

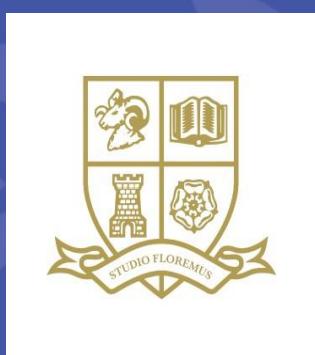


BLENHEIM
SCHOOLS

Behaviour Policy

Policy Folder: Safeguarding

Huddersfield Grammar School



1. Introduction

1. This policy is designed to foster a school ethos that promotes high quality teaching and learning to support the wellbeing of our pupils in order for them to thrive in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School.
2. This policy applies to all pupils including those in the Early Years.
3. We are committed to promoting and protecting 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.
4. In keeping with Education (Independent School Standards) (England) Regulations 2014/British School Overseas Standards (as amended), our policy outlines our Code of Conduct for pupils, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the safety welfare of children.
5. The Headteacher is responsible for developing this policy within the framework set by Blenheim as proprietor. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any sanctions for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct. **Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (including online).**
6. This policy should be read in conjunction with the School's other applicable policy including our Anti-Bullying Policy, Safeguarding Policy, Suspension, Expulsion and Removal in Other Circumstances Policy, Drug and Alcohol Policy, SEND Policy, Code of Conduct, Staff Code of Conduct, Acceptable Use of ICT Policy, Digital Safety Policy, Digital Safety Agreements, Use of Reasonable Force Policy and Attendance Policy.
7. The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.
8. 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 Policy will be rigorously followed, and action will be taken in accordance with the relevant local safeguarding partners 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 in accordance with the provisions of the Safeguarding Policy.*

9. 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 Contract accordingly.

10. We support children at times when difficult events happen in their lives, such as domestic abuse, 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.

2. Our approach

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.

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. 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 behaviours at all times so that our pupils can benefit fully from their experiences in school.

3. 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.

4. 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 whilst the learning of their peers is not impeded.

5. 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 early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs.

6. 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/private organisations/professionals.

3. School Principles

1. 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.
2. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
3. The School Principles:
 - School staff and pupils should all show respect for one another;
 - Good behaviour should be the expectation and sanctions should always be applied consistently for unacceptable behaviour, including bullying, inappropriate/harmful sexual behaviour, and violence;
 - Appropriate and preventative 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 or disabilities;
 - 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 those children 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 this policy is grounded.

4. Expectations and Responsibilities

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.
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.
3. To be socially acceptable, we believe that children should be able to:
 - Treat other children and adults with respect and kindness;



- Speak politely to other people; and
- Have self-confidence and high self-esteem.

4. To encourage this, the staff will:

- Treat all children and adults with respect and kindness;
- Speak politely to other people;
- Praise all 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;
- Encourage self-reflection to children when they get something wrong to encourage learning;
- Tell parents in a timely manner about their child's efforts and achievements, any concerns around behaviours, and explain any concerns about risk to self/others arising from the behaviour; and
- Avoid using critical or sarcastic language towards all children and adults.

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, sexist or homo/bi/transphobic remarks, or other discriminatory comments towards anyone including those with protected characteristics (Equality Act 2010).

6. 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;
- Incidents of poor behaviour may (where appropriate) be discussed by the teacher with the class, e.g. during circle or pastoral time;
- Every teacher enforces the classroom code consistently and treats each pupil fairly and equally;
- 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.
- If a pupil misbehaves in class, the teacher will keep a record using the school behaviour recording system of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they must seek help and advice from the senior member of staff named at the front of this document, including 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, with reference to the School's Safeguarding Policy as appropriate;



- 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;
- Obey all health and safety regulations in classrooms, around the School and in all off site educational activities including helping to keep the School clear of clutter and litter;
- Never make racist, sexist, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010);
- Never resort to physical measures to manage behaviours (other than reasonable force, see below)
- 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 restraint is used. The action taken is recorded and the parents must be informed. Please see our separate policy on the Use of Reasonable Force for further details;
- Comply fully with the Staff Code of Conduct, and the Digital Safety Policy which includes the Acceptable Use of ICT Policy.

7. Expectations of pupils in our school

- Comply with the School's Code of Conduct at all times
- 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, kindness 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, homo/bi/trans phobic or other abusive or humiliating remarks, including to those with protected characteristics (Equality Act 2010); sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

The above list is not exhaustive.

8. Expectations of parents

Parents who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent



Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

5. Policy on rewards and sanctions

1. Our rewards – promotion of good behaviour

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

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

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:

8. clearly displayed in the Early Years and Pre-Prep classrooms;
9. continually made explicit to pupils when teachers give rewards;
10. 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:

11. discuss The Golden Rules with their class and elicit their own class success criteria;
12. 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:

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:

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

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, iSAMS. 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)
House Point	1 Merit	<ul style="list-style-type: none"> • Excellent modelling of The Golden Rules/Code of Conduct • Doing a good deed for a teacher • An excellent piece of work • An excellent effort
Deputy Head Award	5 Merits	<ol style="list-style-type: none"> 1. Letting a teacher know a fellow pupil needs help or support 2. An excellent piece of extended work A sustained improvement in one discipline/subject • area
Headteacher's Award	10 Merits	<ul style="list-style-type: none"> • An outstanding act of consideration, kindness or helpfulness to others • Organising an event in school for the benefit of fellow pupils • An outstanding series of pieces of work or an exceptional achievement • An exceptional improvement due to effort, resilience and/or determination

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
50	Bronze
75	Silver
100	Gold
150	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.

- All staff praise, reward and sanction consistently;
 - Younger children are given stars and stickers for good work. They share their work with other teachers and the Headteacher;
 - The Headteacher awards (insert) for outstanding achievement to individual children at (insert when/where);
 - Two children from Years X and Y are given commendations for good behaviour towards others and receive (insert what);
 - House/team points are awarded for good effort, work, helpfulness etc. The points are collected each week/term (amend) and the team/house with the highest points (state award and when); and
 - Achievement assemblies take place to support our positive approach and reinforce good behaviour, thereby celebrating all children's achievements, raising self-esteem and self-confidence.

2. Strategies and support

The following outline a range of strategies for use in 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;
- positive rewarding systems with no comments for undesirable behaviour;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- peer mediation and peer mentoring;
- restorative justice approach;
- school counselling sessions to help pupils with social, mental or emotional health difficulties;
- social skills training;
- referral to CAMHS and/or educational psychology services/professionals; and
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

3. 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.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy.

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.

Examples of sanctions that are used in the School include:

- Verbal reprimand from a member of staff;
- Letter to parents to advise of the misbehaviour;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks as punishments, such as writing lines or essays;
- Detention
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- School based service or imposition of a task, under the supervision of a member of staff;
- Assistance with domestic tasks, such as collecting litter;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring; and
- Withdrawal from a lesson, school trip or team event.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

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 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 referral to Early Help or other agency is needed to support the child/family.
2. Parents will be involved at the earliest stage when problems arise, are persisting or recurring.



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

4. Any sanction must be reasonable in all the circumstances and account must be taken of relevant factors which may include the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. These include the following:

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

Action points from Stage 2 are varied, according to each case. A poor behaviour may result in a lunchtime behaviour detention.

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:

1. have a clear understanding of the mistake they have made;
2. 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:

3. **Warning 1** - the pupil is given a verbal warning
4. **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
5. **Warning 3** - the pupil is given a Demerit and a dependent on the event a lunchtime behaviour detention. A restorative conversation should take place between pupil and HoY on duty.
6. **Warning 4** – the pupil is referred to the Senior Leadership team for collection from the class and parents contacted by the subject teacher. A restorative conversation should take place between pupil and teacher.



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 Pastoral Lead in Senior 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 Pastoral Lead in Senior School are entered onto the school's data management system (SIMS).

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	<ol style="list-style-type: none">1. Indirect bullying e.g. socially excluding other pupil, spreading rumours to upset others in some way2. Minor wilful damage to school property or the property of others3. Phone misuse <ul style="list-style-type: none">• 15 demerits in a half term• Average Effort Grade 2.3 or below in report	After School Detention Meeting with FT	FT issues and sends email to school office copying in Pastoral Lead. FT contacts home to inform. Log on CPOMS
---	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

2	<ol style="list-style-type: none">1. Direct bullying2. Failure to respond to a repeated direct instruction from a teacher3. Truancy4. Verbal abuse5. Swearing <ul style="list-style-type: none">• 25 Demerits in a term• Average Effort Grade 2.3 or below for second successive report	Headteacher's Detention 2 hours 1 hour	Dealing member of staff sends email to school office to request Headteacher's Detention, copying in Pastoral Lead, HoY and FT. HoY contacts home to inform.
3	<ol style="list-style-type: none">1. Violent conduct2. Stealing3. Major wilful damage to school property or	STAGE 1 REPORT issued by HoY monitored by FT	Viewed through Blenheim Connect App



	<p>the property of others</p> <p>4. Leaving the school site without permission</p> <p>• 40 demerits in a term</p> <ul style="list-style-type: none">• Average Effort Grade 2.3 or below for third successive report	<p>STAGE 2</p> <p>REPORT issued and monitored by Pastoral Lead</p>	Viewed through Blenheim Connect App
4	<p>1. Repetition of or a severe occurrence of Stage 3 behaviours</p> <p>2. Bringing a weapon or dangerous item onto site</p> <p>• Failure to follow drugs or alcohol policy</p> <p>3. Threatening violence to a member of staff</p> <p>• 50 demerits in a term</p> <p>No tangible improvement of effort on report</p>	<p>Deputy Head / Headteacher referral</p> <p>Case conference with parents</p> <p>Fixed Term Exclusion</p> <p>STAGE 3</p> <p>REPORT monitored by Deputy Head.</p> <p>Case conference with parents.</p>	<p>DHT/HT to send communication following parent meeting</p> <p>Log on CPOMS</p> <p>Viewed through Blenheim Connect App</p>



5	<ul style="list-style-type: none"> • Repetition of or a severe occurrence of Stage 4 behaviours • Physical attack on a member of staff 	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 Pastoral Lead of Senior School.

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

6. Suspension and Expulsion

1. The Headteacher reserves the right to suspend, expel or remove pupils from the school. Suspension and expulsion will be dealt with in accordance with our Suspension, Expulsion and Removal in Other Circumstances Policy, which includes examples of behaviour that may warrant those sanctions.

7. Allegations of Harmful Sexual Behaviour (HSB) and child on child abuse

1. Allegations of a student demonstrating Harmful Sexual Behaviour and/or child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made, and always in consultation with the Designated Safeguarding Lead. All allegations will be dealt with in accordance with the Safeguarding Policy. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents when there has been a report of HSB/child on child abuse, unless to do so will heighten risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and schools will carefully consider what information is shared with respective parents to ensure that confidentiality is maintained. Every effort will be made to ensure confidentiality



is maintained while an investigation is underway, to the extent appropriate. Referrals to children's Social Care/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy.

8. Complaints Procedure

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.

1. The School's Complaints Procedure (which apply equally in the EYFS setting) is on our website and sets out how current parents can raise a formal complaint and how the School will handle it.

9. Monitoring and Evaluation

1. The School will record all behavioural incidents (including bullying) and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. [Major sanctions for boarders are kept together with those for day pupils.] The Headteacher is responsible for ensuring these records are appropriately maintained.

2. The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils [including within boarding houses] which may indicate that there are possible cultural issues within the School [or boarding house] which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

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

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

5. Where there are concerns regarding the school's approach to dealing with behaviour, these will be explored by the European Director of Education.

