

Behaviour Policy and Statement of Principles – Westminster

Contact names – Westminster Campus	
Principal	Keith Birch
Designated Safeguarding Leads (DSL)	Salah Hajjaj
Cognita Director of Education	James Carroll
Incident and Accident logs	Stored using iSAMS and Medical Tracker
Cognita Principal Office	Phone: +44 (0)1908 396 250

Third Party contacts	
ChildLine (NSPCC)	Tel: 0800 1111
MindEd (including online counselling training for staff)	www.minded.org.uk
Young Minds	www.youngminds.org.uk
Place2Be (4-14yrs)	www.place2be.org.uk
Education Endowment Foundation (The Sutton Trust)	Teaching and Learning Toolkit – guidance for teachers
Anti-Bullying Alliance	Mental health and bullying: a guide for teachers and other children’s workforce staff
Play Therapy UK (PTUK)	www.playtherapy.org.uk
PSHE Association	PSHE Teacher Guidance: Preparing to teach about mental health and emotional well-being (free)

KEY FACTS:

- The Principal sets the standards of behaviour in school, as expected by Cognita, the proprietor
- We ensure the welfare, health and safety of our children at all times, seeking; providing help for children at an early stage, and referring to CAMHS those with more severe needs
- We also have an anti-bullying policy and we have a zero tolerance approach to bullying
- Our policy sets out the rewards and sanctions in place which reflect our school ethos
- We safeguard and promote the welfare of children and young people as a top priority, including referring externally to children's social care
- We expect our parent/carer(s) and children to follow the school rules, which we believe are fair and proportionate
- Probable criminal behaviour will be reported to the police
- We do not permit the use of corporal punishment

1 Purpose

- 1.1. All students will benefit from learning and developing in a well ordered school environment that fosters and rewards good behaviour and sanctions poor and disruptive behaviour. In order to help students succeed, all staff have a role to play in supporting them to be resilient and mentally healthy.
- 1.2. We are required to ensure the safety and well-being of all our children and staff, and take great pride in the behaviour and conduct of all our students. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.
- 1.3. In keeping with The Education (Independent School Standards) (England) Regulations 2014, our policy outlines our code of conduct for children and young people, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.
- 1.4. Every school must have a behaviour policy. Our governance arrangements, from Cognita, set the general principles which form our approach towards behaviour and discipline in our schools. This is in keeping with the spirit of the Education and Inspection Act 2006, with Cognita as the proprietor.
- 1.5. Our policy and principles have been developed in wide consultation with staff, students and parents to ensure that we adopt a consistent approach to behaviour management.

- 1.6. The Principal is responsible for developing the behaviour policy within the framework set by Cognita, and in keeping with best practice in schools outlined by DfE; most recently non-statutory guidance, Mental Health and behaviour in schools March 2016. Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school.
- 1.7. This means that the Principal decides and sets the standard of behaviour expected of all students in our school. This includes how the standards will be achieved, the school rules, any disciplinary penalties for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that students complete assigned work and regulate conduct.
- 1.8. Our behaviour policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an anti-bullying policy document, which is available on our website and from the school office.
- 1.9. Our school policy takes into account the need to safeguard and promote the welfare of students, as outlined in our safeguarding policy, and in accordance with section 157 Education Act 2002, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for students with special educational needs.
- 1.10. If any student's behaviour is considered by the Principal to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our safeguarding including child protection policy and procedures will be rigorously followed and action will be taken in accordance with the relevant local safeguarding children's board referral procedures. *If any child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately* (Keeping Children Safe in Education 2016).
- 1.11. We publish our policy for parents, students and staff. It can be found on our website and accessed from the school office. We review this at least annually. This policy is referred to in our parent contracts accordingly.
- 1.12. We will always consider whether any continuing disruptive behaviour might be a result of unmet educational or other needs. In particular, we are mindful that the British Child and Adolescent Mental Health Survey found that 1 in 10 children and young people under the age of 16 had a diagnosable mental disorder (2012).
- 1.13. We support children at times when difficult events happen in student's lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience which helps to prevent mental health problems from occurring later in life.

2 Applicability

- 1.1. Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management

- which combines appropriate discipline with support and encouragement delivered within our caring school environment. We also believe that this is what parents want from our school.
- 1.2. We work together with our parents, students and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.
 - 1.3. To this end, we have an ethos of setting high expectations of attainment for all students with consistently applied support. We expect our staff, parents and students to understand and respect the rules of the school and the expectations and responsibilities laid out in our behaviour policy. We expect both staff and parents to model positive behaviour at all times so that our students can benefit fully from their experiences in school.
 - 1.4. It is important that our staff follow the behaviour policy at all times to ensure that we all implement our policy consistently and effectively. We understand that this ensures that our students feel they have been treated fairly compared to others.
 - 1.5. We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's well-being, during any activity whether on, or off, the school premises under any circumstances.
 - 1.6. Should any child display severe emotional, behavioural and social difficulties, it is still our role to support them to be resilient and mentally healthy and to ensure that all children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.
 - 1.7. Children who are mentally healthy have the ability to:
 - develop psychologically, emotionally, intellectually and spiritually
 - initiate, develop and sustain mutually satisfying personal relationships
 - use and enjoy solitude
 - become aware of others and empathise with them
 - play and learn
 - develop a sense of right and wrong
 - resolve (face) problems and setbacks and learn from them.
 - 1.8. Where severe problems occur, we expect the child to get support elsewhere as well as support in school at an early stage such as via the Common Assessment Framework and early help services, including from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual students might be suffering from a diagnosable mental health problem and involve their parents and the student in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support students, using evidence-based approaches.
 - 1.9. We will make good use of the PSPE Association guidance and lesson plans to support effective teaching on mental health issues. We ensure our PSPEE curriculum focuses on developing and maintaining children's resilience, confidence and ability to learn. We also use these discussions and activities to identify children who require additional pastoral support.

- 1.10. Staff work closely with the Learning Support teacher and designated safeguarding lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

3 Definitions and Scope

Statement of Behaviour Principles

- 2.1. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.
- 2.2. Our school provides:
- a committed senior management team that sets a culture within the school that values all students; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
 - staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges;
 - an effective strategic role for the Learning Support Teacher, ensuring all adults working in the school understand their responsibilities to children with special educational needs and disabilities (SEND), including students whose persistent mental health difficulties mean they need special educational provision. Specifically, the Learning Support Teacher, will ensure colleagues understand how the school identifies and meets students' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
 - working with parents and carers as well as with the students themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
 - continuous professional development for staff informs them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem;
 - clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published Learning Support policy;
 - working with others to provide interventions for students with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the student's needs; a plan to set out how the student will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and

- a healthy school approach to promoting the health and wellbeing of all students in the school, with priorities identified and a clear process of ‘planning, doing and reviewing’ to achieve the desired outcomes.
- 2.3. Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn students whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every student well and can spot changing patterns and early signs.
- 2.4. The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.
- 2.5. We will support students with medical needs and be fully aware of any medication that children are taking, including supporting the individual health care plan.
- 2.6. The following principles underpin our approach towards behaviour and discipline:-
- school staff and students should all show respect for one another;
 - good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
 - appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students, such as those with special educational needs;
 - students whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;
 - all students should be listened and responded to;
 - all students are entitled to learn in a safe and secure environment;
 - students should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
 - all school staff should model positive behaviour and promote it through active development of students' social, emotional and behavioural skills; and
 - all members of the school community should understand and accept the principles on which the behaviour policy is grounded.

4 Procedures & Responsibilities

- 3.1. Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.

- 3.2. Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Principal says otherwise.
- 3.3. To be socially acceptable, we believe that children should be able to:-
 - treat other children and adults with respect;
 - speak politely to other people; and
 - have self-confidence and high self-esteem.
- 3.4. To encourage this, the staff will:-
 - treat all children and adults with respect;
 - speak politely to other people;
 - praise children's efforts and achievements as often as they can;
 - explain to children what they should have done or said when they get it wrong;
 - tell parents about their child's efforts and achievements; and
 - avoid using critical or sarcastic language.
- 3.5. We will not accept the following behaviour from children or adults:-
 - use of unkind or rude language;
 - hitting, kicking, biting or other such physical responses; or
 - racist or sexist remarks, or other discriminatory comments.
- 3.6. If such behaviour occurs:-
 - we will tell the child that it is wrong and explain what they should have done or said, or not said;
 - if the behaviour is repeated, the child will be reprimanded once more as above;
 - if the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected;
 - we will try to find out why the child is behaving in this way and then treat the situation accordingly.
- 3.7. The role of the teacher:-
 - Teachers are responsible for ensuring that the Code of Conduct in our school is enforced in their class, and that their classes behave in a responsible manner during lesson time.
 - Any incidents of anti-social behaviour will be discussed by the teacher with the class, eg during circle or pastoral time.
 - Every teacher enforces the classroom code consistently and treats each student fairly.
 - If a student misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the senior member of staff named at the front of this document, including where relevant a conversation with the parent to seek improvements and the use of appropriate strategies.
 - The teacher reports to parents about the progress of each student for whom they are responsible, in line with our school policy. The teacher may also

contact a parent if there are concerns about the behaviour or welfare of any student.

- An incident form is used to record in detail any incident involving a child, or anyone employed in the school, which results in personal injury or damage to property. These include loss or theft, deliberate damage, any other serious incident. These are reported to the Principal and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file.
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter.
- Never make racist, sexist, homophobic or other abusive or humiliating remarks.
- Never resort to physical violence.
- The use of reasonable force may be used exceptionally and only to prevent injury to students, damage to property or to prevent students committing an offence. Only the minimum is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details
- We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including where necessary deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Principal only and where there is good reason to do so ie that it could be used to harm children, disrupt teaching or break the school rules. We do not search students in a blanket way.
- comply fully with the Code of Conduct, including use of mobile phones and cameras

3.8. Expectations of students in our School:-

- arrive on time to lessons/classes with all the equipment needed for the lesson;
- listen in silence when the teacher is giving instructions;
- follow instructions promptly and accurately;
- raise a hand to gain attention;
- follow the teacher's instructions about moving around the classroom;
- treat others with respect and consideration at all times;
- dress cleanly and neatly in appropriate clothing for the activity;
- obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- move sensibly and calmly around the buildings and grounds;
- never make racist, sexist, homophobic or other abusive or humiliating remarks;
- never resort to physical violence;
- comply fully with the acceptable use of the Code of Conduct, including use of mobile phones and cameras

5 School Procedures

The promotion of good behaviour, in line with the school's ethos and IB Learner Profile, focuses on the fostering of high levels of personal responsibility, self-discipline and motivation.

Through the IB curriculum and the strong community-centric ethos of the school, students are encouraged to become highly principled individuals who act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They are encouraged to take responsibility for their own actions and the consequences that accompany them. Southbank students are also taught to be caring, empathetic, compassionate individuals who demonstrate high levels of respect towards the needs and feelings of others.

The following outline a range of strategies in use in school to reinforce desirable behaviour changes in classroom organisation, seating, etc

- using different resources
- setting small and achievable targets
- short periods of supervised time for personal reflection
- positive rewarding systems with no comments for undesirable behavior
- use of certificates for positive qualities
- acclaiming good behaviour when it is seen in class
- involving parents at an early stage to make an action plan together
- peer mediation and peer mentoring
- restorative justice approach
- school counselling sessions to help students with social, mental or emotional health difficulties
- social skills training
- referral to CAMHS and/or educational psychology services
- referral for family support and/or therapy to help the student and family better understand and manage behaviour.

4.2. Our sanctions

- The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.
- We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our safeguarding children policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.

- Adults always make it clear that they are upset about the child’s behaviour, not the child. They should always use private not public reprimands so that when a sanction is applied, the child can make a fresh start. **Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.**
- 4.3. Parents will be involved at the earliest stage, if problems are persisting or recurring. Any sanction 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.

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Southbank SLT
Specialist Legal Advice	n/a
Consultation	n/a

Compliance	
Compliance with	ISSR 2014, Keeping Children Safe in Education, Statutory Framework for EYFS 2014, Compliments and Complaints Procedure, Safeguarding and Child Protection Policy, Equality and Diversity, Special Educational Needs and Disability, School Uniform, School Exclusion Procedures, PSHE, SMSC, Anti-Bullying, Use of Reasonable Force, Accident and Incident Recording and Reporting, Learning Outside the Classroom, Whistleblowing, Acceptable Use Policy (mobile phones and cameras).

Audience	
Audience	Principals, DSLs, SENDCOs, pastoral leads in schools

Document application	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Reviewed	September 2020
Review date	Sep 2022

School Specific Behaviour Guidance - Westminster

Off Campus Privilege

From Grade 6 onwards, students are encouraged to take responsibility for their own personal safety and conduct via the 'off campus privilege' system. This privilege will be rescinded if abused. (See related document: Supervision Policy)

All students attend sessions whereby the code of conduct for Off-campus Privilege is disseminated. The code of conduct below stipulates that every student must:

- Tap in and out using personal student ID card each time they leave and return to the Portland Place and Conway Street campuses
- Remain within the specific Grade boundaries as defined on the maps issued to students
- Only use zebra or traffic-light controlled road crossings
- Not loiter or litter anywhere
- They must not enter pubs or gambling establishments
- Display good manners, behaviour and consideration towards the public and one another at all times
- Exercise safety/security procedures as reinforced at the start of the school year
- Report directly to their next scheduled class without stopping.

Sanctions

The use of sanctions is characterised by certain features:

- it should be clear why the sanction is being applied
- it should be stated what modifications in behaviour are required to improve behavior
- punishing groups is avoided
- there is a clear distinction between minor and major infractions
- the behaviour of the person, and not the person, is disapproved of

There are various intervention tools that are available to deploy when a student displays inappropriate behaviour:

Loss of off-campus privileges

We operate a system whereby there is the removal of off-campus privilege (grounding) and, when appropriate, time out under staff supervision. Examples of incidents that would prompt the sanction of grounding are as follows:

- Persistent lateness to meet homework deadlines
- Unexcused lateness to school and/or the start of lessons

- Low-level insolence to staff or other students
- Low engagement/negative attitude in lesson time.

In the case of such a sanction the student Advisor is informed. S/he will keep a record. Dependent on the specific transgression and using teacher's professional judgment, if a pattern emerges, the Grade Leader and parents are informed by a written incidental report.

Incidental (Positive)

These are a written record of an event/issue/achievement that is stored in the student file. Examples of positive achievement include:

Social

- Particularly notable positive conduct in school or on a trip/residential
- Exceptional responsibility demonstrated in school or on a trip/residential
- Exemplary conduct as a representative/ambassador of the school at external events
- Notable contribution to the school community, for example: contribution to a charitable event, sports fixture or concert/play.

Academic

- Excellence in academic attainment: for example, a particularly impressive piece of work
- Excellence in academic effort: for example, a sustained effort by an individual student over a defined period of time
- Notable improvement by an individual student

Incidental (Issues/Concerns)

These are a written record after either an accumulation of minor incidents (Time Out being the first sanction prior to this).

Examples of this include:

- consistent disrespect to other students or staff
- continual lack of punctuality etc)
- continual lateness with homework

or

a specific occurrence which has breached the code of conduct or school rules

Examples of serious occurrence include:

- any serious breach of behaviour
- bringing in a banned chemical
- fighting on school premises

- vandalising school premises

The Grade Leader is informed and parents are communicated with. Dependant on the actual issue, support measures may be introduced such as organisational support or temporary 'on Report'/ Checking in with advisor etc.

Incidentals are always written with the long and short term goals of helping the student develop strength of character and to take responsibility for his/her actions.

Probation/On Report

This is the monitoring of a student by the Advisor and Grade Leader if their report grades and/or effort grades are significantly and consistently below the appropriate level, or after concerns have been raised by a teacher or teachers. Probation meetings with parents are led by the Grade Leader or Deputy Principal Pastoral or Academic DP/MYP as appropriate and progress is reviewed every two weeks. If appropriate the probation is discussed at academic and grade meetings. The terms and conditions of the academic probation are written up and mailed home to parents, with a copy remaining in the student file, and are also recorded in the sanction book. The Advisor, Grade Leader, teachers concerned, Deputy Principal and Principal are kept informed of developments.