group</p> <p>References updated.</p>
30.11.2019	<p>Reviewed and adopted by Board.</p> <p>References updated.</p> <p>Guidance inserted regarding students with SEND and students at risk of permanent exclusion. Reference made to the revised policy regarding mobile phones which is set out in the Blue Book</p> <p>Reviewed and adopted by Board</p>
5.11.2020	<p>Minor wording changes</p> <p>Reviewed Pastoral Committee</p> <p>Adopted by Board 5.12.20</p>