

BEHAVIOUR POLICY: SENIOR SCHOOL (402)

This policy has been updated in line with the recommendations of the Steer Report published in April 2009, the Delivering the Behaviour Challenge document of September 2009, and the DfE documents, Use of Reasonable Force (July 2013), Behaviour in Schools (2022) and Searching, Screening and Confiscation (July 2022).

The policy complies with ISI Regulatory Requirements, namely Regulation 86 to provide a written policy which promotes good behaviour and sets out sanctions adopted in the event of pupil misbehaviour.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the School rules or who fail to follow reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006) This policy is available on the School's website.

Annual consultation with staff takes place when reviewing this policy.

Policy Aims

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment)
- Set out the school's expectations in relation to behaviour and regulate the conduct of pupils
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
- Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying (in conjunction with the Anti-Bullying Policy)
- Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures

Statement of behaviour principles

At Sutton High High School we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of school life is necessary.

Sutton High School endeavours to provide a safe learning environment in which pupils can feel and be safe, enjoy and achieve. The school recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment, and promoting positive learning behaviour and good order. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility.

1. Aims

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In our School, respect is shown by pupils and staff towards each other. We expect high standards of behaviour and believe that this can be achieved in a positive manner. Good behaviour will be promoted in all aspects of School life, through well prepared, differentiated and stimulating lessons, Personal and Social Responsibility (PSHCE), Assemblies and Tutor Periods. The Behaviour Code of Conduct is displayed in form rooms and is printed in all student planners.

Good behaviour will:

- allow all members of the community to feel safe and secure
- enable all pupils to learn without disruption or distraction
- promote physical and mental well-being of all members of the community
- show care for the physical environment and belongings of others
- allow all members of the community to develop into confident individuals
- enable pupils to demonstrate self-control and emotional regulation, so that everyone can enjoy a positive experience of School
- show respect for the opinions, culture, religion, faith, individuality, background or appearance of others
- show equal respect for all members of the community

It is important for the well-being of pupils and staff, both teaching and non-teaching, and the smooth-running of the School that everyone is aware of the standards expected within the School community. Children need to know the boundaries and what will happen if they overstep them.

However, any discipline and behaviour policy has to be flexible, taking into account the individual needs and circumstances of each pupil, and by its very nature cannot prescribe the course of action which will be taken in every circumstance. The School has discretion, with good reason, to deviate from the policy depending on each situation.

In the event of inappropriate student behaviour, the School will apply sanctions in a firm, fair and consistent way. All procedures of the Behaviour Policy therefore reflect the School's legal duties under the Equality Act 2010, and take into consideration the importance of safeguarding children and the requirements of those with special educational needs.

The School is mindful that the circumstances of students with special educational needs or disabilities may mean that a more tailored approach to behaviour and sanctions is required and that additional support may be required for them.

Staff must be seen to be fair. Children need to know that all staff will react in the same way. Consistency is of paramount importance and all decisions will be made with the well-being of **all** our pupils in mind. Sharing of information occurs regularly in staff meetings and in annual handover meetings.

The school has a zero-tolerance approach to child-on-child abuse or any type of discrimination, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the Safeguarding and Child Protection Policy and Safeguarding Procedures and the Anti-Bullying Policy.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police.

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The school recognises that some children may adopt challenging, abusive or disruptive behaviour as a result of unmet needs or abuse. In such cases staff will provide support and intervention and apply safeguarding procedures as appropriate.

2. Behaviour Code of Conduct

Descriptor of outstanding behaviour

The School will aim to achieve the standards of behaviour and behaviour management described below. (Adapted from *Delivering the Behaviour Challenge, DCSF September 2009* and from OFSTED behaviour descriptors).

- Staff use their **teaching skills** to ensure that students are actively engaged and motivated to learn and achieve their potential. They interact well with students and, as a result, students feel valued and respected. Staff understand that positive and mutually respectful relationships are essential for behaviour to be outstanding. This relates to the Joy in our values.
- Students' consistently thoughtful and considerate behaviour is an outstanding factor in their **successful learning**. They are very supportive of each other. Listening skills are well-developed. Students pay attention to what others say and are not disrespectful of others' ideas or views. They demonstrate excellent concentration and are rarely off-task, even in extended periods without direction from an adult. This relates to the Truth in our values.
- Students are encouraged to participate in **additional activities** at lunchtime, before and after School which reinforce opportunities to take leadership roles, work in teams to a common end and value the contributions others make, solve problems and organise activities. Students' keenness and commitment to succeed in all aspects of School life and their ability to grasp opportunities to extend and improve their learning are exceptional. They are very proud of their School community and contribute to a programme of continual improvement. This relates to the Truth in our values, alongside the Courage to try new things and the Joy of finding new passions and pursuing new learning.
- Students' **behaviour around School** is exemplary. They show an awareness of each other's needs at break times and between lessons and on the journey to and from School. They encourage others to conduct themselves well. As a result, disruptive behaviour, child on child abuse including bullying are unusual occurrences. Where bullying does occur, it is addressed quickly and effectively by staff. (See anti-bullying policy) This relates to the Truth in our values, where pupils feel a sense of purposeful and meaningful belonging to our School community.
- Overall **attendance** is high, and this applies to all groups of students. **Punctuality** is exemplary. Lateness to lessons is challenged and attendance is closely monitored.

Staff in this School will work to create a calm and safe environment which is indicative of the standards summarised above. They will uphold the whole School behaviour curriculum by:

- Setting high personal standards in line with the Staff Code of Conduct and Teachers' Standards, alongside the GDST High and Demanding Standards and thus promoting amongst students a proper regard for authority.
- Planning lessons carefully, taking into account the aptitudes, learning needs and prior attainment of the students; using effective teaching methods and providing stimulating, varied learning activities appropriate for the age and ability range.

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- Monitoring the impact of learning difficulties and disabilities on behaviour and alerting the Head of Neurodiversity (Senior) and SENDCO (Prep and EYFS) to ensure early intervention and support.
- Maintaining the ethos of encouragement and recognition of achievement and progress, both informally and applying the School’s assessment policy and reward systems to students’ work and behaviour.
- Establishing high expectations of good order, discipline and responsible behaviour in classrooms and all other areas of the School and applying sanctions if students fail to comply with the Student Code of Conduct.
- Ensuring equality of opportunity and fairness of treatment for all by applying consistency in response to both negative and positive behaviour and ensuring compliance with the systems of rewards and sanctions outlined in this policy.
- Providing a safe environment for staff and students, free from disruption, bullying and any form of child on child harassment and aggression.
- Establishing positive teacher-student relationships based on mutual respect and building constructive relationships with parents and guardians.
- Ensuring that the definition of, and expectations for, outstanding behaviour are clearly expressed to girls who are new to the School (particularly in Year 7) and to those who have been involved in episodes of poor behaviour.
- Ensuring they can anticipate likely triggers of misbehaviour in pupils with additional needs and intervene accordingly.

2.1 Behaviour Code of Conduct (Whole School)

- We treat others the way we would like to be treated ourselves
- We respect the differences between people
- We are fair and treat people equally
- We respect other people’s beliefs and opinions
- We respect other people’s property and possessions
- We respect the environment we work in
- We are kind, polite, courteous, patient and approachable with all members of the School community, in person and online
- We are honest and truthful but we take care not to hurt other people’s feelings
- We are positive in our dealings with others
- We celebrate success and never put other people down
- We offer support to those who need it
- We are friendly and take care to include everyone
- We feel that any form of bullying is unacceptable
- We cooperate with each other and settle disputes by discussion rather than aggression
- We are well organised and prepared for lessons
- We are punctual
- We complete our work to the best of our ability
- We create a positive impression of the School when we are in the wider community
- We take our turn in a queue and do not push in
- We follow the uniform Code of Conduct
- We focus in lessons and do not distract others
- We do not disrupt learning in lessons

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Staff are provided with these documents in the Staff Handbook and these are regularly reinforced in training and briefings. The expectations in the Code of Conduct are explained to all new staff in their induction to the School. School will provide appropriate training for staff with regards to the behaviour of students with additional needs.

Students receive instruction on the Code of Conduct from their parents before they begin Year 7 and by the Year 7 Form Tutors or Head of Year during Pupil Induction. Classroom Expectations are displayed in each teaching room and form room. Expectations are reinforced in the Head’s assemblies, reminder emails from the Head and Head of Year / Directors of Wellbeing/Deputy Heads’ assemblies.

Parents receive a Parent Handbook each July for the following year. This contains the Code of Conduct and parents are asked to read through this with their daughter and to sign it with them. The Head’s newsletters reinforce specific aspects of this code from time to time and, where specific instances arise, letters home to all parents to reiterate expectations.

2.2 PROMOTION OF GOOD BEHAVIOUR

It is expected that good standards of behaviour will be encouraged through the consistent application of the Code of Conduct supported by a balanced combination of rewards and sanctions.

All staff will promote good behaviour through a positive ethos of encouragement and praise of the act e.g. Well done for opening the door, thank you for getting your equipment ready - both in the classroom and around the School, thereby instilling a culture of good behaviour. This may be formal or informal and to individuals or to whole classes.

Hierarchy of Rewards

A hierarchy of rewards for good behaviour allows us to focus on the positives and role models to other pupils as well as ensuring our school is kind, happy and positive place to be, where mistakes are part of learning, and you strive to be the best you can be.

See Rewards Policy (410)

Sutton High School recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviour. This has both the impact of teaching and reinforcing expected behaviour and a motivational role in helping pupils to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

The school uses a range of rewards and positive reinforcement strategies including:

- Verbal praise
- Written comment on work/in book/in planner
- Praise noted as ‘Excellent’ on SIMS
- Excellents Shop
- Certificates
- Post-cards home
- Mention in Assemblies
- (for Sixth Form only) Late Start/Early Finish voucher
- Head’s Recognition Card Home

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By these means the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement.

Whilst achievement is very much praised and rewarded, we are careful not to have a system of that leads to pupils only being motivated by extrinsic rewards and becoming unhelpfully competitive with each other. Our Courage, Truth and Joy Code, displayed in every classroom, reflects that good behaviour is the expected standard. The aim is not only to reward outcomes but to enthusiastically reward processes, attitudes and behaviours which match the school's values (courage, truth and joy) and many of the rewards and praise are focused around these values.

We also use the system of rewards to support a vibrant and energised House system, whereby pupils accrue house points for various endeavours around school. • independent academic endeavour

Positions of Responsibilities

Opportunities for pupils to experience positions of responsibility for an aspect of their peer or School community are an essential component of our approach to promoting and modelling good social behaviours for all pupils. Roles of responsibility include:

- Form Captain (serves on School Council, which meets weekly)
- Student Librarian
- House Prefect (Year 11)
- House Captain (Year 12)
- Student Leadership Team (Year 13)

2.3 BEHAVIOUR MANAGEMENT and STRONG PASTORAL CARE as PREVENTATIVE STRATEGIES

Schools have legal powers to:

- discipline students for breaking rules, failing to follow instructions or other unacceptable behaviour – using a range of punishments
- discipline students for misbehaviour outside the School gate, including journeys to and from School (see below)
- impose a detention, without parental consent, including in the evening and at weekends if the School wishes
- confiscate inappropriately used items such as mobile telephones
- search students for weapons (see below)
- exclude a student for a fixed period or permanently (only by the Head). See the Exclusions Policy. This policy is available via the School website, although a copy of the policy can be requested
- use reasonable force to control or restrain pupils under specific circumstances (see below)

Students' conduct outside of School

Teachers have the power to discipline students for misbehaving outside of School premises to such an extent as is reasonable, when the student is:

- taking part in any School-organised or School-related activity

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- travelling to or from School
- wearing School uniform
- in some other way identifiable as a student at the School

or for misbehaviour at any time that:

- could have repercussions for the orderly running of the School
- poses a threat to another student or member of the public
- could adversely affect the reputation of the School
- is illegal

In all cases of misbehaviour, the teacher can only discipline the student on School premises or elsewhere when the student is under the lawful control of the staff member. Sanctions administered will be proportionate to the incident reported.

Corporal Punishment

No forms of corporal punishment are permissible. Corporal punishment is defined as “*Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation*”. Equally unacceptable is any form of sanction designed to humiliate a child.

SANCTIONS to MANAGE and ADDRESS INAPPROPRIATE BEHAVIOUR

When a pupil’s behaviour falls below an acceptable standard, a range of sanctions will be enforced. We believe it is a partnership with pupil – parent – teacher which will ensure we can resolve behavioural issues at the earliest possible stage.

Behavioural concerns are logged by class teachers on CPOMS and monitored in SSLG Meetings. All CPOMS logs are read by the Deputy Heads and Head to look for patterns e.g. location of bullying. Where appropriate it is shared with the staff team and/or individual staff members.

Any sanctions will be decided upon taking into account the context for the individual pupil concerned, particularly with respect to any Special Educational Needs (eg. mental health considerations or specific learning difficulties) they may experience (in line with Schedule 10 of the 2010 UK Equality Act). The expectation and action taken for such pupils’ behaviour will take into account their specific areas of disability or need. An understanding of the pupil behind the behaviour is key to our behaviour strategy for all pupils and will always be part of the consideration when deciding how best to respond to breaches of the school rules or code of conduct. The primary aim of the process is always that the pupil should learn from their mistake.

Early intervention and support

Our approach to behaviour management and sanctions is proactive; we expect our sanctions system to offer pupils opportunities to reflect on any inappropriate behaviour to support their development of independent emotional and behavioural regulation skills, whilst reassuring any child who has been subject to the inappropriate behaviour that it has been addressed.

The purpose of a sanction in the Senior School is:

- To ensure that pupils understand when and why their behaviour has been unacceptable (reference to Pupil Code of Conduct, as required).
- To demonstrate that action has been taken where another child, or children, has been hurt or upset as the result of another child’s behaviour.

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- To trigger a review of teaching strategies used by teachers of the pupil, including possible referral to the Learning Support Department, and the construction of an individual student plan, with regular reviews recorded within the pupil’s file (for example, if a pupil has dyspraxia, attention deficit disorder or other learning difficulty or disability). The School will involve external agencies where this involves no cost to the School and will encourage parents to seek specialist external assistance in identifying specific learning difficulties and disabilities. The School maintains appropriate records of internal and external referrals and ensures that teachers of an individual pupil are informed of the outcome of a referral so that individualised planning can be adjusted accordingly.
- To provide an opportunity for teachers to give general advice on how to improve self-discipline.

Important considerations when using the sanction system:

- It is imperative that the sanction be proportional to the behaviour.
- Whenever a sanction is applied, the behaviour will be discussed with the child so that they understand why the behaviour is not acceptable. Parents will also be informed and included in the support for the pupil, unless a minor sanction. Parents may be informed of sanctions via the SIMS Parent App, e.g. for Inconsistent marks, or via email, phone call or letter.
- Staff are discouraged from punishing a whole class unless this is unavoidable or appropriate; this should be discussed with the Head or Deputy Heads in the first instance.

Investigating Incidents

- Incidents will normally be investigated by the Head of Year or Director of Wellbeing, dependent on the severity of the incident. All statements should be dated and recorded on CPOMS. The student alleged to have misbehaved will be asked to write down her version of events. The teacher will be asked to write down her/his version of events. If appropriate, witnesses will be asked to write down their versions of events.
- Heads of Year/Directors of Wellbeing will conduct preliminary investigations within a reasonable timescale, not normally exceeding five School days, and will inform the Deputy Head (Pastoral) and relevant colleagues the outcome, the action taken and future follow-up planned. Parents will be contacted promptly by the Head of Year, Director of Wellbeing or Deputy Head Pastoral – for serious incidents usually on the day of occurrence and for minor incidents normally within five working days – to inform them of any misbehaviour in which their daughter has been involved.
- All incidents and outcomes are recorded on CPOMS.
- The Deputy Head and Head will provide advice to the Head of Year/Wellbeing to ensure consistency across year groups. The Deputy Head will notify the police and other relevant bodies if appropriate, in consultation with the Head.
- A copy of the results of all investigations undertaken will be held in the Individual student’s record file on CPOMS until the student leaves the School.
- Any incident which results in exclusion (fixed term or permanent) will be recorded centrally by the Head, with a copy held by the Deputy Head (Pastoral) in the Serious Sanctions Log.

Behaviour outside the school and online

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Pupils who breach the school’s Behaviour Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school, outside school hours and not on school business, this policy will still have effect if the misbehaviour could have repercussions for the orderly running of the school, pose a threat or cause harm to another member of the school community, or adversely affect the reputation of the school. This includes behaviour in the immediate vicinity of the school, on a journey to or from the school, or at any time online.

Responsibilities of Teachers

Teachers are expected to discharge their duties in a competent manner and to maintain control and discipline in the classroom and elsewhere. Teachers have a duty of care to exercise disciplinary control in order to maintain good order, and safeguard pupils’ health and safety.

A teacher may be deemed negligent if they endanger the physical and emotional well-being of a pupil by failing to maintain order.

The school acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils. Teachers, however, are they not duty bound to run the risk of personal injury, by intervening where it is not safe so to do. Teachers should familiarise themselves with the policy on the use of physical restraint found below.

In exceptional circumstances, restraint of a pupil may be necessary. This would not be as a sanction, but to deal with the situation in which the pupil’s behaviour is causing serious challenges, either to the pupil’s own safety or that of others. Full details of circumstances in which this may be used and guidance on how it is used can be found in the Physical Restraint Policy below.

It is advisable to establish and maintain routines for:

- entering the classroom
- calling the register
- getting books and equipment out
- putting bags away
- seating arrangements
- explaining the tasks ahead
- giving out work/books
- setting out work
- listening to the teacher
- listening to other Pupils/children
- questions and answers
- co-operative work
- stopping work
- summarising the session
- giving out homework
- leaving the classroom
- clearing up

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- packing up and leaving the classroom

Hierarchy of Sanctions

A hierarchy of sanctions allows minor sanctions for minor, single offences and major sanctions for major offences or repeated infringements.

The following details set out the range and hierarchy of sanctions for inappropriate behaviours that should be followed in the Senior School.

Inconsistent Learning Behaviour in Lessons

Low Level Disruption

- calling out
- persistent talking
- lack of equipment
- minimum effort

1. Give reminder of expectations
2. If behaviour persists, take remedial action (e.g. move seat)
3. Issue inconsistent log on SIMS – discuss with student
4. Detail of inconsistent logged on CPOMS, if more explanation is needed.

Tutor talks to student about inconsistent

- 2 x inconsistent in any subject, student attends Academic Support for discussion with Head of Subject
- Multiple inconsistent across several subjects in short period of time (ie a week) – discussion with Head of Year

Frequent inconsistent logs triggers learning review meeting at SSLG

Serious Disruption

- preventing whole class from learning
- rudeness to a teacher
- refusal to follow instructions

Poor Learning Behaviour

Incomplete/poor quality homework
Incomplete/poor quality classwork

- If reminder of expectations and remedial action does not resolve issue then:*
1. Time out from lesson (email office or ring reception for SSLG / HoY support)
 2. Issue inconsistent log on SIMS
 3. Detail of inconsistent logged on CPOMS

Immediate review by Director of Wellbeing/HoY

Immediate Academic Support for discussion with Head of Subject

School detention

Removal from the group/class

This should be deemed a serious sanction and only used when necessary, and other behavioural

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strategies in the classroom have been attempted. Parents will be informed on the same day. Alternative but equally effective learning opportunities will be provided to the pupil.

Removal will occur only to maintain the safety of all pupils and/or restore stability following an unreasonably high level of disruption; or to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; or to allow the pupil to regain calm in a safe space.

The period of time of a removal should be kept to a minimum and never longer than one period, without further support and guidance being offered to the pupil as required.

The Head will maintain oversight of all and any removals and the school will collect, monitor and analyse removal data to help shape policy.

Inconsistent Behaviour Outside Lessons

Behaviour around the building

Pupils are expected to behave in a manner which demonstrates respect of themselves and others. This applies to use of language, to the way in which they act and behave and respond to each other, all of which should demonstrate courtesy and consideration. This includes towards fellow pupils, staff, parents, governors and visitors.

We have relatively few specific rules about how pupils conduct themselves around the building as we believe that the school's values and the overriding expectation of respect should lead pupils to make good choices about their behaviour. However, there are a few specifics we ask pupils to adhere to:

- We walk on the left on staircases and adhere to entrance/exit rules and up/down stairs in STEAM and Garden Building
- We are silent as we approach and upon entering the assembly hall
- We hold doors for each other
- We only eat food in the Dining room or outside (in Years 7-9)
- We put all litter in the appropriate bins and we pick up others' litter if they have forgotten, or if asked by a staff member
- We keep an eye out for people whose mobility is less easy than our own, making space, allowing others to go through doorways first, etc.
- We respect and adhere to the 'silent' signs that indicate that a public exam is taking place nearby
- We follow the instructions of staff in the Dining Room, only entering when given permission to do so, queueing in an orderly fashion and not pushing past others to get there first
- We show respect for all staff in the community, including those we may not know or who may not be teachers
- We do not leave our belongings (e.g. our bags) around the site

Positive behaviour includes setting high standards by wearing correct uniform and moving around the school in a manner which is orderly and respects the health and safety of others. Expectations regarding uniform and orderly conduct are reinforced in assemblies and by targeted work by the school. The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents. (Full details can be found in the Uniform Policy).

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Minor incidents

All incidents should be logged as inconsistent behaviour, if more information is needed to be recorded this is done in CPOMS.

Detentions

Detentions can be allocated by a Head of Year, Director of Wellbeing, member of SLT or the Head. When they occur outside normal school hours, notice will be given to parents in advance of the detention.

There is a weekly detention for a variety of pastoral infringements, including to address late arrival to school. Details of the thresholds for punctuality accruing such a detention can be found in the Attendance Policy.

Detentions are also allocated for the following:

Not having a blazer in school	30 minute detention
Chewing gum	30-minute detention
Lateness to school (on 3 rd late)	15-minute detention
Using mobile phone during school day (the school day starts when pupils arrive to site and ends when pupils cease school activities for the day)	Phone confiscated and 30-minute detention After 3 x detentions, phone handed in at Reception for 1 week
Other poor behaviour (e.g., incorrect uniform, talking in assembly, going into out of bounds areas)	15-minute detention for 3 x behaviour inconsistent logs (extra 15 minutes for every further 3 logs)

Serious Misbehaviour

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Bringing the school into disrepute
- A breach of ICT Code of Conduct, including but not limited to:
 - Taking photographs or video footage of pupils in school (or in uniform) or any member of staff
 - Posting anything on social media which could bring the school into disrepute
 - Posting on social media about a member of the school community
 - Malicious social media posts
 - Impersonating another person on social media
- Serious rudeness to staff
- Theft
- Malicious damage or vandalism
- Any form of bullying or misconduct that causes physical, mental, or emotional harm to others
- Malicious accusation against members of staff
- Persistent lying to staff

- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

The following items are banned on any part of the site of Sutton High School and of trips out of school:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any smoking or vaping paraphernalia
- Fireworks
- Pornographic images

**All incidents of serious misbehaviour will be logged as inconsistent behaviour on CPOMS
All incidents should also be recorded in Serious Sanctions Log**

An incident of serious misbehaviour will result in one or more of the following sanctions:

- a. School detention (1 hour)
- b. Head's Detention (1 hour)

Parents will be contacted by Head of Year / Head of Wellbeing / SSLG

Particularly serious incidents of misbehaviour, including malicious accusations against members of staff, may result in a fixed term or permanent exclusion. Fixed term or permanent exclusions are imposed by the Head only. (See GDST Fixed Period and Permanent Exclusions Policy (405).

Report System

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For pupils where persistent inconsistent behaviour is evidenced, a Report may be used to monitor behaviour in and out of lessons. There are two types of report:

1. Positive Report – teachers should make one positive comment about the behaviour or attainment of the pupil in the lesson. This report is used when pupils need a focus on their self-esteem and an opportunity to rebuild their reputation in terms of behaviour
2. Target Report - the report card must set no more than three targets for improvement which relate to the reasons for being placed on report. Teachers tick each target to monitor these in each lesson

A report should not be in place for more than two weeks before progress is reviewed and the student taken off report or escalated to the next level of sanction.

Parents/carers will be informed that their daughter is being placed on report, the reasons why and the duration of the report. They will also be informed of the outcome of the review of progress. During this time parents/carers are expected to discuss the report with their child on a daily basis and sign the report.

The student also has an opportunity during this time to comment and reflect upon the time on report. This can be discussed with the member of staff who has placed the student on report (usually the Head of Year) who will check the report daily.

If a student is required to go onto report at the end of a term and there is a week remaining – that student will start the new term on report.

Malicious allegations against staff

The school recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

Partnership with Parents

The school believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues.

Approaches will include:

- Phone calls
- Meetings (with Heads of Year, Heads of Wellbeing, Deputy Heads or Head, depending on level of misbehaviour)
- Early involvement, ensuring parents are kept informed
- Letters or emails, including notification of detentions or Academic Support
- Supporting pupils on report
- Home school agreement
- Invitations to agency meetings

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- Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their daughter's education.

Home School Agreement

In cases where there is repeated concern about the behaviour of a pupil attending the School, with the agreement of the Head and the parents, a pupil may be asked to sign a Home School Agreement.

For a student who has been involved in a very serious behaviour issue resulting in a fixed-term exclusion, or who has been excluded more than once may also be asked, in consultation with their parents or guardians, to give an undertaking, in the form of a signed contract, regarding their future conduct. Home School Agreements are used to make the expectations of the pupil explicit to all parties, as well as the consequences of not meeting these expectations.

On occasion, the text of a Home School agreement may be altered to suit the particular needs of the situation but the standard text is given here:

Agreement between XXXXX and Sutton High School ("the School")

I understand and accept that my continued enrolment at the School is subject to the following conditions:-

1. That I will observe in full the School's Welfare Policy - Behaviour.
2. That I will observe in full the School's ICT Code of Conduct.
3. That I will at all times treat School staff and other pupils with respect and will refrain from using offensive or inappropriate language, whether in conversation or any other communication with School staff or pupils.
4. That I will not behave in an aggressive manner or in any way that could cause distress to other pupils, School staff or any other member of the public.
5. I will not carry or bring into School any knives or sharp objects which may be used as a weapon.

I understand and accept that failure to comply with the conditions set out above will have the following consequences:-

- a) Failure to comply with point 2 above will result in a first and final warning. Any subsequent failure may result in my exclusion from the School, either on a fixed term or permanent basis depending upon the seriousness of the relevant incident.
- b) Failure to comply with any of points 1, 3, or 4 above will result in a first warning. Any subsequent failure will result in a second and final warning, following which any further failure may result in my exclusion from the School, either on a fixed term or permanent basis depending upon the seriousness of the relevant incident.

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c) Failure to comply with point 5 will result in my immediate exclusion from the School, either on a fixed term or permanent basis, depending on the seriousness of the relevant incident.

d) In the event of my exclusion from the School as a result of (a), (b) or (c) above, I understand that I will be given an opportunity at a meeting with the Head of the School to explain the reasons for my failure to comply. I understand that any such reasons will be considered, but may not alter the decision.

These conditions will form part of the School's Terms and Conditions relating to Exclusions, as set out at clause 10 of the Acceptance Form (F7). The Trust's Exclusions Procedure will also apply.

3. Pupil Restraint (Whole School Policy)

The policy in this School is based on the guidance provided in the DfE document 'Use of Reasonable Force' published in July 2013.

All members of School staff have a legal power to use reasonable force but force used must be proportionate to the consequences it is intended to prevent and the decision on whether to use it is down to the professional judgement of the staff member concerned and depends on the individual circumstances. Force is usually used either to control or restrain and can be used in the following circumstances:

- To remove a disruptive child from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a School event or a School trip or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil
- To restrain a pupil at risk of harming themselves through physical outbursts

It is important to note that reasonable adjustments need to be made if a pupil is disabled or if she has a special educational need. Furthermore, if such disruption takes place on the School site, the teacher should send for a member of the Senior Leadership Team.

Staff must not use force as a punishment.

3.1 The Use of Force When Searching Without Consent

The Head and members of staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Anything that can be smoked and includes, but is not limited to, cigarettes, electronic cigarettes, vape devices, pipes (including water pipes such as shisha and hookah pipes), cigars and herbal cigarettes
- Fireworks

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- Pornographic images
- Any article that has been or is likely to be used to commit any offence, cause personal injury or damage to property

Under common law, School staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

School is aware that being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour. This could include gang involvement, and in some cases may be involved in child criminal exploitation. As such a search may play a vital role in identifying pupils who may benefit from an early help assessment or a referral to children’s social care services.

3.2 Searching, Screening and Confiscation

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the School rules for which a search can be made, or if the pupil has agreed. A decision should be made in advance as to how urgent the need for a search is. Advice from the Head or DSL should be sought, and consideration given to the risk to other pupils and staff. Co-operation of the pupil should also be sought in advance.

All searching and screening should be carried out by two members of staff. One being a member of the Senior Leadership Team who should be the same sex as the pupil being searched/screened. The other to act as a witness, who, if possible, should also be the same sex as the pupil being searched/screened. There are limited exceptions to this rule. A search can be carried out on a pupil of the opposite sex to the member of staff and without a witness, only if it is believed that there is risk that serious harm will be caused if the search is not conducted immediately and where it is not reasonable or practical to summon another member of staff. The designated safeguarding lead (or deputy) should be informed in advance of any searching incidents where a member of staff has reasonable grounds to suspect a pupil is in possession of a prohibited item as listed. If during the search, the designated safeguarding lead (or deputy) finds evidence that ANY child is at risk of harm, they should make a referral to children’s social care services immediately.

The Head will ensure that enough staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating understand their rights and the rights of the pupil who is being searched. To this end staff will understand their rights and the rights of the pupil who is being searched.

A student can be searched for any item if the student agrees. Written consent is not needed. If a student does not co-operate or agree to be searched, or for their possessions to be searched, the staff member will assess whether it is appropriate to use reasonable force to conduct the search. Reasonable force can only be used to search for items prohibited by LAW (knives/weapons, alcohol, illegal drugs, stolen items, an item which is used to commit an offence or cause injury/damage to a property), not for items which are banned in line with School rules such as vapes/ electronic cigarettes).

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If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the School's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. Appropriate punishments may be applied. These punishments may include Fixed-term exclusion or expulsion in certain situations.

Members of the Senior Leadership Team have the statutory power to search pupils or their possessions, without consent, when they have reasonable grounds for suspecting that the student may have a prohibited item (see above). A search, if necessary, should take place on School premises or where a member of staff has lawful control or charge of the student; for example on School trips. A condition of having a locker in School is that pupils must agree to be being searched if required. If a pupil does not consent, a search can be made for any item listed in this document as prohibited items. A search, if necessary, should take place on School premises or where a member of staff has lawful control or charge of the student; for example on School trips.

When exercising the statutory power to search pupils or their possessions, School will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of a pupil with Special Educational Needs (SEN), and/or behavioural disabilities or who has experienced adverse childhood experiences (ACE) and make reasonable adjustments that may be required where appropriate.

Members of the Senior Leadership Team can also search for any item banned by the School rules which has been identified in the rules as an item which may be searched for. Members of the Senior Leadership Team can seize any prohibited item found as a result of a search. They can also seize any item, however, found, which they consider harmful or detrimental to School discipline.

However, under article 8 of the European Convention on Human Rights, students have a right to respect for their private life and this increases with age. This needs to be considered and interference with private possessions must be justified and proportionate.

A student's property can be confiscated, retained or disposed of as a disciplinary penalty, where reasonable to do so. Weapons will be passed to the Police; alcohol will be disposed of and will not be returned to the student. Controlled drugs will be delivered to the Police or disposed of and other substances, if harmful or detrimental, can be confiscated. Stolen items will be returned to their owner or given to the Police. Cigarette papers, tobacco (or anything that is smoked) and fireworks will be retained or disposed of but not returned to the student.

If an article could be used to commit an offence or personal injury, this should be given the Police or returned, retained or disposed of as judged by the member of staff. Any items which are evidence of an offence must be passed to the Police.

Strip searching can be highly distressing for the pupil involved, as well as for staff and other pupils affected, especially if undertaken on School premises. School staff do not have the power to initiate a strip search. PACE Code C states that a strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and a police officer reasonably considers the pupil might have concealed such an item. Before calling police into School, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is necessary and will always ensure that other appropriate, less invasive approaches have been exhausted.

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Once the police are on School premises, the decision on whether to conduct a strip search lies solely with them, and the role of the School is to advocate for the safety and wellbeing of the pupil(s) involved. Strip searches will not be routinely carried out if there is no reason to consider that such items are concealed.

Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the pupil suspected of concealing an item in advance of a search.

A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the School has taken, including any sanctions applied.

Any process, whereby the police are involved in a strip search will comply with the Searching, Screening and Confiscation advice of the DfE.

Mobile phones: Staff may examine any data or files on an electronic device they have confiscated, if there is good reason to do so. A good reason would be because the information on the device poses a risk to staff or pupils and/or is evidence in relation to an offence. As with all prohibited items, staff will first consider the appropriate safeguarding response if they find images, data, or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Should a member of staff suspect, they may find an indecent image of a child (nude or semi-nude images), the member of staff will not intentionally view the image, or copy, print, share, store or save such an image. When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead (or Deputy) as the most appropriate person to advise on the School's response. If this data constitutes an offence, it will be delivered to the police as soon as is reasonably practicable. It is not necessary to have parental consent to search through a pupil's mobile phone, if it has been seized in a lawful 'without consent' search because it is reasonably suspected of being used to commit an offence or cause personal injury or damage to property.

When an incident involves an indecent image of a child and/or video, the device should be confiscated and the incident referred to the Designated Safeguarding Lead (or Deputy). If staff suspect that the data or file on the device may constitute evidence that relates to a suspected offence, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

School will record in the serious sanctions log, where a search for prohibited items has taken place, either by School or the police. This is irrespective as to whether prohibited items were found or not.

4. Support for Students and Involvement of parents and other agencies

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The School offers support from form tutors, Heads of Year, the School Welfare Officer and the School counsellor and all of these people liaise with the Deputy Head: Pastoral to ensure that pupils encountering difficulties are known and an appropriate response is made to their needs.

We believe that working in partnership with parents and guardians is essential to developing our students' ability to behave well and feel happy and secure within the School community. Where there are concerns or a formal sanction is imposed, parents will be involved in the process in an appropriate way. Contact between heads of year and parents is very frequent, both on a formal and informal basis.

Where support from external agencies is required (e.g. social services, CAMHS), this is organised through the Deputy Head: Pastoral

5. REVIEW AND MONITORING

- Regular lesson observations and drop-in visits will review behaviour management procedures in the classroom.
- Heads of Year will keep records of behavioural incidents and action taken and will alert the Head of Wellbeing and Deputy Head (Pastoral) to any overall patterns in their year group. They may collect data from:
 - CPOMS entries
 - Attendance, Exclusion and Fixed Term Exclusion data
 - Anonymous surveys of staff, pupils, parents, governors, trustees and other stakeholders on their perceptions and experiences of the School behaviour culture
- The Deputy Heads, Head and Heads of Wellbeing will review records of incidents and investigations on CPOMS.
- The Head will keep a record of the most serious incidents which require internal exclusion from lessons, external Fixed-term exclusion or expulsion and will report on these to Governors.
- For all major policy reviews, there will be consultation with the Pastoral Team and Heads of Department (and through them with subject teachers) in advance of presentation of the Policy to Governors.

6. Roles and responsibilities

The Head

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

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- Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Head has the overall responsibility to determine the school’s behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the Senior Leadership Team, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff’s authority to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens fairly and consistently across the school.

The member of staff with day-to-day responsibility for behaviour management is Deputy Head: Pastoral Elizabeth Clark in the senior school, Assistant Head: Pastoral Meghan McHenry in the prep school and Head of EYFS Carmella Van Lierop in EYFS.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school’s expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school’s behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school’s behaviour policy
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:
















- The expected standard of behaviour they should be displaying at school and the Code of Conduct
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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With courage <i>perseverance, risk taking, reflection</i>	With truth <i>collaboration, focus</i>	With joy <i>curiosity, engagement</i>
<p>Excellent</p>  <p>Embrace challenges; attempt extension questions</p>  <p>Reflect on learning and complete action task</p>	<p>Excellent</p>  <p>Take the lead in discussion or group work</p>  <p>Support others with their learning</p>	<p>Excellent</p>  <p>Ask questions about Maths; be curious</p>  <p>Research independently using recommended websites</p>
<p>Good</p>  <p>Be resourceful</p>  <p>Willing to have a go</p>  <p>Respond to feedback</p>	<p>Good</p>  <p>Listen carefully</p>  <p>Maintain focus</p>  <p>Work well with others</p>	<p>Good</p>  <p>Have the correct equipment</p>  <p>Participate fully in class</p>  <p>Maximum effort on homework</p>
<p>Inconsistent</p> <ul style="list-style-type: none"> Giving up easily on tasks or problems Failure to ask for teacher support in lessons Avoiding stretch and challenge questions Limited response to feedback from homework or assessments 	<p>Inconsistent</p> <ul style="list-style-type: none"> Late to lessons Lack of focus (slow to begin tasks, chatting) in lessons Reluctant to work with others when asked Disrupting class learning* (calling out, moving about, inappropriate comments) Rudeness to teacher* (failure to follow request, refusal to work, inappropriate comments) 	<p>Inconsistent</p> <ul style="list-style-type: none"> Lack of equipment that impacts learning Classwork incomplete/poor quality Unwilling to contribute to class discussion Minimal participation in group work Homework incomplete/poor quality

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