

**Ealing Independent College**

# **Behaviour Policy**

This Policy Applies to Ealing Independent College



Created: July 2017  
Reviewed: July 2022  
Next Review: July 2023

## **Introduction**

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016.

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

## **Confiscation**

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
  - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
  - for example, pornography, tobacco, alcohol
- handing items to the police
  - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance "Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies".

## **Consistency**

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

## **General Approaches to behaviour management**

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently and is applicable to all students in the College.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
  - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
  - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

The College aims to provide a safe and secure environment for all. It relies on its students to display high standards of behaviour based on respect for others and for the College's buildings and resources. As students' progress through the College they are expected to take increasing responsibility for self-discipline. The College has a number of documents and procedures which underpin its approach to behaviour management, clarifying expectations of individual students and providing the framework for staff to reward and discipline students fairly and consistently. These include the following:

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- Relevant College Rules as made clear in the Student Contract;
- Enrolment Form Terms and Conditions/Parent Contract;
- Procedures for the Promotion of Good behaviour;
- Procedures for Rewards (Gold cards) and Sanctions (Red cards)
- The College's Anti-Bullying Policy;
- The College's Alcohol, Drugs and Other Substance Policy;
- Procedures of Serious Disciplinary Incidents/Exclusion Policy.

These are reviewed regularly to ensure that they are clear and appropriate and that they do not discriminate against individuals or groups of students. The College will regularly communicate its expectations to the whole community including students, staff and parents/guardians.

### **Malicious accusations**

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headmaster will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in in the Safeguarding Policy

### **Curriculum**

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values

### **Rewards and Sanctions**

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

### **Ealing Independent College – Rewards and Sanctions process**

- A range of rewards, from Gold Cards, verbal praise to prizes, will be available to recognise good behaviour and noteworthy academic progress. Accumulation of Gold Cards can be seen on ISAMS.
- Staff will have discretion to make awards according to the guidance issued.

### **Sanctions**

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- A range of sanctions will be available to staff to mark unacceptable behaviour or unacceptable academic progress.
- Red Cards are issued for poor work and for incidents of unacceptable behaviour. They can also be issued for consistent absence and lateness/punctuality issues.
- The Personal Tutor will work with other staff and the Vice-Principal to ensure that the appropriate sanctions are adopted. Sanctions will be proportionate to the seriousness of the situation. Sanctions include:
  - meeting and discussion with the student to give support and warnings;
  - involvement of parents – meeting/and or letter home;
  - extra school (being kept in to complete work);
  - subject report;
  - global report;
  - suspension;
  - exclusion.
- The College does not threaten to use corporal punishment in any shape or form.

### **Additional Strategies**

The College will provide a pastoral care system which is designed to support students throughout their time at the College. It will include provision for supporting students who consistently fail to make academic progress or who find it difficult to display appropriate standards of behaviour and ensuring effective communication with parents in such circumstances.

The College has daily registration for all students so that form teachers/personal tutors are able to meet with their tutees regularly. The Personal Tutor will be the first point of call for monitoring overall academic progress and misdemeanours through the ISAMS system. The Red and Gold Card system operates which is covered fully in the Progress, Target Setting, Tracking and Reporting Policy.

### **Cross-references**

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy