

# COGNITA



Huddersfield  
Grammar School

The whole child is the whole point

## **Behaviour Policy**

**September 2020**

### 1 Purpose

- 1.1 This policy is designed to foster a school ethos that 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 at Huddersfield Grammar School.
- 1.2 This policy applies to all pupils including those in the Early Years.

### 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 Education (Independent School Standards) (England) Regulations 2014, 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.
- 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 at Huddersfield Grammar 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 takes into account 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 model positive behaviour at all times so that our pupils can benefit fully from their experiences in school.
- 3.4 It is important that our staff follow this policy at all times 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:

- committed operational and academic leadership teams that set 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 that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published 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
  - a healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

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 of 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 circle or pastoral time;
- Every teacher enforces the Code of Conduct consistently and treats each pupil fairly;
- If a pupil misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from a senior member of staff, including, where relevant, a conversation with the parent to seek improvements and the use of appropriate strategies;
- The teacher reports to parents about the progress of each 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 the incident book;
- Teachers are required to obey all health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter;
- Teachers must never make racist, sexist, homophobic or other abusive or humiliating remarks;
- Teachers must 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
- are required to 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;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Never make racist, sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

## 6 Policy

### 6.1.1 Behaviour for Learning

Huddersfield Grammar School is committed to the principles of Behaviour for Learning. Teaching staff thus aim to:

- promote positive pupil well-being and happiness;
- ensure optimum learning conditions within all classrooms;
- provide a clear and transparent set of procedures that are easily understood by all members of the school community;
- place an emphasis on positive behaviour and relationships between teachers and pupils;
- encourage the use of clear, firm, polite and positive statements that communicate to pupils how they are expected to behave;
- ensure a fair and consistent application of rewards and sanctions;
- instil in pupils the importance of accepting the responsibility for their own behaviour.

### 6.1.1 Behaviour for Learning in the Early Years and the Pre-Prep

All members of the Early Years and Pre-Prep, both pupils and staff, follow **The Golden Rules**, which are:

- clearly displayed in the Early Years and Pre-Prep classrooms;
- continually made explicit to pupils when teachers give rewards;
- continually made explicit to pupils when teachers challenge behaviour;
- continually made explicit to pupils in the pastoral aspects of assemblies.

At the beginning of each academic year, Early Years and Pre-Prep teachers:

- discuss The Golden Rules with their class and elicit their own class success criteria;
- draw up a class/tutor group contract for the classroom wall, which all children sign (in Early Years, this might need adapting, e.g. with a photograph of each child showing 'thumbs up' as an agreement).

The Golden Rules are as follows:



### 6.1.2 Behaviour for Learning in the Prep and Senior Schools

All pupils in the Prep and Senior Schools are expected to work hard and to act with courtesy and consideration at all times. To that end, The Code of Conduct is followed by all pupils and staff in the Prep and Senior Schools:



The Code of Conduct is:

- clearly displayed around the Prep and Senior Schools, and in all relevant classrooms;
- continually made explicit to pupils when teachers give rewards;
- continually made explicit to pupils when teachers give sanctions;
- continually made explicit to pupils in the pastoral aspects of assemblies.

### 6.2 Rewards

Pupils who consistently follow The Golden Rules/Code of Conduct, as well as those who exhibit more general positive behaviour, attainment, achievement, progress and/or effort, are rewarded by teachers giving Merits, which also count as House Points and which are logged on the school's data management system, SIMS. For particularly exceptional work or conduct, pupils can receive special awards, which are worth more Merits (and are also logged on SIMS):

Reward	Achievement	Reason(s)
<b>House Point</b>	1 Merit	<ul style="list-style-type: none"> <li>Excellent modelling of The Golden Rules/Code of Conduct</li> <li>Doing a good deed for a teacher</li> <li>An excellent piece of work</li> <li>An excellent effort</li> </ul>
<b>Deputy Head Award</b>	5 Merits	<ul style="list-style-type: none"> <li>Letting a teacher know a fellow pupil needs help or support</li> <li>An excellent piece of extended work</li> <li>A sustained improvement in one discipline/subject area</li> </ul>
<b>Headteacher's Award</b>	10 Merits	<ul style="list-style-type: none"> <li>An outstanding act of consideration, kindness or helpfulness to others</li> <li>Organising an event in school for the benefit of fellow pupils</li> <li>An outstanding series of pieces of work or an exceptional achievement</li> <li>An exceptional improvement due to effort, resilience and/or determination</li> </ul>

In the Senior School, merits are also accrued towards Bronze, Silver, Gold and Platinum certificates, which are awarded to individual pupils in assemblies:

Number of Merits	Certificate
<b>50</b>	Bronze
<b>75</b>	Silver
<b>100</b>	Gold
<b>150</b>	Platinum

Across all phases of the school, regular Achievement Assemblies take place to support our positive approach and to reinforce good or markedly improved behaviour or effort, thereby celebrating all children's achievements, raising self-esteem and self-confidence.

### 6.3 Strategies and support

The following outline a range of strategies used at Huddersfield Grammar School to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc.;
- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- 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;
- the restorative justice approach;

- 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.

### 6.4 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.

- 6.4.1 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.
- 6.4.2 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.
- 6.4.3 Parents will be involved at the earliest stage if problems are persisting or recurring.
- 6.4.4 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.

In the **Early Years, Pre-Prep and Prep School**, sanctions are applied in instances where the Golden Rules/Code of Conduct have been broken. Whilst serious issues are extremely rare, sanctions will be applied incrementally as necessary, based on the extent to which the rules have not been followed:

- **Stage 1** - behaviour management within the classroom (to include: warning; movement within the room; name moved on classroom chart)
- **Stage 2** - the pupil is referred to the relevant Head of School;
- **Stage 3** – the pupil is referred to the Headteacher and the pupil's parents are contacted.

Usually, sanctions will start at Stage 1, then move to Stage 2 and, if the poor behaviour persists, move to Stage 3. In extreme cases of poor behaviour (for instance, aggression towards another pupil), then this process would be accelerated to Stage 3.

Action points from Stage 3 are varied, according to each case. A very significant act of poor behaviour may result in a fixed term exclusion.

It is quite possible that a child in the Early Years, Pre-Prep or Prep School who is repeatedly breaking the Golden Rules/Code of Conduct is being adversely affected by identifiable factors (e.g. home life, special educational needs). In this situation, the class teacher should be in regular contact with parents, to describe the child's behaviour and explain applied sanctions for Stages 1 and 2.

At the same time, the class teacher should contact the relevant Head of School. The Head of School will call a case conference involving relevant staff, to identify the types of behaviour, potential causes and propose action points. Next steps would involve liaison with parents, possible liaison with the Learning Support department and/or the implementation of other behaviour strategies.

Action points as a result of a case conference will be varied, according to each case. In the most extreme and rare instances, persistent poor behaviour may lead to a fixed-term or permanent exclusion.

In the **Senior School**, sanctions are applied in instances where the Code of Conduct is broken. Sanctions are applied incrementally, based on the extent to which the rules haven't been followed. Whenever practicable, the pupil should:

- have a clear understanding of the mistake they have made;
- reduce the impact of their mistake (for instance, through an apology, clearing up or completing work to a higher standard);
- have an opportunity to reflect on their mistake and consider a better response in the future.

If the Code of Conduct is broken in class, a pupil is given a series of warnings but should never be sent out of the classroom unsupervised:

- **Warning 1** - the pupil is given a verbal warning
- **Warning 2** - the pupil's name is recorded by the teacher, who should initiate in-class behaviour management (such as moving the pupil within the room), but no further action is taken
- **Warning 3** - the pupil is given a Demerit
- **Warning 4** – the pupil is referred to the Deputy Heads team for collection from the class and the pupil's parents are contacted

It should be apparent to the pupil when they have received Warning 2 by the teacher writing the pupil's name on the board. This must be done in a non-confrontational manner which draws attention to how the pupil has broken the Code of Conduct. Usually, sanctions will start at Warning 1, then move to Warning 2 and, if the poor behaviour persists, move to Warnings 3 and 4. In extreme cases of poor behaviour, such as a high stage behaviour incident, then this process will be accelerated to Warning 4. If this is the case, the member of staff witnessing the behaviour will complete an Incident Report Form, as soon as possible, to the Head of Middle or Upper School, with the pupil's Form Tutor and Head of Year copied in. If appropriate, any pupil/staff witness reports will be sought to add to the Incident Report Form, before it is forwarded on to the Headteacher.

All Demerits and referrals to the Heads of Middle or Upper School are entered onto the school's data management system (SIMS).

## Behaviour Policy

Repeatedly poor behaviour sees pupils progressing through a series of Behaviour Stages. Each stage involves liaison with the pupil's parents and will usually result in specific sanctions. Behaviour Reports are used to monitor and manage pupils who struggle with their behaviour and they may be asked to sign and be involved in the production of Behaviour Agreements.

The Behaviour Stages are as follows:

Stage	Specific Behaviour Examples	Action	Communication
1	<ul style="list-style-type: none"> <li>Indirect bullying e.g. socially excluding other pupil, spreading rumours to upset others in some way)</li> <li>Minor wilful damage to school property or the property of others</li> <li>15 demerits in a half term</li> <li>Average Effort Grade 2.3 or below in report</li> </ul>	After School Detention	FT issues sends email to school office copying in HoY and HoMS/US as appropriate. Log on CPOMS
		Meeting with FT	FT discusses with pupil and sends email of concern home. Log on CPOMS.
2	<ul style="list-style-type: none"> <li>Direct bullying</li> <li>Failure to respond to a repeated direct instruction from a teacher</li> <li>Leaving the school site without permission</li> <li>Truancy</li> <li>Swearing or verbal abuse</li> <li>25 Demerits in a term</li> <li>Average Effort Grade 2.3 or below for second successive report</li> </ul>	Headteacher's Detention	HoMS/HoUS sends email to school office to request Headteacher's Detention.
		STAGE 1 REPORT issued by HoY monitored by FT	Viewed through Cognita Connect App
3	<ul style="list-style-type: none"> <li>Violent conduct</li> <li>Stealing</li> <li>Major wilful damage to school property or the property of others</li> <li>40 demerits in a term</li> <li>Average Effort Grade 2.3 or below for third successive report</li> </ul>	HoMS/HoUS meeting with parents Headteacher's Detention	Log on CPOMS HoMS/HoUS sends email to school office to request Headteacher's DT
		STAGE 2 REPORT issued by HoMS/HoUS as appropriate	Viewed through Cognita Connect App
4	<ul style="list-style-type: none"> <li>Repetition of or a severe occurrence of Stage 3 behaviours</li> <li>Bringing a weapon, drugs or alcohol to school</li> <li>Smoking on the school site</li> <li>Threatening violence to a member of staff</li> <li>50 demerits in a term</li> <li>No tangible improvement of effort on report</li> </ul>	Deputy Head / Headteacher referral Case conference with parents	Log on CPOMS
		STAGE 3 REPORT with Deputy Head. Case conference with parents.	Viewed through Cognita Connect App
5	<ul style="list-style-type: none"> <li>Repetition of or a severe occurrence of Stage 4 behaviours</li> <li>Physical attack on a member of staff</li> </ul>	Headteacher referral	

Serious behaviour incidents are incredibly rare and are not tolerated at Huddersfield Grammar School. The Senior Leadership Team deals with such events rapidly, decisively and on a case-by-case basis. The safety of the pupils is paramount in all situations.

If a pupil's behaviour endangers the safety of others, the teacher will stop the activity and prevent the child from taking part for the rest of that session. This type of behaviour will result in immediate referral to the Head of Middle or Upper School.

Where persistently poor behaviour and/or cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, including a fixed-term of permanent exclusion, without first using lower-order strategies.

### **7 Fixed-Term and Permanent Exclusion**

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 that 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 The 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.

10.3 The Headteacher reports on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.

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

## Behaviour Policy

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<b>Ownership and consultation</b>	
Document sponsor (role)	Group Director of Education
Document author (name)	Karen Nicholson, DE. 2018 Review - John Coleman, ADE 2019 Review – David Baldwin, DE

  

<b>Audience</b>	
Audience	All school staff

  

<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	Yes

  

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<b>Related documentation</b>	
Related documentation	Anti-Bullying Policy Exclusion Policy Safeguarding and Child Protection Policy