

BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES (SS)

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Table of Contents

1.	INTRODUCTION.....	1
2.	AIM.....	1
3.	PURPOSE.....	1
4.	DEFINITIONS (IF APPLICABLE).....	1
5.	PROCEDURES.....	2
5.1.	IN CLASS SANCTIONS.....	2
5.2.	AROUND SCHOOL SANCTIONS.....	2
5.3.	ACADEMIC CONCERNS.....	3
6.	RESPONSIBILITIES.....	4
7.	SHARED EXPECTATIONS.....	4
8.	ROLES AND RESPONSIBILITIES.....	5
8.1.	STUDENTS WILL:.....	5
8.2.	ALL MEMBERS OF THE SCHOOL COMMUNITY WILL:.....	5
9.	REWARDS AND SANCTIONS.....	5
9.1.	IN THE CLASSROOM.....	5
9.2.	OUTSIDE THE CLASSROOM.....	6
9.3.	DETENTIONS.....	7
9.4.	MONITORING STUDENT BEHAVIOUR.....	7
9.5.	BULLYING AND RACIAL HARASSMENT.....	7
9.6.	INTERNAL EXCLUSION.....	7
9.7.	FIXED-TERM EXCLUSION.....	7
9.8.	PERMANENT EXCLUSION.....	7
10.	RELATED POLICIES.....	8

1. INTRODUCTION

Good behaviour in schools is central to a good education. The Junior and Senior School strive to manage behaviour well so that we can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all students to succeed personally. At the Junior and Senior School we continuously aim to successfully create an environment in which behaviour is positive and respectful, enabling students to learn and feel safe. Where behaviour is poor, students can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession. Well-managed schools create cultures where students and staff flourish in safety and dignity. It is particularly important for us that we lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life. Staff are advised and guided to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly. We believe that we continue to create and maintain an environment where positive behaviours are more likely, by proactively supporting our students to behave appropriately. Students are taught explicitly what good behaviour looks like. Some students need additional support to reach the expected standard of behaviour. Where possible, this support is identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. When students do misbehave, the Junior and Senior School respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

2. AIM

We seek to promote behaviour for learning with an emphasis on a managed learning environment. Our aim is to foster responsibility and self-discipline in each pupil, allowing the development of the individual to take place within the bounds of consideration for others. We support a positive approach to behaviour management using assertive discipline and positive reinforcement. We value all members of our School community and promote inclusion and equal opportunities for all.

3. PURPOSE

Our purpose in supporting these aims is to actively ensure that our policy outlines the different responses to behaviour that we use, including sanctions and pastoral approaches. In some cases, particularly when a student is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. This guidance provides advice on interventions and approaches we take to prevent the recurrence of misbehaviour. In serious instances, a student may need to be temporarily or permanently excluded and all stakeholders should read our specific guidance on internal/temporary and permanent exclusion.

4. DEFINITIONS (IF APPLICABLE)

Designated Safeguarding Lead: The Designated Safeguarding Lead is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role is a senior member of the school's leadership team.

Deputy Safeguarding Lead: At the Senior School there is a deputy to cover the role of the designated

safeguarding lead when they are unavailable. The lead responsibility for safeguarding and child protection remains with the DSL.

5. PROCEDURES

5.1. IN CLASS SANCTIONS

Offence	Sanction
Late arrival to class, low level disruption, refusal to follow instructions, disrespect to teacher and/or students, use of offensive language, incorrect uniform*, improper use mobile phone or another device, missing or uncharged laplet.	<p>Stage 1 - Verbal warning. Stage 2 – Reported on ISAMS. Stage 3 – After 3 incidents - 2nd break time detention. Students and parents/guardians informed. Stage 4 – After school detention for continuation of issue / misbehaviour or if detention was not attended. Parents/guardians informed. Stage 5- Continuation of misbehaviour, subject report, meeting with HoD and parents. Stage 6 – Continuation - behavioural contract, parents informed by HoY and advised that if behaviour does not improve, the issue will be forwarded to the Disciplinary Committee. Stage 7 – Continuation, breach of contract, persistent misbehaviour - internal exclusion AH/DHP meet with parents. Stage 8 - Continued poor behaviour, AH/DHP recommendation to Disciplinary Committee for a range of sanctions including permanent / temporary exclusion or repeat of year.</p> <p><i>*FT during morning reg. Stage 1: will give verbal warning. Stage 2: Call home and inform the parent that the child will be sent home if not sent in correct uniform. Stage 3: Student is sent home. Stage 4 onwards: Follow Stages mentioned above</i></p>

5.2. AROUND SCHOOL SANCTIONS

Offence	Sanction
<p>Breaking school rules, failure to follow instructions from staff, littering, improper use mobile phone or other device, misbehaviour around the school, aggressive language or behaviour. *Go straight to this stage for these or similar offences</p>	<p>Stage 1 – Verbal warning Stage 2 – Breaktime detention recorded on ISAMS. Students and parents/guardians informed. Stage 3 – Truancy, smoking / vaping, fighting* - After school detention (Exclusions may also be considered depending on the severity of the case). HoY to contact home. Stage 4 – Repeat of Stage 3 - ‘community service detention’ after school, parents informed. Stage 5 – Persistent misbehaviour or failure to tun up to a community service detention - Behavioural contract issued, meeting with HoY and parents. Stage 6 – Continuation of poor behaviour. Re-issue of Behavioural Contract. HoY advises parents that if behaviour does not improve, the issue will be forwarded to the Disciplinary Committee. Stage 7 – Breach of contract, persistent misbehaviour - Internal</p>

Offence	Sanction
	Exclusion. Stage 8 – Continuation - External Exclusion with Disciplinary Committee approval. Stage 9 – Continuation - Permanent exclusion with Disciplinary Committee approval.
For more serious issues such as arson, burglary, vandalism	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion). Parents/guardians may be asked to pay for damages/repair.
Other more serious issues would include drug use or possession of illegal substances or acting as a 'go-between' to facilitate the buying of drugs or illegal substances.	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include abusive behaviour and / or verbal violence	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include sexual Harassment	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include physical violence of a sexual nature	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include intimidating or threatening behaviour	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include fighting unprovoked attack	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).

5.3. ACADEMIC CONCERNS

Offence	Sanction
No homework, forgetting books, Persistently below MidYis, YELLIS, ALPS and other ongoing data, missing or uncharged laplet	Stage 1 – Verbal warning. Stage 2 – Continuation of Stage 1, breaktime detention issued to complete re/do work. Students and parents/guardians informed. Stage 3 – If issue persists or student doesn't attend break-time detention, teacher sets targets and reviews. After school detention issued. Students and parents/guardians informed. Stage 4 – Repeat or continuation of concern, failure to meet targets, failure to attend after school detention. HoD intervention and/or use of report card. Stage 5 – Repeat or continuation of concern, failure to meet targets. Meeting with HoD, teacher and parents, use of report card. Stage 6 – Repeat or continuation of concern, failure to meet targets

	on report card. DHC decision about Academic Concern contract. Stage 7 – Continuation of concern with no improvement. Referral to HT to decide on further steps, which could be Teacher Association involvement and/or reference to our promotions policy.
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6. RESPONSIBILITIES

At The Junior and Senior School we are proud of our Pastoral system which emphasises relationships, well-being and personal development.

Within the Senior School a dedicated Head of Year 7 ensures a smooth transition to the demands of secondary education and the Heads of Year, working alongside Assistant Headteacher and Deputy Headteacher/Pastoral, continue to support and guide students to achieve their full potential whilst each child benefits from a personal form tutor.

Deputy Headteacher Pastoral and Designated Safeguarding Lead	Ms Eithne-Raphael O’Riordan
Assistant Headteacher Deputy Safeguarding Lead	Mrs Anne-Marie Theodorou
Head of Year 7	Mrs Lysimach Vasiliou
Head of Year 8	Mrs Joanna Droushiotou
Head of Year 9 Deputy Safeguarding	Mrs Pantelina Elia
Head of Year 10	Mrs Elena Andreou
Head of Year 11	
Head of Year 12	Mr Niki Demetriou
Head of Year 13	Mrs Konstantina Varvatsoulis
Head of Inclusions	Mrs Marina Pittas
School Counsellor	Miss Artemis Theofanous

7. SHARED EXPECTATIONS

- We expect students to respect each other, and all other members of the School community and their property, beliefs and cultures.
- We aim to give opportunities for classes, year groups and the student council to discuss and make recommendations about behaviour, including bullying and the effectiveness of rewards and sanctions.
- We do not tolerate or condone anti-social or offensive behaviour, such as bullying, violence, racism, sexual abuse or drug-abuse, nor do we tolerate students encouraging others to participate in this sort of behaviour.
- We regard rudeness to staff, or a refusal to carry out a reasonable instruction, as unacceptable behaviour.
- We expect students to respect the environment of the School, taking care not to cause damage or leave litter.
- We feel the ordered atmosphere of the School is the responsibility of every member of the School, and students have a duty to ensure that incidents are reported to a member of staff.
- We expect students to conform to the dress code.
- We expect the same high standards of behaviour from students on School premises, on School

trips, in the School's surroundings, and when travelling to and from School.

Our expectations are set out in our Code of Conduct and Positive Discipline Procedures Handbook, as well as being displayed in School planners and around the School.

8. ROLES AND RESPONSIBILITIES

8.1. STUDENTS WILL:

- Support staff members and other students by promoting good behaviour.
- Take responsibility for their behaviour and actions.
- Parents will take responsibility for their child's behaviour and work in partnership with the School to maintain high standards of behaviour.
- Staff will ensure the Policy is consistently and fairly applied,
- Set the high standards of behaviour expected from students,
- Give each other mutual support in implementing the Policy,
- Review the School's behaviour Policy on a regular basis,
- Give students support in implementing the Policy,
- Make reasonable adjustments in both expectations and sanctions for children with special educational needs and disabilities.

8.2. ALL MEMBERS OF THE SCHOOL COMMUNITY WILL:

- Abide by this Policy as well as the Home/School Agreement, the Code of Conduct and Rewards-Sanctions Procedures.

9. REWARDS AND SANCTIONS

Good behaviour will be positively reinforced, recognised and rewarded. Please refer to the separate Policy.

Poor behaviour in all year groups will be dealt with in the following ways:

9.1. IN THE CLASSROOM

- Students are directed to observe the School's Code of Conduct and other guidelines in their planners.
- Students who fail to follow guidelines will be dealt with in a phased approach through the Rewards/Sanctions Procedures. Sanctions will include warnings, detentions and referrals to Key Stage Leaders/Year Heads. For serious breaches of the Behaviour Policy and Code of Conduct students will be removed from classrooms to another room. Students may face internal or external exclusion.

Classroom Management Practices:

Please also refer to The Senior School's Teaching and Learning Policy.

Staff should make use of the following practices to ensure an orderly classroom environment:

- An orderly and quiet entry into the classroom, greeting students and checking uniform as they enter;
- A prompt start to lessons;
- Display and reinforcement of the Code of Conduct and Positive Discipline procedures;
- Use positive behaviour management strategies;
- Taking the register at the beginning of the lesson and dealing with latecomers (for first offence verbal warning should be given followed by a recorded entry in ISAMS within the Reward and Sanctions area)
- Having a pre-arranged seating plan;
- Gaining silence before addressing the class;
- And having students stand behind desks in silence at the end of lessons, dismissing a small group at a time.

9.2. OUTSIDE THE CLASSROOM

- **Personal Property:** Any personal property that is not allowed in School will be confiscated and returned at a later date. The School reserves the right to ask a student to empty out the contents of his/her bag or pockets after informing the parents, if a Senior Staff Member suspects that a theft has taken place or the student is in possession of alcohol, cigarettes, drugs, weapons or any other illegal or dangerous substances. If a parent objects to this then the police will be called to carry out the search. The search will be carried out by a Senior Staff Member nominated by the Principal, along with one other member of staff of the same gender as the student. The search will be carried out in an office or room away from other students. In addition, from time to time the School might require students to open their bags for spot checks. Parents will not be informed when general spot checks take place.
- **Punctuality:** Students are late to School if they arrive at the end of registration or after the completion of the Form Period. For the first occurrence a warning will be issued; students who are late to School more than three times in two weeks (within a half-term) without an adequate explanation will receive a detention at break. Persistent lateness may result in an after-School detention. If the issue is not resolved, parents will be called in for a meeting with the Head of Year.
- **Smoking:** The School is a non-smoking and non-vaping site (please refer to the Health and Safety Policy). Smoking in or near the School is not acceptable. Any student seen smoking or in possession of smoking implements, including e- cigarettes or associating with another student who is smoking will receive an internal exclusion and a letter will go home to parents.
- **Truancy:** Truancy is dealt with in the School's Attendance Policy. Pastoral leaders will inform parents and issue detentions so that the students can make up the time missed.
- **Uniform:** The correct uniform should be worn at all times. Persistent refusal to wear the School uniform will result in sanctions according to our behavioural procedures.
- **Serious offences:** Examples of serious offences include vandalism, possession and/or use of drugs, alcohol or other forbidden substances, persistent smoking, theft, violent behaviour, sexual assault, offensive language, persistent truancy, and bullying. All serious offences must be referred to Pastoral Leaders or Senior Staff Members, who will decide on an appropriate sanction, (in accordance with the relevant behavioural procedures) and will inform the student's parents. Serious offences may involve fixed term exclusions. All serious offences must be recorded by Heads of Year and kept with the Pastoral Deputy.

For repeated offences, including repeated low-level disruption which impedes on the learning of other students or for very serious 'one-off' offences – such as a violent assault, and possession of or dealing

in illegal substances – permanent exclusion may be used. Refer to published behavioural procedures.

9.3. DETENTIONS

- If students are detained after School hours parents will be informed at least 24 hours before hand. The detention will be recorded on ISAMS and both students and parents will receive a notification. Students may also be detained at break-time. Again, this is be recorded on ISAMS and the student and parent will receive a notification.
- The member of staff dealing with a student regarding any behavioural concern is responsible for making the necessary referral according to our behavioural guidelines.

9.4. MONITORING STUDENT BEHAVIOUR

- The student planner is a key means of monitoring a student’s behaviour and attitude to learning, through the medium of communicating with parents via notes. These notes may be utilised in relaying both positive and negative messages. Students are expected to have their School planner with them at School at all times.
- The ‘On-Report’ System is a means of monitoring the behaviour or academic progress of students causing concern.
- Referrals will take place according to our behavioural procedures, for either positive or negative behaviour, using ISAMS.

9.5. BULLYING AND RACIAL HARASSMENT

The School takes all incidents of bullying and racial harassment very seriously and will use the full range of sanctions depending on the severity of the case. Any such incidents must be recorded. Please refer to the separate Anti-Bullying Policy.

9.6. INTERNAL EXCLUSION

The School may choose to internally exclude a student as a result of a serious breach of the behaviour Code of Conduct. The student will be required to work away from his or her peers for one or more days, though still on the School’s premises. The student will not be allowed to have his/her breaks with other students; rather, he/she will be afforded breaks at a separate time. The student will have full access to toilets and drinking water. Parents will be informed of such a sanction in writing and will be invited to a meeting with the relevant member of the pastoral team.

9.7. FIXED-TERM EXCLUSION

This can be sanctioned only by the Principal or Headteacher and may involve a meeting of the Disciplinary Committee

9.8. PERMANENT EXCLUSION

Permanent exclusion can only be sanctioned by the Principal and Disciplinary Committee in conjunction with the Ministry of Education. If a permanent exclusion is considered, then the Disciplinary Committee should together with the Principal to hear the evidence for exclusion. The student may be represented by his/her parents.

The School reserves the right to exclude permanently any student who, for example, behaves violently towards a fellow student or member of staff, is found in possession of or dealing in any illegal substance, or demonstrates any other behaviour(s) that is seen to be threatening, dangerous, illegal or accumulative over a period of time. Parents of an excluded student have the right to appeal to the Board of Governors. An appeal panel would consist of three different Board members.

After the appeal, if parents are not satisfied with the outcome, they have the right to appeal to the Ministry of Education (see Complaints Procedure).

There is no corporal punishment in this School.

10. RELATED POLICIES

This document should be read in conjunction with:

- School's Code of Conduct
- Safeguarding and Child Protection guidelines
- Pastoral handbook
- ISAMS Procedures

Students who fail to follow the Code of Conduct will be subject to the sanctions outlined in this Policy. We insist on high standards of behaviour and discipline and expect all members of the School community to conform to this Policy.

END