

STANBOROUGH SCHOOL

BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE, REWARDS AND SANCTIONS POLICY

Legal Status:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24)(3) of the Education (Independent School Standards) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011).
- DfE Guidance (2014) *Behaviour and Discipline in Schools, A guide for Headteacher Teachers and School Staff* - including *Getting The Simple Things Right*, Charlie Taylor's Behaviour Checklist (DfE 2011).
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours.
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

Related Documents:

- Anti-bullying Policy and Procedures.
- Safeguarding Pupils - Pupil Protection Policy and Procedures.
- Exclusions Policy.
- Pastoral Care Procedures.
- Counselling & Guidance – School Chaplain.
- Role of Form Tutors.
- Physical Intervention – Use of Reasonable Force.
- Special Educational Needs and Disabilities (SEND) Policy.
- Personal, Social, Health and Economic Education (PSHEE).
- Spiritual, Moral, Social and Cultural (SMSC) Policy.
- Supervision of Pupils Policy.
- Alcohol, Smoking, Illicit Substance Policy.
- School Rules-Uniform.

Availability

This Policy is made available to parents, staff and Pupils in the following ways: via the school website, within the Parent Policies Folder in the reception area, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Board of Governors undertake a formal biennial review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

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Signed:

Date: November 2017

Lorraine Dixon
Headteacher

Berton Samuel
Chair of Governors

Basic Principles

The following principles underlie the discipline policy and should be taken into account in any particular discipline situation.

- The aim of all discipline should be to encourage the development of self-discipline.
- Discipline should lead to community responsibility and respect – for self and others.
- Staff should apply rewards and discipline with consistency.
- Parents should be involved wherever realistically possible in the discipline process.
- The emphasis in disciplining should always be on the positive development of the child.

Line of Responsibility

- Class teacher: the class teacher should take initial responsibility for any misdemeanours in his/her classroom. Unless the incident is very serious, punishment should take place first at this level.
- Form teacher: wherever possible, class teachers should inform form teachers of problems they may be experiencing with individual Pupils (this need only be verbal). As form teachers see patterns developing they should counsel with the Pupils and discuss the issue more widely if it is deemed necessary. (Form teachers should also be informed of good work and behaviour, so this can be noted.)
- Senior teacher: a pupil should be referred to the senior teachers in the case of accumulation of problems with an individual teacher or because of a serious issue (e.g. truancy, theft, extreme rudeness, extreme bullying, fighting). They will also automatically be referred to the senior teacher through accumulation of demerits (see below).
- The Senior teacher will investigate and refer the student to the Assistant Headteacher Pastoral for further investigation.
- Headteacher: the Headteacher should be kept informed of disciplinary problems at all stages: however, as far as possible the Headteacher should not deal with problems on an everyday basis until they become very serious (accumulation of demerit points or referred by senior teacher). In the absence of the senior teacher or the Assistant Headteacher Pastoral, it may be necessary for the Headteacher to intervene lower down the scale.

Implementation

The Headteacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. In compliance with DfE Guidance *Behaviour and Discipline in Schools* (2014), we ensure that our professional practice:

- Has a consistent approach to behaviour management.
- Has at least weekly whole school discussions about children's behaviours and records behaviour strategies in online behaviour management logs.

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- Ensures a strong school leadership.
- Supports teachers with classroom management.
- Implements rewards and sanctions; behaviour strategy and the teaching of good behaviour.
- Provides support to children to self-manage their behaviours, taking into account all aspects of the child and why they are displaying certain behaviours.
- Provides staff development and support.
- Ensures support systems are in place for Pupils.
- Liaises with parents and other agencies.
- Manages Pupils' transition.
- Has clear, well organised working practices along with maintaining its facilities to a high standard;
- Takes appropriate disciplinary action against Pupils who are found to have made malicious accusations against staff.
- Fulfils its duties under both the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice (DfE 2014): 0 to 25 years: statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.
- This includes issues related to Pupils with special educational needs or disabilities and provides reasonable adjustments for these Pupils.

Our school makes the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping support the implementation outlined above.

The Behaviour Management Policy is dove-tailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying.

Statement of Intent

At Stanborough School we are committed to promoting the highest standards of behaviour and to ensuring those standards of behaviour are monitored and maintained so that the stated aims of the school can be achieved. It is crucial that we foster and develop an atmosphere in which Pupils can learn and that we create a climate in which Pupils not only know exactly what standards of behaviour are required of them, but appreciate that it is one in which relationships are based on mutual respect. To this end each Pupil will be made aware of our school's expectations that will be displayed in classrooms and printed in the Pupil planners.

This policy includes details of:

- How we promote good behaviour amongst Pupils including the rewards system.
- The sanctions we adopt in the event of Pupil misbehaviour.

In formulating our Behaviour Policy we first define the terms 'behaviour' and 'discipline'. Good behaviour is conduct that assists the school to fulfil its function. Discipline is the system of rules for good behaviour that aims to develop self-discipline in Pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in Pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences. As part of our Behaviour Policy our school believes that all children and adults have the right to live in a supportive, caring environment in which Pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of

discriminatory language. Bullying can occur through several types of anti-social behaviour. We ensure that Pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Aims

Stanborough School aims to provide:

- Good adult role models of caring cooperative behaviour.
- The reinforcement of positive attitudes to expectations.
- The celebration of a wide range of achievements.
- An acceptance by all staff of a responsibility for maintaining good discipline.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn

School Ethos

Stanborough School is expected to be a place where:

- All individuals are respected and their individuality valued.
- Pupils are encouraged to achieve.
- Self-discipline is promoted and good behaviour is the norm.
- Rewards and sanctions are applied fairly and consistently.
- Bullying, disruption and harassment are not tolerated.
- Early intervention is the norm.
- There is an emphasis on self-discipline.

The ethos of our school is such that all who come here are valued as individuals in their own right. Pupils are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other Pupils and adults. Pupils should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – Pupils, parents and staff – to keep to the guidelines, requiring these to be applied consistently. All members of staff have an important role to play in promoting good behaviour. A particular strength is our approach to Spiritual, Moral, Social and Cultural Education (SMSC).

The Role of the Headteacher

The Headteacher's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Headteacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the

Headteacher who is expected to:

- Promote self-discipline and proper regard for authority among Pupils.
- Encourage good behaviour and respect for others and prevent all forms of bullying Pupils.
- Ensure that the standard of behaviour is acceptable.
- Regulate the conduct of Pupils.
- Makes provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures.
- Have an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling Pupils' behaviour where it may require additional support.
- Be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development.
- Familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

The Role of All Members of Staff

All members of staff are expected to encourage good behaviour and respect for others in Pupils and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Well-planned, interesting and demanding lessons make a major contribution to good discipline. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management (See Managing and Changing Pupils' Behaviour Document). Staff need to recognize that codes for interacting with other people vary between cultures, and staff need to be aware of, and respect, those used by all members of the school. All staff need to provide a positive model of behaviour by treating Pupils, parents and one another with friendliness, care and courtesy. Through regular discussions at staff meetings and briefings regarding children's behaviours, the school endeavours to ensure that staff apply all standards fairly and consistently. Any children with specific behaviour issues will have their behaviour monitored and recorded electronically as part of a Pastoral Support Plan (PSP).

The Class Teacher and Classroom Management Support

The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, sending children with their work to other teachers/Headteacher and a points or house system. School reports are also seen as a means of constructive praise.

The Role of Parents

Stanborough School strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how

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to respond appropriately. By working collaboratively with parents, Pupils receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home-school agreement.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the Order. School premises are private property and parents will generally have permission from the school to be on school premises. However, in cases of abuse or threats to staff, Pupils or other parents, schools may ban parents from entering the school. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

Other Agencies

Stanborough School has access to counselling facilities, educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with Hertfordshire local authority and complies with their safeguarding procedures.

Standards of Behaviour

Stanborough School demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a Pupil enters the school. All staff are expected to promote good behaviour and self-discipline amongst Pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons is required. It is appreciated that there will be variations in staff acceptance and tolerance of Pupils' behaviour in class depending on the nature of the class and content of the lessons, but behaviour that does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated.

The School Environment

We are well aware of the impact of the Stanborough School environment on the behaviour of our Pupils. If we are to raise self-esteem and demonstrate the value of each individual member of our school then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which Pupils' work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The Pupils will also be encouraged to be similarly aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Pupils showing pride in their own classroom and cloakroom is the first step towards this.

The Role of the Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that

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incidents of disruption, violence, bullying and any forms of harassment are reported. At Stanborough School we recognise that every Pupil has the right to feel safe, to learn and to be treated with respect. Linked to those rights are the following responsibilities:

In the Classroom:

Pupils at Stanborough School are expected to:

- Arrive at lessons on time and properly equipped.
- Enter the classroom in an orderly manner when invited by their teacher.
- Ensure that telephones and other electronic devices are switched off and left at reception or locked in their locker.
- Laptops used for work should be switched off before the teacher instructs for them to be turned on.
- Enter classrooms quietly and sit in the place allocated by their teacher.
- Follow the particular ground-rules established by departments for lessons in which practical work takes place.
- Contribute to the creation of a good learning atmosphere.
- Treat all other Pupils, members of staff and visitors with respect.
- Record all homework set in their Pupil planner.
- Ensure the classroom is left in a tidy state at the end of each lesson.
- Leave the classroom in an orderly manner.

Behaviour elsewhere:

It is the responsibility of each Pupil to:

- Move between lessons and around the building and site in a safe and sensible manner.
- Behave in a safe and responsible manner at break and lunchtimes which does not disrupt other lessons that might be taking place at those times.
- Eat and drink only in the Cafeteria. Note that chewing gum is not allowed at school.
- Wear the school uniform correctly and with pride with shirts tucked in and ties done up.
- Take responsibility for their bags and equipment.
- Years 7 to 11 should make use of lockers.
- The school will take no responsibility for electronic devices on site that are not safely secured in lockers including mobile telephones.
- Avoid any interference with the equipment or property of others.
 - Look after and take pride in the equipment, facilities and buildings of Stanborough School.
- Adhere to the Home/School Agreement in all respects and in particular with reference to the use of ICT equipment at Stanborough School and to familiarise themselves with the rules on computer use displayed in each room and the ICT Pupil Use Policy.
- Remember that they are ambassadors for Stanborough School and to act accordingly **within and outside the walls of the school.**

Behaviour in the Cafe:

Pupils will:

- Go into the cafe only at the allocated times.
- Line up for their food in a safe and sensible manner.
- Years 7 to 11 leave bags in lockers and do not take them into the cafeteria.

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- Remain seated whilst eating or drinking.
- **Deliver all used plates, cutlery and cups to the designated utensils station when their meal is finished.**

Rewards

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise Pupils' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise Pupils and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm Pupils who are "always good". They should not feel that the occasional badly behaved Pupil is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

General Encouragement

The importance of offering Pupils encouragement and reward, as and when appropriate, cannot be overestimated. It is easy to see Stanborough School Pupils as able, confident, articulate and self-sufficient and to assume that personal affirmation will matter little to them. Quite the opposite is often the case – beneath an apparently confident persona there often lies an individual who needs quite badly the frequent word of commendation. It is very important, therefore, that all members of the teaching staff should be alert to opportunities for offering, routinely and informally, encouragement and endorsement when a Pupil has done well or has clearly worked especially hard. In this context written comments when marking academic work should be treated with particular care. In addition to such informal praise and encouragement there are various ways in which notable achievements or contributions can be acknowledged formally. Ultimately we encourage our Pupils to foster intrinsic motivation so that material rewards become redundant.

Encouragement and Reward: Formal Practice

- Certificates for outstanding effort and achievement as recorded in the half termly and termly reports at celebration Assemblies.
- Honour roll assemblies in recognition of consistent work throughout each half term.
- Merits awarded.
- Pizza lunches for accumulating at least 5 Class merits.

Cups, Trophies and Shields

There are countless awards for all aspects of school life; for individual and team achievement. These are presented at the Annual Speech Night Evening.

Headteacher Recognitions

Verbal recognition by the Headteacher following either work of exceptional quality or particular kindness or care is shown to others.

Merits

Merits can be gained for positive individual efforts both inside and outside the classroom (relative to the child's ability) or positive behaviour. The Pupils should be given one form (found in the staff room) and a duplicate form should be given to the Form Teacher via the box in the staff room.

Positive behaviour which could be rewarded by a merit includes:

- Improved behaviour in a particular area.
- Kindness or consideration of others.
- On time to every registration for a half-term.
- Service for others.
- Positive leadership or initiative.
- Responding well in a difficult situation.
- Consistent exemplary behaviour.
- Discretionary judgement of teacher (details to be explained on merit sheet).

- 1 After receiving 5 merits, and for every ensuing 5 merits, Pupils will receive a coupon. These can be used to buy goods or privileges as listed on a termly basis in the form rooms. When a coupon is cashed in it should be cancelled and returned by the relevant staff member.
- 2 Merits will also cumulate and result in Pupils' names being added to the honours lists outside the Headteacher's office. Those with the highest number of merits will also receive awards on Speech Night.
- 3 Every half term the merit cup will be awarded to the class who has received the greatest average number of merits during that period.

Teachers should avoid giving merits to a large number of individuals in a class at the same time. They can give 'class merits' which would count towards the class totals, but not the total of individual Pupils. The class merits will be totalled at the bottom of each form's merit totals and where possible a class reward should be given for the most class merits.

These will be awarded by members of staff to Pupils in Years 7 to 11 using the SERCO intranet system. Merits can be awarded for excellent academic achievement or improved effort, for acts of kindness or service to others or notable endeavour in any aspect of school life. When awarding a Merit it should be remembered that what might be a miniscule achievement for one Pupil, is a big step forward for another, and the reward should be appropriate to the Pupil's individual effort. The Form Tutor will keep a record of the merits awarded for each pupil. The results will be collated at the end of each half term (1 week before the end of half term assembly) and points for merits added to each pupil honour certificate. Merits are recognised at each annual Speech Night event.

Merits will have the following value:

Outstanding Achievement Awards (distinction)

Pupils are awarded and recognised each Speech Night for maintaining outstanding results in their reports. Effort averages for classwork, behaviour and homework are determined and Pupils are celebrated for consistently performing to an outstanding level.

House points

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House points are rewarded for positive individual efforts around school. These are counted up by the PE department. Students can earn house points by attending extracurricular clubs as well as participating in sport activities.

Sanctions

It is the policy of Stanborough School to implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect.

We work constructively with the children to help them truly embrace the core values of Stanborough School. Our sanctions are in light of helping the individual in developing respect and empathy towards others, as well as a sense of personal responsibility for their actions.

Letters of apology

If a Pupil has been deliberately malicious to either a member of staff or another Pupil, then they will spend time writing a letter of apology to the other individual.

Lunchtime clean up

If Pupils are not showing good behaviour they may be given lunch time clean up duties. An example is where two Pupils have an altercation and they are given a joint task to do whereby they are required to work together to clean up the cafeteria.

Demerits System

Staff members may award merits to Pupils for work of a particularly high standard (this can be relative to the child's ability) or positive behaviour.

Positive behaviour which could be rewarded by a merit includes:

- Improved behaviour in a particular area.
- Kindness or consideration of others.
- On time to every registration for a half-term.
- Service for others.
- Positive leadership or initiative.
- Responding well in a difficult situation.
- Consistent exemplary behaviour.
- Discretionary judgement of teacher (details to be explained on merit sheet).

Behaviour Demerits:

Misdemeanours are categorised as 'serious' and 'very serious'. For serious misdemeanours, behaviour demerits are given. For misdemeanours classified as very serious the Discipline Committee will decide on punishments and will result in Report Forms or putting recorded details on a student's file.

A demerit normally should be given for the following serious offences:

- Rudeness/insolence to students.
- Swearing.
- Late to class twice (in the same subject).

- Late to school three times in 2 weeks (non travellers), five times in 2 weeks (travellers) – must clear lates with excuse by 3:30 pm same day.
- Not bringing books or equipment to class twice.
- Poor corridor behaviour twice.
- Eating in unauthorised areas twice.
- Being out of class without permission (no corridor pass).
- Littering.
- Consistent disruption in class.
- Not attending a punishment or detention.
- Chewing gum.

This does not mean demerits cannot be given for other infractions of the rules. Demerits will be totalled on a half-termly basis. Within this half-term the following actions will take place:

| Demerits Points | Actions |
|-----------------|--|
| 4 | Year Tutor interview and half-hour detention. Letter to parents listing demerits. Warning of being placed on report at 6 demerits and informed of being assigned a personal tutor. |
| 6 | Students placed on report (academic or behaviour demerits – however these will not be added together to reach the total). When on report students will be assigned the support of a personal tutor. Students should be kept on report for the period of one half-term. Students will be taken off report if they incur fewer than 6 demerits in the next on half-term. |
| 8 | Senior Teacher detention – one hour. Parent interview or notified in writing and warning of one-day suspension at 12 demerits. |
| 12 | One-day suspension and return on report. (A warning must be given before the one-week suspension on the basis of demerits. If the total is reached too quickly, students will need to be given a specific goal i.e. three more demerits or less than 6 in the next half-term before suspension comes in force.) |
| 16 | Discipline Committee meets. A probable one-week suspension and probation. |
| 20 | Serious parent interview and personal arrangements/warnings. |
| 24 | Warning of expulsion and negotiate sensible arrangement or time off school with parents. |
| 28 | Expect permanent exclusion after Board action. |

Punishment for 16 demerits are subject to discretionary review by the Headteacher. In addition to the half-termly total and actions, a cumulative system will operate which includes academic demerits. This operates for demerits gained in the same or consecutive half-terms. If in one period (half-term) a student scores 6-11 demerits, he/she goes on report and carries forward a 'handicap' of 4 demerit points for the next period. (The hour detention will not apply.)

A student scoring 12-15 would start the next period with a handicap of 6 (and be on Report). A student scoring 16 or more would start the next period with a handicap of 8 and would be on probation. At the end of any period, handicaps are not counted in calculating status for the next

period only fresh demerits. But the handicap system will simplify moving students 'up the scale' of sanctions.

| Score Last Period | Handicap |
|-------------------|----------|
| 6 – 11 | 4 |
| 12 – 15 | 6 |
| 16 + | 8 |

| Demerit Points | Action |
|--------------------|--|
| 8, 8/12 | Parents invited to meet with the Year Tutor. Student on extended report. |
| 8, 8, 8, or 12, 12 | Discipline Committee, probable probation. Parent called in and student signs a contract. |

When a student is on probation, the following holds:

- Totals of 6 and under for two half-terms in both areas – academic and behaviour means removal from probation. Over these totals, probation remains.
- Two or more 8/12 marks consequently or simultaneously results in a further Discipline Committee – probable one-week suspension. Probation remains. In the case of the major problems being academic the suspension might mean internal for a shorter period.
- A further mark of 16 or above in behaviour would be taken particularly seriously and will probably lead to a minimum of a one-week suspension and could lead to permanent exclusion.
- Probation is re-considered on a half-termly basis. The maximum length of time probation will be renewed is usually two terms. However, a student clearly not taking probation seriously may be asked to leave before that time has elapsed.

STUDENTS ON REPORT

1. Students are on Report at 6 demerits
 - a) 6 academic demerits will put a student on Report (academic)
 - b) 6 behaviour demerits will put a student on Report (academic/behaviour)
 - c) academic and behaviour demerits will not be added together to reach a total.
2. When on Report students will be offered the support of a Mentor.
3. Students will be put on Report for a period of one half-term or six school weeks if the threshold is reached early in the term.
4. At the end of the period on Report:
 - a) A student incurring fewer than 6 demerits is taken off Report
 - b) A student incurring between 6 – 12 demerits is put on Report again.
 - c) A student incurring 12 or more demerits will be put on probation and stay on Report although the Mentor may/may not continue to work with him/her.

These guideline thresholds may be varied for the Student Review meeting taking the advice of the Mentor.

The Student's Guide to being on Report

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This guide is to help you understand what being on Report is all about and what to expect if it should happen to you.

Why?

Basically, people are put on report for one of two reasons: either your behaviour is causing us all problems or you are having difficulty keeping up with the work.

What will happen?

Two things happen to students on report:

First of all, every teacher you have keeps a closer eye on you to see that you are getting on all right.

Secondly, you will be asked to choose a teacher to be your Mentor. You are not guaranteed to get your first choice of teacher, but it will be someone you feel you can get along with. Your Mentor will not normally be a member of the Senior Leadership Team.

What will the Mentor do?

The job of the Mentor is to help you get off report as quickly as possible.

You can discuss the reasons why you were put on report with them and ask them to help sort out any issues you have with other teachers or assignments. The Mentor will want to look at the reasons for your being on report very carefully with you, and help you sort out ways of overcoming any problems. In a way, the Mentor is a bit like a counsellor, and you can talk to them about whatever is making life hard for you.

- If you are really badly behaved and getting into big trouble, the Mentor will make clear what you are in danger of having happen to you.
- What happens after a period on Report?
- The fact that you have been on report will always be on your school record, with a note of how you got on.
- If you sort out your problems and everything goes well, you can put it behind you and not worry about it.

If you don't respond to the help we are trying to give through the Report process, the next steps of our discipline policy will come into play. You will receive the normal punishments and notices for you demerits total, from the Senior Teachers, including perhaps being put on probation. Your Mentor will probably still try to help you, though.

What about my parents?

Of course, your parents/guardians will be told all about everything that happens to you and asked to help however, they can.

General Guidelines:

- Teachers should only give one demerit at a time.
- If the same teacher is giving the demerits for the same action to the child over a period of time, other methods of discipline should be explored.
- In the case of "larger" infractions and where Pupils have been sent to the senior teachers, the senior teacher can give up to three demerits. No further action should then be taken by the original teacher.

ALL OF THESE ARE UNDER CONTINUAL REVIEW AND ARE A GUIDE ONLY TO ACTIONS TAKEN BY THE SCHOOL.

Very Serious Offences:

- Wilful disobedience to a teacher.
- Any incidents relating to drugs, cigarettes, alcohol, offensive weapons.
- Direct insolence/rudeness to staff.
- Vandalism.
- Truancy.
- Sex Misdemeanours.
- Bullying.
- Assault.
- Fighting.
- Bringing school into disrepute.
- Any act that puts at risk the health and safety of students and teachers.

These misdemeanours are brought to the Senior Teacher or the Headteacher and taken to the Discipline Committee. The Discipline Committee has the right to the following options:

- Take no action but record the incident.
- A detention and demerit.
- Suspension (period determined by the seriousness of the offence).
- Recommendation for permanent exclusion.

The parent will be informed in writing of the decision of the Discipline Committee with the relevant warning of further disciplinary action following a second very serious misdemeanour. If a subsequent very serious offence is brought to the Discipline Committee, it will take into account any previous decisions (including academic demerits) and it reserves the right to recommend permanent exclusion on consideration of the seriousness of those subsequent offences. All such decisions are recorded.

General Guidelines Regarding Demerits

All staff member should only give one demerit at a time. If the same staff member is giving the demerits for the same action to the child over a period of time, other methods of discipline should be explored. In the case of "larger" infractions and where Pupils have been sent to the senior teacher, the senior teacher can give up to three demerits. No further action should then be taken by the original teacher.

Other Punishments

Detentions: Detentions may be set for homework not done, time wasting etc. Class teachers may set detentions for up to half an hour for bad behaviour, and one hour for homework not done. Senior teacher may set one hour detentions. This will be automatic in some cases such as truancy. The Librarian will update the records on a daily basis and all form teachers should access the database to determine the status of Pupils in their forms. A record of students in detentions is maintained and will also allow staff to make arrangements for sharing detention duties. Twenty-four hours' notice should be given to parents of an afternoon detention.

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Report forms: Two types of report forms are available- academic and behaviour reports. The behaviour report form should be used only over a short period of time, and should record specific concerns (e.g. lateness to class, not having equipment). These should be reviewed daily with the child by the form teacher and copies kept on file. The weekly reports are for longer term evaluation of a student's progress. Forms should be returned to the form teacher weekly and the form teacher should discuss the reports with the child. Copies should be sent to the parents and the originals kept on file. Pupils are put on report by agreement of the members of the discipline committee.

Contract: Where particular and consistent problems emerge, a child may be asked by the discipline committee to agree to a contract of behaviour. The agreement will be shared with the parents/guardians and progress monitored closely, in the first place by the form teacher. The method of monitoring will vary with the contract but should be clearly stated to the pupil, along with the consequences of the contract being broken.

Records

It is important that accurate records are kept of disciplinary actions; therefore the reason for the demerit slips and for keeping report forms on file. There is also a punishment book in the Headteacher's office. Any major discipline issue not recorded on any other form, along with suspensions for any reason should be recorded in here by the Headteacher.

Introduction of Rules and Discipline Procedures

All form teachers should spend the first form period discussing rules, expectations and the outline of the discipline policy. Major issues will also be discussed in assembly periods. Class teachers should set up ground rules in their first classes so that each class understands expectations and what is likely to happen should these be contravened. It is important that any threats can and will be backed by action if necessary. It is recommended that teachers also introduce a system of recognising good behaviour and work in their classrooms. Class teachers should also be as consistent as possible in applying the rules. In most situations, a warning should be given before action is taken. No physical force should be used at any time, and only in essential situations should a student be physically restrained (e.g. serious threat to himself/herself or another individual, with other warnings ignored).

Discipline around the School

Discipline around the school is the responsibility of all staff. This includes any behaviour in the corridors which contravenes Health and Safety policies. Incidents of bullying and fighting should be responded to immediately and referred as is appropriate. Courtesy and thoughtfulness should be commended.

Discipline Committee/Suspension/Exclusions

The discipline committee consists of the Headteacher, Assistant Heads, the senior teachers, the form teacher, the chaplain (advisory), and in the case of boarding students, the Boarding Head. A discipline committee should meet in the case of any action (or accumulation of actions) which could result in suspension or exclusion. When an action needs to be taken quickly and the discipline committee members are not available for consultation, the Headteacher may take an immediate

decision to suspend, pending the meeting of the discipline committee which, when meeting, will agree the date suspension should end or recommend permanent exclusion. All exclusions must be ratified by the School Board and the parents may appeal the decision to the Board.

Discipline Sanctions

- All staff must be consistent in following the school discipline policy in every area- e.g. Rudeness, lateness, homework, littering and vandalism, bullying, uniform, demerits/ merits, corridor passes, lockers, corridor behaviour. (See Teacher Handbook)
- Discipline must follow the lines of responsibility: (Teacher Handbook)
 - a. Class teacher
 - b. Form teacher
 - c. Senior teacher (AA)
 - d. Headteacher (LD)
- Uniform infringements: Form teachers to implement a half-hour detention once a week for any of the following infringements if the child comes WITHOUT A NOTE:
 - a. Incorrect footwear
 - b. No tie
 - c. No Blazer
 - d. Incorrect skirt or trousers
 - e. Incorrect skirt or blouse
- If the pupil has a note, the form teacher signs the note for the child to carry all day OR form teachers issue a signed and dated badge for the child to wear. SLT to send letters out weekly. If problem is not solved within a week, the child will not be allowed back in school.
- Shouting and running in the corridors or on stairways by students is strictly forbidden. Anyone caught in the act is booked by the teacher observing it or by the teacher on duty, by entering in the book in staffroom. Two infringements of this rule will incur a behaviour demerit (and a detention).
- Student entrance and corridor doors will be locked at 3:45 pm. Students kept in for detention or for homework clubs, etc. will need to be let out of the front door. The front door will be locked after 5 pm. (Note: Teachers are responsible for shutting windows and locking classroom doors before leaving.)
- Lateness: Lateness to class- twice- 1 demerit and detention. (The detention must operate.)

Lateness to school:

Non-travellers: 3-5 lates in 2 weeks

Traveller: 5-7 lates in 2 weeks

Incurs demerit and detention to be supervised once every 2 weeks by all Staff- half hour at lunchtime on a Thursday. Pupils need warning if near the limit after one week. Excess of these lates

will incur 2 demerits and a 1 hour detention. Travel to & from School. Form teachers- inform students travelling that there will be spot checks at Watford Junction Station.

Code of Conduct

When moving around the building students should:

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- Keep to the left.
- Talk quietly.
- Don't loiter.
- Walk.
- Stand against the wall.

Only the sixth form may use the front entrance to the school at all times. All other students should use the student entrance at the back of the school. The front entrance may only be used for Pupils staying for late classes that finish after the back door is locked. The stairs leading to the front lobby by the offices are for use by staff and prefects only. Between classes students should move quietly and quickly to their next classes. Books should be carried from one full break period to another. During class periods students should only be in the corridor if they have been given a corridor pass. They are not permitted to go to lockers between break times. During lunch time Pupils may use the gym, the outside area, and the back student entrance. Any movement elsewhere in the building should be for access only (i.e. students moving to and from an appointment or to the toilets). The cafeteria will serve food between 13.30 and 14.20 pm. Students arriving after that time may not be served. Politeness to visitors and staff is expected of students at all times while moving along the corridors.

Students Who Do Not Maintain The Code Given Above May Be Given Detentions Or Demerits By Staff.

Standard of Conduct in Classrooms and Corridors:

- Move from class to class quietly and with consideration for others.
- Lateness is a form of bad manners. Students should arrive with the necessary books and equipment promptly at each. Lateness will incur demerits.
- Wait for the teacher at the door of the classroom in line quietly.
- On entering the classroom go straight to your desk:
- No opening of windows.
- No moving of furniture.
- Prepare quickly and quietly for the work of period.
- During the class period, or at any other time:
- Answer questions promptly and without comment.
- Obey instructions promptly and without comment.
- Indicate by raising your hand if you wish to answer a question or speak.
- You are dismissed by the teacher, not the bell.
- Stand for visitors or on the instruction of the teacher.
- Staff and visitor should be given priority in the corridors and when entering a classroom.

Students should conduct themselves with propriety in their personal relationships. Cycles should only be used for journeys between home and school and must be ridden only on the roads. Helmets must be worn.

Students wishing to bring motorised vehicles to school should apply for permission, producing the valid documents. Access to the estate should be by recognised entrance/exits only. The front entrance to the school building is for parents, visitors, staff and Sixth Form only. Outside of school hours, Pupils are not allowed to frequent the school buildings and playgrounds unless permission

has been granted on each occasion by a teacher or in case of visits to the Boarding School by Boarding School staff on duty.

Any visitor to the Boarding School is subject to Boarding School rules.

Code of Conduct in the Dining Room

- Students should line up outside the dining room on fine days, or wait at tables as directed by the staff member/prefect on duty on rainy or cold days. Queue-jumping or rowdy behaviour will mean students will lose their place or may be asked to leave the dining room completely.
- Students should go to the counter when directed by the staff member or prefect on duty.
- Only staff, sixth form, prefects, or students with a signed note from a staff member may go to the counter directly.
- Trays must be used for collecting food and all the food should be collected in one attempt.
- All food must be eaten in the dining room.
- Proper table etiquettes are required at all times.
- Students should clear up any spillage they have made.
- After eating, students should clear trays properly at the trolley.
- Students should not move chairs or tables out of their arranged positions.
- When leaving the dining rooms, students should ensure their place is left tidy and clean.
- All students should leave the dining room by 2.20 pm.

Classroom Code

- Pupils should enter the room in an orderly fashion and go to their place immediately.
- Uniform in the classroom should be neat.
- Pupils should not leave their seats without permission.
- Pupils should put up their hands and wait to be recognised before speaking.
- Pupils should respect God, each other and the teacher at all times.
- Pupils should leave the classroom in an orderly fashion and should walk down the corridor.
- The room should be left tidy.
- Windows should only be opened or closed, and furniture moved with the permission of the teachers.
- Pupils should sit properly and only on chairs.
- Before the teacher leaves the room, windows should be closed, the door locked and lights turned off.

School detention is given as an outcome of a demerit or for persistent lateness. It is recorded along with the demerit on the SERCO system. Detention will take precedence over all other activities unless agreed with the Headteacher of School or the Assistant Headteacher for pastoral responsibilities, so that it is a meaningful sanction viewed with a degree of severity. Parents are informed of a detention.

Guidelines for Staff

All members of staff are expected to be clear in their understanding of the standards expected of our Pupils and to be vigilant in ensuring that any lapses of behaviour, either in or out of the classroom do not go unchecked. With that in mind all staff should strive to:

- Develop an effective rapport with each individual Pupil.

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- Establish a feeling of security for Pupils by being consistent, firm and fair with them.
- Avoid direct confrontation but deal with situations in a calm and reasoned manner.
- Send problematic Pupils to the relevant Faculty Leader or Assistant Headteacher of School.
- Know the whereabouts of every Pupil in their charge at all times.
- Seek advice from the Faculty Leader or Senior Staff member as and when a need arises.
- Follow the procedures outlined below.

Stanborough School Counsellor Option as part of support Pupils to Self-Manage their Behaviour:

It may be helpful for an impartial member of staff to become involved or to be consulted. The use of a Counsellor is established as a support mechanism and can be used for on-going behavioural problem or in times of personal need. At Stanborough School, the Pupils will know this person as the School Counsellor who is employed by the school. The Headteacher or Senior teacher are always available as a point of reference. The Counsellor will maintain a close interest in the behaviour and achievements of the Pupils and will liaise regularly with the teacher/s who work most closely with him or her. Sometimes it may well be helpful to remove a disruptive Pupil to meet the Counsellor and this can be arranged through Reception, Form teachers, or Senior Teacher. As the Counsellor gets to know the Pupils better there should be an input into the behaviour management strategy that is agreed as being the most appropriate. The counsellor may also be used for family mediation group sessions. This is organised through the Senior teacher and Headteacher of School.

Staff Development and Support

We support our staff in managing and modifying children's behaviour through appropriate In Service Education Training (INSET) whereby we bring in specialist trainers to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Support Systems for Pupils

Stanborough School places considerable emphasis on the pastoral support for all Pupils. We have set procedures for supporting children with their behaviour problems Pupils are supported in their behaviour through high expectations of positive behaviour instilled in assemblies, Personal, Social, Health, Economic (PSHE) education and Citizenship, class routines, circle time lessons, the Pastoral Pyramid and positive role models of staff and older children. In some cases, we may refer children to outside agencies who will liaise with both the school and the child's parents to provide additional support.

Liaison with Parents and other Agencies

We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. Stanborough School also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Managing Pupil Transition

We carefully manage the transition of the Pupils from other schools Key Stage 2 to Key Stage 3 & 4 also in preparing Pupils for their further education in Year 11. A particular strength of Stanborough School is the relationship staff develop with the Pupils. Our staff team are in constant

communication. Any specific Pupil support systems or strategies are seamlessly integrated as each Pupil moves through the school to ensure consistency in their behaviour management.

Organisation and Facilities

Within the organisation of the school, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to become as personally adequate, socially competent and as independent as their potential will allow.

Duties under the Equality Act 2010 and supporting Pupil's with special educational needs and disabled Pupils

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. In particular we give due consideration to our children who require such due to their special educational needs or disability when considering behaviour, discipline and sanctions. Adjustments will be made according to the children's individual specific needs. Particular consideration will be given to those Pupils with special educational needs or disability when considering behaviour, discipline and sanctions. Stanborough School takes account of any special educational needs when considering whether or not to exclude a Pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the Pupil.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. The school will always take account of any special educational needs when considering whether or not to exclude a Pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all Pupils fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline.

Recording: Incident Log and Sanction Books

The school keeps a variety of records of incidents of misbehaviour. The class teacher records any significant classroom incidents. These notes should be kept on the school's information management system under the notes function. The Headteacher of School, Assistant Headteacher, or Senior Teacher records those incidents where a Pupil is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors log any incidents in the communications book, which is handed to the Senior teacher as

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they occur. For more serious incidences the staff on duty will email the Form Teacher/Headteacher of School/Assistant Headteacher/Senior teacher depending on the seriousness of the situation. Staff on duty also give Merit to reward Pupils who display positive behaviour and kindness during the break times.

Fixed Penalty Exclusion and Permanent Exclusions

Stanborough School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at Stanborough School are:

- Suspension = Fixed Penalty Exclusion
- Expulsion = Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a Pupil can only be exercised by the Headteacher or Deputy Headteacher. If the Headteacher excludes a Pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Chairman of the Board. The school informs the parents how to make any such appeal. It is the responsibility of the Board, with the help of the Headteacher and SLT to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Please refer to our Exclusion Policy for extreme cases, and also our Anti-bullying Policy .

Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)

Pupils' behaviour outside school on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before Pupils attend residential visits that acknowledge, in cases of serious bad behaviour, they will collect their Pupil from the venue. The Headteacher will not allow Pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the Pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences whilst on an educational visit will result in the parents having to collect their Pupil from the venue at their own expense.

Pupils' Conduct outside the School Gates

Any Pupil found to show misbehaviour or bullying outside the school gates (including Pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a Pupil can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Headteacher; will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another Pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious misbehaviour process mentioned above and could lead to exclusion from the school.

Behaviour of Parents on/off the School Premises

It is expected that parents will comply with our school regulations regarding dropping off and

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collecting their children and when on the school premises. Parents must on arrival at the school, ring the buzzer and report immediately to the School Office, unless they are collecting their child from a club. They may not wander around the school premises unaccompanied, unless permission has been sought e.g. to collect an item of uniform. Parents should not become angry publically, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching and appointments must be made. If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called.

A note must be written if a Pupil has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The Pupil is then signed out and back in again on return. Parents should not approach other parents on the school premises concerning external matters. Matters concerning Pupils in the school should be handled objectively through the school and not solely between parents.

Anti-Bullying

For information of how we deal with incidents of bullying, please see our Anti-Bullying policy. If a case occurred of severe or persistent bullying strong sanctions, such as exclusion, would be implemented.

Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a Pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used.

The following sanctions / punishments will never be used:-

- Corporal punishment.
- Any form of hitting of a Pupil (including hitting a Pupil in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone to parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by a Pupil.

Physical Restraint

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Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child). The position is stated in DfE Guidance Behaviour and Discipline in Schools. Teachers in our school do not hit, push or slap Pupils. Staff only intervene physically to restrain Pupils to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and recorded in the Pupil's personal file. The Pupil's parents are informed on the same day. Records are kept of when force is used and parents are informed. Training and Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

Involvement of Pupils

Article 12 of the UN Convention on the Rights of the Child allows Pupils who are capable of forming views to express those views. The Student Association will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns. All Pupils are involved in the discussion process through activities of the Personal, Social Health and Economic Education Programme (PSHEE) appropriate to their age.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all Pupils fairly and apply this behaviour policy in a consistent way. This policy aims to help Pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline.

Concerns about the welfare of colleagues or Pupils should be communicated to the Headteacher immediately. Remember, these guidelines will protect you, the Pupils and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

The Right to Learn in a Calm and Undisrupted Atmosphere

Pupils should move around the school calmly and quietly. To benefit fully from lessons Pupils should have all necessary equipment and books. Homework and the date for handing it in should be written down in the homework diary. All work submitted should reflect a Pupil's best efforts. Work that is badly presented or well below a Pupil's capabilities is unacceptable and will be returned to the Pupil in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden. Pupils will only be acknowledged and given the right to speak if they first raise their hand. Mobile phones must be switched off at all times.

Disciplinary Action against Pupils who are found to have made Malicious Accusations against Staff

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If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the Pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headteacher may temporarily or permanently exclude the Pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. Stanborough School may take disciplinary action against Pupils who are found to have made malicious accusations against staff which if necessary, may include exclusions.