



## **Behaviour Management Policy**

### **Rewards, Sanctions and Behaviour**

#### **Introduction**

Colfe's school aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

Colfe's is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

Colfe's staff will not threaten or use any form of corporal punishment when setting out its sanctions for poor behaviour amongst pupils.

#### **Rewarding Pupils' Effort and Achievement**

All pupils should be valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Wherever possible the positive aspects of pupils should be emphasised, and any criticism should be constructive and designed to enhance a pupil's feeling of self-worth.

Rewards have a very important role in recognising achievement, contribution and effort. They are an effective tool in raising self-esteem, recognising excellence and they should motivate pupils of all abilities.

Praise is the cornerstone of the reward system and teachers should aim to offer verbal or written praise to pupils when earned. This includes private and public comments, notes in planners and postcards, emails or letters sent home.

Achievement is recognised and applauded in Year, House and School Assemblies, Prizegiving, the award of House Points, in pupil planners and in appointments to positions of responsibility. In addition there is an eclectic mix of departmental personalised rewards that can be issued.

## **Qualities that Lead to Success**

- Focus on the role of the school in developing character.
- Appropriate qualities (e.g. diligence, organisation, creativity, resilience, kindness, respect, resourcefulness etc) will be identified and published.
- Form tutors will be asked to recognise/identify these qualities in their tutees.
- Pupils will be rewarded for these qualities in House/Year assemblies.

## **School rewards**

### **House Rewards**

House points, are awarded to pupils for good behaviour, attitude and achievement.

- Teachers award House points by adding them on SIMs.
- House points are registered for individuals and tallied to contribute to House totals.
- Points for House competitions are distributed to the individual pupils who took part in the competition.
- The winning House will win the House trophy at the end of the school year.
- Prizes will be awarded at prizegiving for the individuals who have made the greatest contribution to their House over the course of the academic year.
- Individual House point totals will be a contributing factor in determining suitability for pupil leadership roles, such as prefects and mentors.

### **Form Competitions**

- Regular form competitions will be held within Houses and across the school.
- The competitions will focus on Personal Learning and Thinking Skills, and behaviour (not academic).
- Each half term a priority will be identified (e.g. lockers, uniform, punctuality, motivational quotes etc)
- SMT and Heads of Year/House will make checks during the fortnight and award points to determine the winning form.
- Points from all competitions will be combined to identify the overall winning form. A major prize will be awarded in the summer term for the winning form (e.g. trip to Thorpe Park).

## **CODE OF CONDUCT**

Colfe's school community of Governors, staff, parents and pupils adhere to an established routine and code of conduct.

See Appendix 1

Colfe's sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

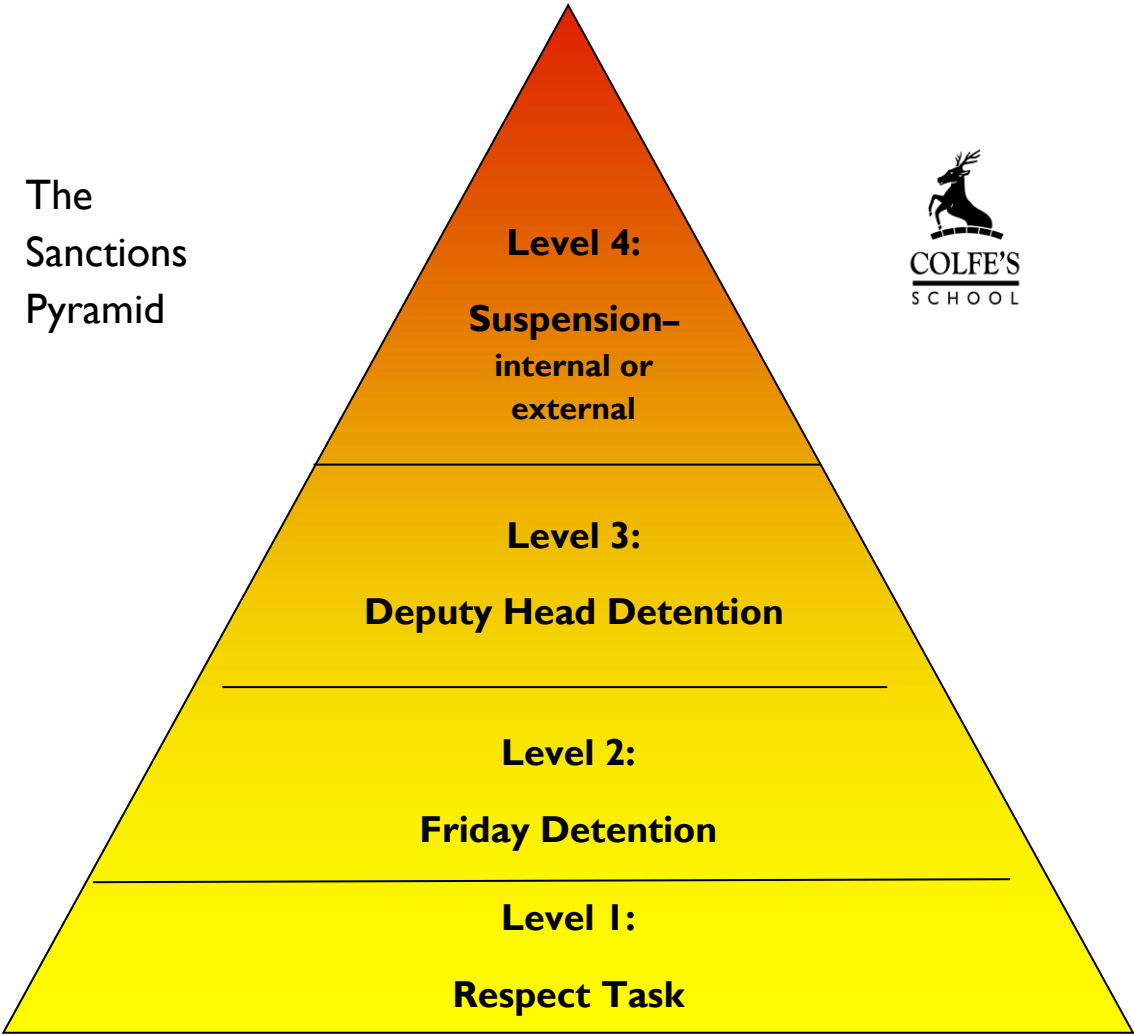
We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at Colfe’s, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Harmful and Abusive Behaviours (Anti-Bullying) Policy is on our website. Harmful and abusive behaviour may involve actions or comments that would be classed as prejudice-based bullying because of a protected characteristic. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, homophobia, special educational needs, disability or learning difficulty, or the fact that a child is adopted or is a carer.

Colfe’s takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs/disabilities on a case by case basis.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's Attendance Policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Colfe’s reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/ exclusion.



## **Level 1**

Pupils will be required to complete a 'Respect Task'. Parents will be notified via the pupil planner. The task may be a written assignment, a presentation or an activity (e.g. litter duty) that relates to the misbehaviour and reinforces the principle of respect. The pupil will discuss the completed respect task with the teacher who set the task. If the task is not completed adequately in the required time the pupil will be kept in at lunchtime to complete it. If the task is still not completed satisfactorily the pupil will be given a detention.

## **Level 2**

Detentions will take place on Friday afternoons. Parents will be informed via email.

## **Level 3**

Deputy Head Detentions take place on a Saturday morning. Parents are informed by letter from the relevant member of SMT who is setting the detention.

## **Level 4**

Suspension, internal or external, is the most serious sanction the school imposes before permanent exclusion.

## **INVOLVEMENT OF PARENTS AND GUARDIANS**

Parents and Guardians who accept a place for their child at Colfe's undertake to uphold the school's policies and regulations, including this policy, when they sign the Acceptance form, acknowledging that they have read the 'Terms and Conditions'. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded. The school has a number of support systems in place to meet the needs of all pupils. These include:

- publishing school rules, a sanctions policy and a harmful and abusive behaviours (anti-bullying) policy.
- ensuring good communication with parents.
- the Active Citizenship and PSHEE programme.
- assemblies and tutor periods.
- Pastoral support from Form Tutors, Heads of Year/House, and the Director of Pastoral Care
- Pastoral support from the school counsellor, the school nurse and the school doctor.
- half-termly meetings of the Pastoral Committee, House/Year Teams and Pupil Support Group (see Appendix 2 for members).
- liaising with outside agencies where appropriate.

In the event of any behaviour management issue, the school will liaise closely with parents and, if relevant, other support agencies.

## **Unexplained Absences**

We will always telephone parents on the first day of an unexplained absence in order to make sure that your child is safe. Please note that it is usually the Governors' policy not to allow holiday to be taken during term unless in exceptional circumstances.

## **INVOLVEMENT OF PUPILS**

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social, Health and Economic Education (PSHEE) lessons, project work, drama activities, stories and literature and via the School and House Councils, which meet regularly.

We work closely with all pupils as they transition through the school, from the day they start at the school to the day they leave.

## **SCHOOL RULES**

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out in Appendix 3 below.

Our aim is to reward and encourage good behaviour by enforcing our ethos of respect for others and through our House system. Sanctions help us to set boundaries and to manage challenging behaviour. Copies of the School Rules are set out above and on the school's website and may change from time to time. Parents and Guardians agree, when they sign the Acceptance form, that their child will comply with the School Rules and undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The school reserves the right to search pupils and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. A search may also be undertaken for any item banned by School Rules which has been identified in the rules as an item which may be searched for.

The Headmaster or staff authorised by them may search a pupil, provided that the staff member is the same sex as the pupil being searched and there is another staff member as witness. The school may carry out a search of a pupil of the opposite sex to the staff member conducting the search and without a witness present but only where the school "reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is practical not to summon another member of staff" ('Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies', DfE February 2014).

The School Rules set out the school's policy on drugs and drugs testing.

The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to

time but will not involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our school. Examples of sanctions include:

- Detention [before or after school/ on Saturdays];
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- Assistance with domestic tasks, such as collecting litter;
- Withdrawal from a lesson, school trip or team event; or

### **SERIOUS MISBEHAVIOUR**

The school's policy on Discipline and Exclusions is set out on the school's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Headmaster can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying;
- Physical assault/ threatening behaviour;
- Fighting;
- Sexual harassment;
- Racist or sexist abuse;
- Sexual misconduct;
- Damage to property;
- Persistent disruptive behaviour; or

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

Colfe's has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

### **Physical Restraint**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*

- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils"*

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*
- *"The relative risks associated with physical intervention compared with using other strategies"*

Every member of staff will inform the Headmaster immediately after s/he has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol/regime for managing their child's behaviour.

## **TEACHING AND LEARNING**

Colfe's aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

## **COMPLAINTS**

We hope that you will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Complaints Procedures are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days.

## **Appendices:**

### **Appendix 1**

#### **Code of Conduct**

Colfe's school aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development.

We believe that the following 5 principles are key to ensuring a secure learning environment and play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners:

1. Colfe's sees education as a partnership. We aim to achieve a spirit of trust, co-operation and mutual respect that reflects the wide variety of ethnic and social backgrounds and faiths amongst our staff and pupils.
2. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.
3. We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life.
4. We aim to nurture an awareness of spiritual and moral values.
5. Staff promote a purposeful and disciplined atmosphere in which pupils are encouraged to achieve their full potential and can use their talents for the greater good of the community and society as a whole.

## Appendix 2

<b>Pastoral Committee Members</b>	<b>House/Year Team Members</b>	<b>Pupil Support Team Members</b>
Director of Pastoral Care	Head of Year/House	Director of Pastoral Care (Designated Safeguarding Lead)
Head of Y7	Assistant Head of House	Deputy Designated Safeguarding Persons
Heads of House and AHOHs	Form Tutors	Head of Learning Support
Director of 6 <sup>th</sup> form and Assistant Head of 6 <sup>th</sup> Form (Pastoral)		School Nurse
Head of Learning Support		School Counsellor
School Counsellor		
Head of Pupil Leadership		
School Nurse		
Assistant PSHEE coordinator		
Head of Eudaimonia		

## School Rules

All pupils are expected at all times to show good manners, common sense and respect for others and their property, as well as being conscious of the good name of the School of which they are members.



## **1. Respect for others**

Pupils must at all times act with consideration for all members of the community. Rudeness to others and the use of foul or disrespectful language are never acceptable. This is reflected by our Harmful and Abusive Behaviours Policy.

## **2. Attendance**

- a) Full attendance is expected at school. All pupils are expected to register twice a day at the designated times. Any pupil arriving late must report to the General Office immediately on arrival in order to register. Late arrival for school or for a lesson without an adequate reason will incur a sanction.
- b) Pupils should attend all timetabled lessons with all necessary books and equipment.
- c) Pupils are expected to participate in all organised games and physical education and to honour their commitments to school teams and other school activities.
- d) Sixth formers are allowed to leave the school premises during the lunch hour but they should sign in and out at Reception. They are not allowed to use their cars during the school day.
- e) Being out of bounds without permission is regarded as a serious offence. Pupils should not be in the following areas without the express permission of a member of staff: The Pavilion; the Sports Hall, Fitness rooms and swimming pool; the cricket nets; the Science Laboratories; the Stage; the Music Practice rooms; the Design and Technology Department; the ICT rooms; the Beardwood theatre; car parks; minibus areas and the bicycle racks. After 8.20am when breakfast service finishes, Years 7 – 11 are not allowed in the Roebucks café until 3.45pm.

## **3. Appearance**

Colfe's requires all pupils to dress smartly in order to reflect the identity of the school. Pupils must conform to the dress and appearance regulations at all times of the day when travelling to and from school, and on all school occasions, unless alternative instructions are given by a member of staff. Pupils must be neat and tidy at all times.

### **Uniform List**

Skirts, trousers, shirts, blouses and jumpers must be those on your uniform list. The jumper should bear the school logo.

### **Shirts/Blouses**

Shirts should be tucked in. Coloured garments should not be visible under school shirts.

### **Shoes**

Shoes should be black and polishable, have low heels and no logos. Trainers, boots and ankle boots are not permitted.

### **Hair**

Hairstyles should be of conventional appearance. Hair must be tied back for practical lessons. Only natural colour dyes are permitted.

### **Hair Accessories**

Navy, brown, black and plain gold/silver permitted. They should be functional rather than decorative.

### **Jewellery**

A pair of plain studs may be worn in the earlobe. No other jewellery is permitted, unless for religious reasons, in which case parental consent must be given.

### **Coats**

Coats should be navy, black or grey without logos.

### **Scarves**

Navy, black or grey.

### **Make-Up**

Discreet makeup is permitted in Y9 and above.

### **Skirt length**

Just above the knee or longer.

### **Ties**

Ties should cover the top button of the shirt which should be done up. There should be at least 5 roebucks in a vertical line under the knot.

### **Tights/socks**

Plain navy or black tights, white, blue or black short or knee length socks with skirts. Black or grey socks with trousers. No trainer socks with school shoes.

### **Blazers**

Blazers should be worn at all times whilst in school and on the journey to and from school. Pupils are permitted to remove their blazers during break and lunchtime when playing outside.

### **Nails**

Clear nail varnish only. No extensions.

## **4. Prohibited substances**

- a) Food and drink should not be consumed in school buildings with the exception of specifically designated areas such as the Dining Rooms, Roebuck's Café and the Sixth Form Common Room. All litter must be deposited in the bins provided.
- b) The possession or use of chewing gum on school premises or in school vehicles is not permitted
- c) Pupils are not permitted to be in possession of prohibited drugs, tobacco, vapes, solvents or alcohol in school, on the way to and from school, or when it is possible to be identified as a member of the school.

## **5. Property**

- a) All property must be clearly marked. Valuables must not be brought to school. During games and physical education periods, phones should be left in lockers.
- b) Mobile telephones, ipods, ipads, may not be used on site until school finishes at 3.40pm (except for 6<sup>th</sup> formers in the Roebuck's Café, Roebuck Room and the Sixth Form Common Room and for lower years when permitted by a teacher in class time). They will be confiscated if seen on site before 3.40pm and a second confiscation will result in a detention.
- c) Pupils must not have in their possession any dangerous items such as weapons, chemicals or fireworks.
- d) Pupils must not buy, sell or barter goods. Gambling is forbidden.
- e) Stealing is likely to result in the offender forfeiting their place in the School.

These rules may be amended from time to time. It is important to realise that any breach of the rules is likely to result in some form of punishment. The school will be the final arbiter of interpretation of the rules and of the appropriate form of punishment if one is deemed necessary.

## **Appendix 4**

### **Related Policies**

- Admissions Policy
- Attendance Policy
- Admissions & Attendance Register
- Harmful and Abusive Behaviours (Anti-Bullying) Policy
- Child Protection/Safeguarding Policy
- Complaints Procedure
- Staff Equal Opportunities
- Academic Monitoring policies
- Pupil Sanctions Record Policy
- SEN& Learning Difficulties Policy

**Policy updated February 2020.**