



## **Behaviour Policy**

### **Junior School and Senior School Policy including Boarding**

*There is a separate EYFS Behaviour Management Policy.*

*This policy should be read in conjunction with the School's:*

- *Anti-Bullying Policy*
- *Safeguarding Policy*
- *Exclusions Policy*
- *Complaints Procedure*
- *EYFS Behaviour Management Policy*
- *Digital, Technology and Online Safety Policy*

#### **Introduction**

As a Quaker School our culture is to encourage personal responsibility and self-discipline, showing respect for all, regardless of their status within the community. Our pupils are encouraged to be sensitive to others and where possible, peacemakers. All members of the community are expected to act responsibly, show courtesy and think about other people. An important part of the Quaker contribution to the spiritual life of the children is that through the silence of Meeting for Worship, they have time for reflection on their behaviour and actions. The belief that we should have respect for the individual and that every individual has a responsibility for their own behaviour is at the heart of this policy.

The School understands it's duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils.

#### **Staff Responsibilities**

Staff are expected to maintain the highest standards of professionalism always, which will foster and inspire good pupil behaviour and work ethos throughout the School. Staff should know the School's policies on pupil behaviour and insist on high standards of work and behaviour from pupils. Staff must challenge inappropriate behaviours between pupils, many of which are listed at Appendix I of the Safeguarding and Child Protection Policy, that are abusive in nature and maintain a zero-tolerance approach to abuse. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "girls being girls" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm due to a bullying incident, or abuse the incident will be treated as a child protection concern.

#### **Pupil Responsibilities**

At all times, pupils are expected to act responsibly, courteously and considerately to everybody. They are expected to exercise self-discipline and self-respect, showing respect to all, regardless of their status. It follows that courtesy is paramount just as much in minor as in major matters. Pupils are expected to do their best to contribute to a positive learning environment and allow others to do the same.

A conventional range of sanctions is available if needed, including loss of privileges, detention, report card, letter home or in more serious cases, temporary or permanent exclusion. The extent to which they are used, and the type of action taken will vary according to the circumstances. Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff. A framework is necessary if everyone is to be supported and allowed to develop in a secure community. In such an environment, pupils can grow into balanced individuals, respecting and caring for others and recognising their responsibilities as members of the community.

#### **Child on Child Abuse**

Systems for children confidently reporting abuse, should be well promoted, easily understood and easily accessible. These are displayed on posters in the Junior School foyer area and Senior School safeguarding boards. Through PHSE lessons and Form times, children are reminded that they can approach trusted adults in School to share concerns. Children should know that their concerns will be treated seriously.

Measures to prevent cyber bullying, prejudice based, and discriminatory bullying are in the Anti-Bullying Policy. Opportunities to incorporate an understanding of SMSC issues is embedded throughout the curriculum and the ICT curriculum includes teaching about how pupils can stay safe online.

### **Liaising with Parents and Other Agencies**

The School liaises closely with parents and guardians on behavioural matters. Some behaviour matters may necessitate intervention and liaison with other external agencies such as a Counsellor, GPs, CAMHs and York City Council Early Years Team and/or Safeguarding Board. The School keeps records of communication with parents and external agencies as appropriate.

### **Managing Pupils' Transition**

Pupil files are kept centrally in the School Office. A full pastoral and academic handover occurs in the Summer Term when the Year 6 teacher discusses individual pupils with the Head of Year 7 and Boarding staff where applicable. These discussions also include any concerns regarding behaviour of pupils who have been victims of other pupils' misbehaviour. This close liaison also takes place between Heads of Year as pupils progress up the School. When a pupil joins The Mount, with a request for information about any safeguarding, behaviour or wellbeing issues is sent to the previous school. When a pupil leaves the Mount, the School supports the child and family by making every effort to identify suitable alternative schooling and aid transition.

### **Searching, Screening and Confiscation**

If a pupil is suspected of carrying an item which is prohibited by the School, staff can conduct a search and if an item is found, this can then be confiscated. In the event of a refusal to cooperate during a search of a pupil and their property, an appropriate sanction can be used. Appropriate punishments include loss of privileges, detention and possible exclusion depending on the severity of the case.

### **Rewards**

At The Mount School we lay particular emphasis on having a recognised informal culture of praise. Pupils are rewarded for positive behaviour and good conduct in different forms. Praise and positive feedback is given to individuals and to groups in private and/or public as appropriate.

The School has a House System that is used to generate healthy competition through Sports events and other House based activities. House Captains lead the pupils in each House and staff are also allocated to a House. There is a House Point system which awards House Points to individual pupils for personal and collective achievements both in lessons and in wider school life. The emphasis is on awarding House Points for personal attributes, effort and achievement rather than simply academic performance. Each department and year group has its own system of awarding House Points. A House Point Victory trophy is awarded to the winning House at the end of each academic year.

In the Junior School, 'Golden Tickets' are awarded to individuals in a weekly assembly. A record of those children is kept. Other individual and class rewards are given as appropriate to different year groups and there are also opportunities for greater responsibility and privileges, as the pupils' progress through both the Junior School and Senior School.

Pupil success is also celebrated within the School community by posting examples of achievements on the website, by communication with parents and praise from staff.

### **Sanctions**

We recognise that rewarding positive behaviour is better than imposing a sanction and most students never need sanctions. However, the School will reflect on behaviour and implement sanctions where necessary.

**The School does not use or threaten to use any form of corporal punishment.**

### **Physical Intervention**

Physical intervention is allowable to avert immediate danger of personal injury to the child in concern or others. If physical intervention has been used the member of staff must record the event. Should a child physically hit out at anyone, parents will be asked to immediately remove the child from School. The child will not be allowed to return to School until the parents have had an interview with the Principal. For further information please read 'Physical Intervention/Restraint' policy and 'EYFS Behaviour Management Policy'

### Examples of Unacceptable Behaviour and Possible Sanctions

The following list does not aim to cover every example of unacceptable behaviour so should be regarded as a supplement to the guiding principle that sanctions will always be appropriate to the specific instance of unacceptable behaviour or the overall pattern of behaviour.

SENIOR SCHOOL		JUNIOR SCHOOL	
Examples of possible misconduct	A range of possible sanctions	Examples of possible misconduct	A range of possible sanctions
<b>A</b> <ul style="list-style-type: none"> <li>• Missed or late homework</li> <li>• Poor attitude to classwork or homework</li> <li>• Poor behaviour or attitude at any time</li> <li>• Distracting others</li> <li>• Talking in class</li> <li>• Dropping litter</li> <li>• Chewing gum</li> <li>• Lateness to lessons or activities</li> <li>• Misuse of electronic equipment</li> <li>• Having a mobile telephone visible to a member of staff during the School day</li> </ul>	<ul style="list-style-type: none"> <li>• Talking privately with a pupil</li> <li>• Separation from those with whom they are behaving inappropriately</li> <li>• Verbal reprimand</li> <li>• Rectifying and make good any damage they have caused</li> <li>• Removal of mobile phone</li> <li>• Inform parents/other staff of minor offences</li> </ul>	<b>A</b> <ul style="list-style-type: none"> <li>• Not listening</li> <li>• Not following instructions</li> <li>• Inappropriate language (not swearing)</li> <li>• Wasting time during transitions</li> <li>• Off task behaviour</li> <li>• Interrupting/calling out</li> <li>• Disrespecting property</li> <li>• Not lining up correctly</li> <li>• Running around School</li> <li>• Lateness to lessons or activities</li> <li>• Breaking class rules</li> <li>• Name calling and answering back</li> <li>• Rough play/play fighting</li> <li>• Invading other children's physical space</li> <li>• Misuse of iPads</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder and redirection</li> <li>• A verbal reprimand and reminder of the expectations of behaviour</li> <li>• Warning</li> <li>• Discussion with class teacher or teaching assistant about the consequences of their behaviour and how to avoid such situations in the future</li> <li>• Minutes off break in class</li> </ul>
<b>B</b> <ul style="list-style-type: none"> <li>• Persistent repetition of level A behaviour</li> <li>• Repeated lateness</li> <li>• Inappropriate physical behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of privileges</li> <li>• Issuing a lunchtime detention or loss of</li> <li>• free/playtime</li> </ul>	<b>B</b> <ul style="list-style-type: none"> <li>• Persistent repetition of level A behaviour</li> <li>• Ignoring staff instructions</li> <li>• Telling lies</li> <li>• Deliberate defiance</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from class or playground</li> <li>• Minutes off break supervised by Head of Juniors</li> <li>• Loss of class privileges</li> </ul>

<ul style="list-style-type: none"> <li>• Being off the premises without permission</li> <li>• Inappropriate language</li> <li>• Defiance</li> <li>• Lack of respect for other students and staff</li> <li>• Persistent low-level disruption in class</li> <li>• Swearing at another student</li> <li>• Graffiti</li> <li>• Inappropriate use of social media</li> <li>• Use of mobile telephone during the School day (repeated offence)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the consequences of their behaviour and how to avoid such situations in the future (with the relevant Head of School/member of the Senior Leadership Team)</li> <li>• Issuing a report card (may also be used as a support mechanism)</li> <li>• Parental discussion and letter home</li> <li>• Formal note on pupil's file</li> </ul>	<ul style="list-style-type: none"> <li>• Refusing to take consequences</li> <li>• Deliberately damaging another child's work</li> <li>• Disrespectful speech and actions</li> <li>• Hurting other children on purpose</li> <li>• Swearing/using offensive language</li> <li>• Inappropriate physical contact</li> <li>• Leaving class without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Setting of written tasks such as an account of their behaviour, apology</li> <li>• Suspension from some After School Activities</li> <li>• Discussing the consequences of their behaviour and how to avoid such situations in the future (with the Head of Junior School)</li> <li>• Communication and discussion between parent &amp; class teacher</li> <li>• Communication with parent &amp; Head of Juniors</li> <li>• Issuing a report card (may also be used as a support mechanism)</li> <li>• Note made on Well-being Manager</li> </ul>
<b>C</b> <ul style="list-style-type: none"> <li>• Persistent repetition of level B behaviour</li> <li>• Refusing to comply with the instructions of a member of staff</li> <li>• Truancy</li> <li>• Deception</li> <li>• Absenting a lesson</li> <li>• Failure to attend a lunchtime detention</li> <li>• Bullying of any kind</li> <li>• Continual inappropriate use of social media</li> </ul>	<ul style="list-style-type: none"> <li>• After School detention (Senior School) until 6.00pm</li> <li>• Letter home to parents</li> <li>• Parents invited into School to meet with relevant member of the Senior Leadership Team</li> <li>• Loss of privileges</li> <li>• Formal note on pupil file</li> <li>• Internal suspension</li> <li>• External suspension</li> </ul>	<b>C</b> <ul style="list-style-type: none"> <li>• Persistent repetition of level B behaviour</li> <li>• Bullying</li> <li>• Threatening other children</li> <li>• Physical or verbal aggression directed towards another child</li> <li>• Racist incident (or other protected characteristic)</li> <li>• Leaving school without permission</li> <li>• Kicking, punching, thumping (etc) objects around school</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension from agreed After School Activities</li> <li>• Letter home to parents</li> <li>• Parents invited into School to meet with Head of Junior School or relevant member of SLT</li> <li>• Formal note on pupil file</li> <li>• Internal suspension</li> <li>• External suspension</li> </ul>

<ul style="list-style-type: none"> <li>• Use of mobile telephone during the School day – 3 or more times</li> </ul>		<ul style="list-style-type: none"> <li>• Damaging property</li> <li>• Breaking Health and Safety rules</li> </ul>	
<b>D</b> <ul style="list-style-type: none"> <li>• Persistent repetition of levels above</li> <li>• Swearing at a member of staff</li> <li>• Serious actual or threatened violence</li> <li>• Theft</li> <li>• Smoking or drinking on School premises</li> <li>• Persistent/continual bullying</li> <li>• Verbal abuse</li> <li>• Physical assault</li> <li>• Carrying an offensive weapon</li> <li>• Vandalism</li> <li>• Racial or homophobic harassment</li> <li>• Any behaviour that is likely to bring the School into disrepute</li> <li>• 'Hot-spotting' to avoid wifi restrictions</li> <li>• Unauthorised access to staff/guest wifi</li> </ul>	<ul style="list-style-type: none"> <li>• Gating for specified period</li> <li>• Internal suspension</li> <li>• External suspension</li> <li>• Permanent exclusion may be considered in extreme one-off cases</li> </ul>	<b>D</b> <ul style="list-style-type: none"> <li>• Persistent repetition of levels above</li> <li>• Swearing/using offensive language to a member of staff</li> <li>• Serious actual or threatened violence</li> <li>• Significant acts of violence</li> <li>• Theft</li> <li>• Serious/continued bullying incidents</li> <li>• Use of object/weapons to hurt others</li> <li>• Vandalism</li> <li>• Racial (or other protected characteristic) harassment</li> <li>• Any behaviour that is likely to bring the School into disrepute</li> </ul>	<ul style="list-style-type: none"> <li>• Gating for specified period</li> <li>• Internal suspension</li> <li>• External suspension</li> <li>• Permanent exclusion may be considered in extreme one-off cases</li> </ul>
<b>E</b> <ul style="list-style-type: none"> <li>• Persistent repetition of levels above</li> <li>• Supplying any illegal drug</li> <li>• Drug or substance related abuse</li> <li>• Physical assault with intent to harm</li> <li>• Arson</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent exclusion</li> </ul>	<b>E</b> <ul style="list-style-type: none"> <li>• Persistent repetition of levels above</li> <li>• Supplying any illegal drug</li> <li>• Drug or substance related abuse</li> <li>• Physical assault with intent to harm</li> <li>• Arson</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent exclusion</li> </ul>

**Note:**

If there are any prior concerns about a pupil's behaviour in School, the School reserves the right to decline to take the pupil on a School trip.

**Internal Suspension/External Suspension/Permanent Exclusion**

The Principal is the only one who can authorise suspensions and/or exclusions and will be involved in the interviews and discussions with pupils and parents. In the case of a permanent exclusion, the Clerk of the School Committee (Chair of Governors) will be informed and consulted before any student is permanently excluded.

A sanction must give a message to the pupil concerned and the rest of the School community. A suspension is used when that message must be heard strongly and clearly. Sometimes the misbehaviour is individual and so no public announcement is made.

**Internal Suspension**

The likely duration will be between 1 and 3 days. The pupil will be in a room working on their own under supervision. Work will be set for them from their regular lessons and the Head of Year will co-ordinate. They will have a different lunch and break to their peers.

**External Suspension**

Parents will be contacted as the misbehaviour is investigated and the pupil will be required to stay at home (or with a guardian) for between 1 and 3 days. Parents will be asked to meet with the Principal before the pupil is readmitted to School at the end of the external suspension.

See separate 'Exclusions Policy' for further details about the exclusion process and holding an appeal hearing.