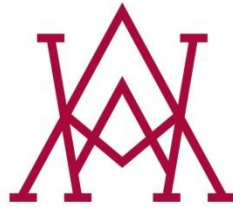


September 2020

COGNITA



AKELEY WOOD
SCHOOL

Behaviour Policy

September 2021

1 Purpose

- 1.1** This policy is designed to foster a school ethos which promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils.
- 1.2** This policy applies to all pupils at Akeley Wood Senior School and AW6.

2 Background

- 2.1** We are required to ensure the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. 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.
- 2.2** In keeping with The Education (Independent School Standards) (England) Regulations 2014/British School Overseas Standards (as amended), our policy outlines our code of conduct for pupils, 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. [Refer to Appendix 1]
- 2.3** The Headteacher is responsible for developing this policy within the framework set by Cognita as proprietor. Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school.

This includes how the standards will be achieved, the school rules, any sanctions 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 pupils complete assigned work and regulate conduct.

- 2.4** This 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, which is available on our website.
- 2.5** This policy considers the need to safeguard and promote the welfare of pupils, as outlined in our Safeguarding and Child Protection Policy, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs and/ or disability.
- 2.6** If any pupil's behaviour is considered by the Headteacher 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 and 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.*

2.7 We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our parent contracts accordingly.

2.8 We support children at times when difficult events happen in their 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.

3 Applicability

3.1 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.

3.2 We work in partnership with our parents, pupils 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.

3.3 To this end, we have an ethos of setting high expectations for all pupils with consistently applied support. We expect our staff, parents and pupils to understand and respect the rules of the school and the expectations and responsibilities outlined in this policy. We expect both staff and parents to always model positive behaviour so that our pupils can benefit fully from their experiences in school.

3.4 It is important that our staff always follow this policy to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.

3.5 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.

3.6 Should any child display severe emotional, behavioural and social difficulties, it is 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.

3.7 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; and
- Resolve (face) problems and setbacks and learn from them.

3.8 Where severe problems occur, we expect the child to receive external support, as well as support in school at an early stage, such as via the Common Assessment Framework and early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents and the pupil 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 pupils, using evidence-based approaches.

3.9 Staff work closely with the Special Educational Needs Coordinator (SENCO) 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.

4 Definitions and Scope

4.1 School Provision

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Our school provides:

- A committed senior management team which sets a culture within the school that values all pupils; 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 Special Educational Needs Coordinator (SENCO), ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the school identifies and meets pupils' 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 pupils 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 to inform 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 can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published SEND Policy;
- Working with others to provide interventions for pupils 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 pupil's needs; a plan to set out how the pupil 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

4.2 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 pupils 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 pupil well and can spot changing patterns and early signs.

4.3 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

4.4 We will support pupils with medical needs and be fully aware of any medication that children are taking, including supporting any Individual Health Care Plans.

4.5 School Principles:

- School staff and pupils 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 pupils, such as those with special educational needs;
- Pupils 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 pupils should be listened and responded to;
- All pupils are entitled to learn in a safe and secure environment;
- Pupils 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 pupils' 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.

5 Procedures and Responsibilities

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

5.2 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 Headteacher says otherwise.

5.3 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.

5.4 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.

5.5 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.

5.6 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; and
- We will try to find out why the child is behaving in this way and then treat the situation accordingly.

5.7 The role of the teacher

- Teachers are responsible for ensuring that the school Code of Conduct 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, e.g. during pastoral time;
- If a pupil misbehaves repeatedly in class, the teacher will record this on CPOMS in all such incidents, dealing with the matter themselves in the first instance and referring to the behavioural guidelines below.

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- The teacher reports to parents about the progress of each pupil 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 pupil;
- 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 and any other serious incident. These are reported to the Headteacher and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and serious incident log;
- 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 pupils, damage to property or to prevent pupils 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 Headteacher only and where there is good reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search pupils in a blanket way; and
- Comply fully with the *Staff Code of Conduct*, including the *Acceptable Use of ICT Policy*.

5.8 Expectations of pupils in our school

- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Treat others with respect and consideration at all times;
- comply to uniform policy
- 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 or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the *Digital Safety Agreements*.

6 Policy

6.1 Our Celebrations

Identifying and celebrating students' personal strengths and individual talents is at the heart of Akeley Wood Senior School. To recognise these achievements, we create a culture of celebration and recognition. Our Celebration policy enables students to flourish and grow, safe in the knowledge that their achievements will be recognised.

In order to build a culture of celebration staff will consistently, frequently and authentically reward students celebrating their achievements. House Points and Praise Postcards are sent from individual teachers and departments to celebrate good work, effort, attainment, conduct – we aim to focus upon the ‘good’ celebrating those who are meeting our expectations rather than putting emphasis on those who do not. House points are also awarded for participation in House events, all points are calculated on an individual and House basis. At the end of the academic year the House Cup is awarded.

Heads commendation – commendations can be awarded for academic performance, community action or effort. Students will meet with headteacher to discuss achievements and receive a commendation.

Events including Celebration assemblies will take place at the end of each term to support a positive approach and reinforce good behaviour, celebrating a broad range of children’s achievements, raising self-esteem and self-confidence. The year will culminate in prize giving events which include sports, academic, DofE, community contribution celebrations etc.

6.1 Strategies and support

The following outline a range of strategies for use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behaviour;
- 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 pupils with social, mental or emotional health difficulties;
- social skills training;
- referral to CAMHS and/or educational psychology services; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

6.2 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.

6.2.1 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 and Child Protection 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.

6.2.2 Adults should 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.

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6.2.3 Parents will be contacted at the earliest stage and meetings arranged if problems are persisting or recurring.

6.2.4 Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6.2.5 In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, online or digital bullying, verbal abuse and persistent disruptive behaviour in class.

6.2.6 It should be noted that, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

STUDENT BEHAVIOUR EXPECTATIONS, FOLLOW UP GUIDANCE & HOUSE POINT AWARDING

WE TAKE RESPONSIBILITY FOR:	Expectations are set out, so everyone is clear about them, and you can take responsibility for your own choices, self-regulate & remain in this green zone. We work with you to Follow Up to get things back on track.	LEVEL 1 FOLLOW UP (STAFF)	LEVEL 2 FOLLOW UP (HOY)	LEVEL 3 FOLLOW UP (HOP)	LEVEL 4 FOLLOW UP (SLT)
ONE OUR OWN PRESENTATION & PUNCTUALITY	<ul style="list-style-type: none"> ▪ Getting to school in time for Morning Registration at 8.30am. The Morning Register closes at 8.40am and after this a student is marked as Late unless due to School Buses or if parents have informed Reception of an extenuating reason. 2x Late in 5 days will automatically lead to Follow Up.* ▪ Getting to afternoon registration on time.* ▪ Wearing uniform correctly and explaining politely with a note from home if there is an issue with uniform or an adjustment to be made. Ongoing issues will lead to an automatic Follow Up.* ▪ Not chewing gum (zero tolerance).* ▪ Not having mobile phones* out on the school site (except to contact parents about transport when waiting at end of day) or unless with clear teacher consent (zero tolerance). 	<p>A Form Tutor/Teacher/ Member of Staff</p> <p>will address issues at the time or in the Lesson/Break/ Transition/at End of Day.</p> <p>Unless resolved they will escalate it to Level 2 or higher if required.</p>	<p>Expectations marked with a * will be followed up in a general weekly Follow Up session run by a member of the HOY Team on a rota as there is zero tolerance in these areas and they do not require in-depth discussion unless ongoing.</p>	<p>The Head of Phase will follow up with you and your parents if things are more serious or haven't improved.</p> <p>This will be at Lunchtime or after school as scheduled - 45 mins</p>	<p>A member of the Senior Leadership Team will follow up if things still haven't improved or where there has been a serious incident.</p> <p>This will be at the time or might be after School as scheduled by letter - 60 mins</p>
TWO THE LANGUAGE THAT WE USE	<ul style="list-style-type: none"> ▪ Speaking respectfully and politely to all students & staff, being truthful and accepting responsibility. ▪ Not swearing (zero tolerance).* ▪ Speaking to others kindly and with empathy. ▪ Making others feel safe and positive about themselves and standing up for what is right. ▪ Using appropriate language and not using derogatory terms – the 9 Protected Characteristics. ▪ Knowing that 'banter' is never an excuse for inappropriate language or conduct at school. 	<p>This will include where a request to address something isn't responded to politely or</p>	<p>For all other issues your Head of Year will follow up with you in conjunction with the</p>	<p>There will be a Parent/ Student meeting/ Phone call and ways to support you will be agreed</p>	<p>At this level there will be a Parent/ Student</p>

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<p>THREE</p> <p>KEEPING OURSELVES AND OTHERS SAFE</p>	<ul style="list-style-type: none"> Not engaging in Peer on Peer Abuse (see guidance) whether deliberately or not. Not intimidating or harassing others. Harassing means treating people in a way that violates dignity or creates a hostile, degrading, humiliating or offensive environment. Never using violence or making physical contact with someone without their consent. Not bullying others, including online bullying. Not bringing illegal or dangerous items into school Using the internet and technology safely and responsibly and in line with guidance. Not taking photos/videos without consent or using technology unsafely/unkindly. Following specific safety guidance including on School Buses, Labs, CV19 measures etc. 	<p>where there are consistent or ongoing concerns.</p> <p>The Teacher/ Tutor will email home if required to flag With Parents as appropriate.</p>	<p>Teacher/Head of Department/ SENCO to agree the best follow up on a case by case basis.</p> <p>A follow up meeting will be scheduled for</p> <p>Lunchtime - 30 mins so that it can be followed up more fully.</p> <p>There will be an e mail/ call home so that your parents are aware.</p>	<p>e.g. a Tracking /report card.</p>	<p>Meeting. Letter Home.</p>
<p>FOUR</p> <p>RESPECTING & CARING FOR OUR SHARED ENVIRONMENT</p>	<ul style="list-style-type: none"> Not vandalising or graffitiing items or breaking items deliberately. Reporting any accidental damage and owning up to accidents. Moving safely around our space at the right pace and holding doors open for others. Not stealing and not going into others' bags or lockers without their consent. Not going into out-of-bounds or unsupervised or staff only areas. 				
	<ul style="list-style-type: none"> Behaving appropriately in the Dining Room/Queue. Not leaving your bag in an area where people could trip over it or it might block doorways or corridors Following Duty Staff requests. Not hanging around in toilets. 	<p>Dining Room Duty for 20 minutes will automatically be given where these expectations aren't met. HOY Follow Up if a concern.</p>			<p>LEVEL 5 FOLLOW UP Escalate to Exclusion Policy as appropriate (copy on school website).</p>

<p>IN CLASS WE TAKE RESPONSIBILITY FOR:</p>	<p>Expectations are set out so everyone is clear about them, you can take responsibility for your own choices, self-regulate & remain in this green zone.</p>	<p>LEVEL 1 FOLLOW UP (STAFF)</p>	<p>LEVEL 2 FOLLOW UP (HOY/HOD)</p>	<p>LEVEL 3 FOLLOW UP (HOP)</p>	<p>LEVEL 4 FOLLOW UP (SLT)</p>
<p>FIVE</p> <p>BEING READY TO LEARN</p>	<ul style="list-style-type: none"> Being on time to lessons and getting a message to a teacher if you will be missing part of a lesson. Having the right equipment for learning and explaining politely if there is a reason why not. Repeated concern about missing equipment. 	<p>Form Tutor/Teacher/ Member of Staff will address issues at the time or in the Lesson/Break/ Transition/at End of Day and will escalate it to Level 2 or</p>	<p>The Head of Year will follow up in conjunction with the Head of Department/SE NCO to agree the best follow up.</p> <p>A Follow Up meeting will be</p>	<p>The Head of Phase will follow up with you and your parents if things are more serious or haven't improved.</p>	<p>A member of the Senior Leadership Team will follow up if things still haven't improved or there has been a serious incident.</p>
<p>SIX</p> <p>BEING AN INDEPENDENT LEARNER</p>	<ul style="list-style-type: none"> Completing your homework and making sure that it is handed in on time and speaking to the teacher in advance if there is an issue with this. Completing your work in class to the best of your ability and asking for help if you need to or you can't finish it. 				

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	<ul style="list-style-type: none"> ▪ Making sure work is your own and not copied or plagiarised from another source (academic honesty). 	higher if required.	scheduled for Lunchtime - 30 mins so that it can be followed up more fully.	This will be at Lunchtime or after school as scheduled - 45 mins	This will be at the time or after School as scheduled by letter - 60 mins
SEVEN MAKING THE MOST OF LEARNING TIME	<ul style="list-style-type: none"> ▪ Settling quickly and quietly to the first task. ▪ Focusing on your studies in class and making effort. ▪ Enabling others to work without distraction ▪ Contributing positively to activities. 	This will include where a request to address something isn't responded to politely or where there are consistent concerns.	There will be an email/ phone call home so that your parents are aware.	There will be a Parent/ Student Meeting and ways to support you will be agreed e.g. a report card.	At this level there will be a Parent/Student Meeting and a Letter Home.
EIGHT LISTENING RESPECTFULLY & CONTRIBUTING CONSIDERATELY	<ul style="list-style-type: none"> ▪ Following all instructions and asking for clarification politely if they are unclear. ▪ One voice at a time, whether the teacher's or another student's. ▪ Listening and responding to others with respect. ▪ Contributing positively to discussions. ▪ Putting up your hand. 	The Teacher/ Form Tutor will email home so that Parents are kept informed.			LEVEL 5 FOLLOW UP Escalate to Exclusion Policy as appropriate (copy on school website)

Student removal from lessons

* If following a stage classroom intervention by the class teacher the student's behaviour is continuing to prevent others from learning,

The class teacher should email the group email 'On Call' (with a high importance flag) and request an on-call member of staff (HOY/HOP/SLT/ Reception) to attend the lesson and remove the student from the lesson to complete their work under supervision. A member of staff from the list should reply to state that they are on their way. (should there be no reply to the email reception should radio and or telephone a member of SLT to attend).

The member of staff will remove the student and arrange for them to be supervised. The class teacher should ensure the student has enough work to complete for the remainder of the lesson.

The incident should be logged on CPOMS so that there is a record of events. The class teacher should also speak to their HOD and make contact home to inform them of the behaviour and set out expectations. This should happen ideally on the same day but if the situation is complex or additional support or information gathering is required with contacting home the HOD and HOY will support.

If a student is removed from a lesson, they will automatically be given an SLT Follow Up with a letter home. Please note this on CPOMS and ensure SLT is aware and a letter can be sent home.

Repeated incidents will mean a student is put on a report card overseen by the Head of Phase in the first instance. This will include a meeting with parents and the student to set out expectations and targets.

If this is not successful parents, the situation will be escalated further.

7 Suspension and Expulsion

7.1 The Headteacher reserves the right to suspend and expel pupils from the school. Suspension and expulsion will be dealt with in accordance with our *Exclusion Policy*.

8 Allegations of Abuse against Teachers and Other Staff

8.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner which provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the *Safeguarding and Child Protection Policy and Procedure*. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

9 Complaints Procedure

9.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the Headteacher. You may find it helpful to refer to our *Complaint Procedure* for guidance (available via the school website).

9.2 The Complaints procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school. If as a parent/carer(s) your complaint is about exclusion from school for inappropriate conduct, please refer to the *Exclusion Policy*.

10 Monitoring and Evaluation

10.1 Each Headteacher is responsible for maintaining a behaviour log which includes instances of bullying.

10.2 The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.

10.4 Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.

10.5 Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the Cognita Director of Education (DE).

APPENDIX 1: Behavioral Expectations Guidance

Although we operate internal processes as an independent school, we also operate within the law.

Sometimes when there is a serious incident we will work through with students and parents what the law either requires the school to do or report or how the incident sits within the law. Having this knowledge and shared understanding is important for us all and we actively encourage our students to know and understand how the law protects and guides them so that they can keep themselves and others safe.

AGES	SUMMARY OF GUIDANCE/LEGISLATION	FOR MORE INFORMATION, ADVICE OR SUPPORT:
DEFINITION OF A CHILD	<p>In England a child is defined as anyone who has not yet reached their 18th birthday. Child protection guidance points out that even if a child has reached 16 years of age and is:</p> <ul style="list-style-type: none"> • living independently • in further education • a member of the armed forces • in hospital; or • in custody in the secure estate <p>they are still legally children and should be given the same protection and entitlements as any other child (Department for Education, 2018a).</p>	<p>CONTACT CHILDLINE ON 0800 11 11</p> <p>https://www.childline.org.uk/get-support/contacting-childline/</p> <p>Childline is a free confidential service you can contact online or by phone 24 hours a day about <u>any</u> issue at all. A Childline counsellor:</p>
EDUCATION	<p>In England pupils can leave school on the last Friday in June if they'll be 16 by the end of the summer holidays. Young people must then do one of the following until they're 18:</p> <ul style="list-style-type: none"> • stay in full-time education, • start an apprenticeship or traineeship <p>spend 20 hours or more a week working or volunteering, while in part-time education or training</p>	<p>will listen to you and is genuine, open and friendly</p> <p>knows it takes courage to contact us and isn't easily shocked</p>
CHILD EMPLOYMENT	<p>The youngest age a child can work part-time is 13, except for children involved in specific areas such as television, theatre or modelling (Gov.uk, 2021b). Children working in these areas will need a performance licence.</p> <p>Children can only start working full-time once they've reached the minimum school leaving age – after this they can work up to 40 hours per week (Gov.uk, 2021b). In England, a young person must be in part-time education or training until they're 18 (Gov.uk, 2021a).</p> <p>Young people can work as apprentices from the age of 16. Apprentices are paid a salary for their work and also pay tax and national insurance.</p>	<p>knows about the problems young people can face</p> <p>will let you take your time and won't judge you or put you down.</p>
AGE OF CRIMINAL RESPONSIBILITY	<p>The age of criminal responsibility in England and Wales is 10 years old.</p>	
THE LAW ON LEAVING A CHILD ON THEIR OWN	<p>The law does not say an age when you can leave a child on their own, but it's an offence to leave a child alone if it places them at risk.</p> <p>Use your judgement on how mature your child is before you decide to leave them alone, for example at home or in a car.</p>	<p>https://www.gov.uk/law-on-leaving-your-child-home-alone</p>

	<p>The National Society for the Prevention of Cruelty to Children (NSPCC) says:</p> <ul style="list-style-type: none"> • children under 12 are rarely mature enough to be left alone for a long period of time • children under 16 should not be left alone overnight • babies, toddlers and very young children should never be left alone <p>Parents can be prosecuted if they leave a child unsupervised ‘in a manner likely to cause unnecessary suffering or injury to health’.</p>	
<p>THE AGE OF CONSENT</p>	<p>In each UK nation, the age of consent (the legal age when people can engage in sexual activity) is 16-years-old. This is the same regardless of the person's gender identity, sexual identity and whether the sexual activity is between people of the same or different gender.</p> <p>The law is there to protect children from abuse or exploitation, rather than to prosecute under-16s who participate in mutually consenting sexual activity</p>	
<p>DRIVING</p>	<p>You can apply for a provisional driving licence when you’re 15 years and 9 months old.</p> <p>You can start driving a car when you’re 17.</p> <p>You can drive a car when you are 16 if you get, or have applied for, the enhanced rate of the mobility component of Personal Independence Payment (PIP).</p> <p>You must have a provisional driving licence for Great Britain or Northern Ireland when you’re learning to drive or ride.</p> <p>You must be supervised when you’re learning to drive a car. This can be by a driving instructor or someone else who meets the rules, for example family or friends.</p> <p>The car you learn in must display ‘L’ plates.</p> <p>You can drive at any time, day and night.</p> <p>You can only drive on motorways if all of the following apply:</p> <ul style="list-style-type: none"> • you’re driving in England, Scotland or Wales • you’re with an approved driving instructor • the car is fitted with dual controls <p>Anyone you practise your driving with (without paying them) must:</p> <ul style="list-style-type: none"> • be over 21 • be qualified to drive the type of vehicle you want to learn in, for example they must have a manual car licence if they’re supervising you in a manual car • have had their full driving licence for 3 years (from the UK, the EU, Switzerland, Norway, Iceland or Liechtenstein) <p>You can be fined up to £1,000 and get up to 6 penalty points on your provisional licence if you drive without the right supervision.</p> <p>It’s illegal for:</p> <ul style="list-style-type: none"> • your friend or family member to use a mobile phone while supervising you 	<p>https://www.gov.uk/browse/driving/learning-to-drive</p>

	<ul style="list-style-type: none"> • you to drive on the motorway when practising with family or friends <p>You need your own insurance as a learner driver if you're practising in a car you own. Your family member or friend will usually be covered on this. If you're practising in someone else's car, you need to make sure their insurance policy covers you as a learner driver. Some insurance companies require the person supervising you to be over 25 years old.</p> <p>You can get an unlimited fine, be banned from driving and get up to 8 penalty points for driving without insurance.</p>	
<p>DRUGS</p>	<p>Offences under the Misuse of Drugs Act can include:</p> <ul style="list-style-type: none"> • Possession of a controlled drug. • Possession with intent to supply another person. • Production, cultivation or manufacture of controlled drugs. • Supplying another person with a controlled drug. • Offering to supply another person with a controlled drug. • Import or export of controlled drugs. <p>Allowing premises you occupy or manage to be used for the consumption of certain controlled drugs (including smoking of cannabis) or supply or production of any controlled drug.</p>	<p>https://www.talktofrank.com</p>
<p>TOBACCO & VAPING</p>	<p>You must be over 18 to buy cigarettes in the UK. If you're under 16 the police have the right to confiscate your cigarettes. The law is the same for smoking and vaping.</p> <p>It's illegal:</p> <ul style="list-style-type: none"> • for shops to sell you cigarettes if you are underage • for an adult to buy you cigarettes if you are under 18 • to have, give or sell cannabis to anyone. If you are caught with cannabis you could get a warning, a formal caution, or be arrested. You could even be sent to prison • to smoke in a car with a child. <p>Cigarettes must be sold in their original packaging and it is illegal to sell single cigarettes to anyone, adult or child.</p> <p>Since 1st July 2007 smoking in public places has been banned in the UK. This includes all areas of the school grounds.</p>	<p>https://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/smoking/</p>
<p>Computer Misuse</p>	<p>Computer Misuse Act 1990 ('CMA') is the main UK legislation relating to offences or attacks against computer systems such as hacking or denial of service.</p> <p>The CMA deliberately does not define what is meant by a 'computer', to allow for technological development. In DPP v McKeown and, DPP v Jones [1997] 2 Cr App R 155 HL, Lord Hoffman defined computer as 'a device for storing, processing and retrieving information'; this means that a mobile smartphone or personal tablet device could also be defined as a computer in the same way as a traditional 'desk-top' computer or 'PC'.</p> <p>Offences under the CMA:</p> <ul style="list-style-type: none"> • Section 1 – causing a computer to perform a function with intent to secure unauthorised access to computer material This offence involves 'access without right' and is often the precursor to more serious offending. There has to be knowledge on the part of the offender that the access is unauthorised; mere recklessness is 	

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	<p>not sufficient. There also must have been an intention to access a program or data held in a computer. Note the offence is committed irrespective of whether access is obtained.</p> <ul style="list-style-type: none"> • Section 2 - unauthorised access with intent to commit or facilitate commission of further offence • Section 3 - unauthorised acts with intent to impair the operation of a computer. The offence is committed if the person behaves recklessly as to whether the act will impair, prevent access to or hinder the operations of a computer. Section 3 should be considered in cases involving DDoS. • Section 3ZA - unauthorised acts causing, or creating risk of, serious damage, for example, to human welfare, the environment, economy or national security. This section is aimed at those who seek to attack the critical national infrastructure. 	
ALCOHOL	<p>You can be stopped, fined or arrested by police if you're under 18 and drinking alcohol in public. If you're under 18, it's against the law:</p> <ul style="list-style-type: none"> • for someone to sell you alcohol • to buy or try to buy alcohol • for an adult to buy or try to buy alcohol for you • to drink alcohol in licensed premises (such as a pub or restaurant) <p>However, if you're 16 or 17 and accompanied by an adult, you can drink (but not buy) beer, wine or cider with a meal.</p>	<p>https://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/alcohol/</p>
GAMBLING	<p>In most cases, the minimum legal age for gambling in Great Britain is 18. This applies to some types of arcade, all betting shops, bingo halls, casinos, race tracks and online gambling.</p>	
GAMING	<p>Advice for privacy, safety, security, age ranges and reporting bullying or trolling.</p>	<p>https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/online-gaming/</p> <p>https://www.youngminds.org.uk/parent/a-z-guide/gaming/#HowcanIhelpmychildsaysafewhilegaming</p>
Vandalism	<p>Offences of damage to property can vary in seriousness; from destruction by fire, which causes damage of great value and danger to life, to minor incidents of damage where replacement costs are minimal. A person who without lawful excuse destroys or damages any property belonging to another, intending to destroy or damage any such property, or being reckless as to whether any such property would be destroyed or damaged, shall be guilty of an offence.</p> <ul style="list-style-type: none"> • Section 3A - making, supplying or obtaining articles for use in offences contrary to sections 1,3 or 3ZA. Section 3A deals with those who make or supply malware 	<p>Report vandalism - GOV.UK (www.gov.uk)</p>
BULLYING	SUMMARY OF GUIDANCE/LEGISLATION	FOR MORE INFORMATION, ADVICE OR SUPPORT:

<p>BULLYING, INCLUDING CYBER BULLYING</p>	<p>1 Bullying - a definition</p> <p>There is no legal definition of bullying.</p> <p>However, it's usually defined as behaviour that is:</p> <ul style="list-style-type: none"> repeated intended to hurt someone either physically or emotionally often aimed at certain groups, for example because of race, religion, gender or sexual orientation <p>It takes many forms and can include:</p> <ul style="list-style-type: none"> physical assault teasing making threats name calling cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger) <p>Some forms of bullying are illegal and should be reported to the police. These include:</p> <ul style="list-style-type: none"> violence or assault theft repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages hate crimes <p>1.1.1 Anti-discrimination law</p> <p>Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales, and most schools in Scotland.</p> <p>2 Reporting bullying</p> <p>You should report bullying to your school in the first place - or someone you trust if it happens outside school, for example in a club or online.</p> <p>Tell the police if the bullying involves a crime.</p> <p>2.1 Schools - reporting bullying</p> <p>School staff will deal with bullying in different ways, depending on how serious the bullying is.</p>	<p>https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/</p> <p>https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/</p> <p>2.3 Where to get help and advice</p> <p>There are lots of organisations that provide support and advice if you're worried about bullying:</p> <ul style="list-style-type: none"> Anti-Bullying Alliance Bullying UK Childline The Diana Award Internet Matters Kidscape The UK Safer Internet Centre UK Council for Child Internet Safety (UKCCIS) <p>https://anti-bullyingalliance.org.uk</p> <p>https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/</p> <p>CEOP is a law enforcement agency and is here to help keep children and young people safe from sexual abuse and grooming online. We help thousands of children and young people every year who have been in a similar situation to you. CEOP are unable to respond to reports about bullying, fake accounts or account hacking.</p> <p>We are here to help and give you advice, and you can make a report directly to us if something has happened online which has made you feel unsafe, scared or worried. This</p>
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<p>ANTI-BULLYING ALLIANCE GUIDANCE</p> <p>Learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'.</p>	<p>The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years.</p> <p>Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.</p> <p>There are four key elements to this definition:</p> <ul style="list-style-type: none"> • hurtful • repetition • power imbalance • intentional 	

<p>Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood.</p> <p>To ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that schools and other settings have a shared definition of bullying.</p> <p>This should be understood by the whole school or setting including parents, young people and all staff.</p>	<p>Understanding the four elements of bullying is vital to knowing whether something is bullying: intentional, hurtful, repetitive, involves a power imbalance</p> <ul style="list-style-type: none"> • Just because 'banter' doesn't constitute all the elements of bullying doesn't mean it's acceptable. • All offensive, threatening, violent and abusive language and behaviour is always unacceptable, whatever your role • This includes any negative language or behaviour in relation to / referring to a protected characteristic under the Equality Act 2010 i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation • Language and behaviour can have different meanings, in different contexts. If you're unsure, ask what was meant • Just because someone uses certain language to refer to themselves it doesn't necessarily mean it's acceptable, nor does it make it ok for you to use it • Just because you think something is banter or a joke doesn't mean other people will • People won't always feel confident to speak up if they are offended by something. They might even go along with it so as not to draw attention to themselves • Third parties might be offended, even if they're not part of your conversation <p>2.3.1 Baiting and bullying</p> <p>To 'bait' someone is to intentionally make a person angry by saying or doing things to annoy them.</p> <p>Baiting is a provocative act used to solicit an angry, aggressive or emotional response from another individual</p> <p>Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.</p> <p>If someone is baiting you, here are some examples of what you should and should not do:</p> <p>What NOT to do:</p> <ul style="list-style-type: none"> • Don't take the bait! • Don't argue with a person or appeal to their sense of reason or logic while they are baiting you. They want you to rise to it! • Don't retaliate and fall into a trap. <p>What TO do:</p> <ul style="list-style-type: none"> • Learn to recognise baiting for what it is. If you know what they are trying to do it is easier to rationalise • Remember that the bait you can see often has nothing to do with what the other person really wants. • Remember that what the person is feeling is temporary and they will probably feel different in a few days or a few hours. • Talk to an adult you trust such as a teacher or parent and explain what they are doing and why you think they are doing it. • If falsely accused, politely, briefly and calmly state the truth one time only. • Try to remove yourself from the situation calmly. End the conversation and exit the space/room. • Get support - describe what has happened to someone who understands your situation & can help you come up with a reasoned, effective plan of how to deal with it.
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	<p>Banter or Bullying?</p> <p>Banter is the playful and friendly exchange of teasing remarks. Banter involves people with equal power, where there is no hurt involved and no intent to cause harm.</p> <p>When you are confronted with the decision: bullying or banter think carefully about the power relationship between the parties. Has the person experiencing it said they don't like it? Does it involve numerous people? In no way are we saying that people can't make jokes but just be aware of the tipping balance. Consider - does it target an aspect of their appearance or personality? It actually doesn't matter whether you think you are just joking around if someone else was uncomfortable and hurt by it or found it offensive, including a third party.</p> <p>Banter is never accepted as an excuse for inappropriate behaviours.</p> <p>3 False friendships</p> <p>'False friendships' describe relationships where someone pretends to be your friend, or is your 'friend' sometimes, but actually uses their power to bully you. Speak to an adult to get some support and be careful about personal information or secrets you might be being encouraged share if you suspect a false friendship.</p>
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