



BURGESS HILL
— GIRLS —

Behaviour Policy – Whole School Statement	9
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Responsible for Initiating Review of Policy	SLT
Committee to Review	SLT
Last Review Date	September 2020
Review Period	2 Years
Approved by (Committee and Date)	SLT September 2020
Approved by Board of Governors	
Effective Date of Policy	September 2020
Next Review Date	August 2022
Related Policies	Anti-bullying Policy Acceptable Use of ICT – pupils Safeguarding Policy Restraint Policy Behaviour Misuse of Drugs (staff and students) Behaviour Discipline & Exclusions (Code of Conduct – Pupils)

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1.0 Whole School Behaviour Policy Statement

Our aim is to create a community in which each member is respected and encouraged to reach her full potential and behave in accordance with the code of conduct.

We aim to:

- Be a community in which the values of integrity, compassion, tolerance and justice are fostered.
- Provide a secure framework in which pupils can grow towards independence and self-discipline and take their place responsibly in society.
- Establish an ethos where girls set a good example to younger pupils
- Encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it.

1.1. Aims of the Policy

The aim of this policy is to:

- Provide a consistent approach to behaviour management across the whole school
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

1.2 Key Requirements / Legal Duties

This policy responds to the Independent Schools Standards Regulations 2014, and is informed by non-statutory advice published in Behaviour and Discipline in Schools (2016) which include the requirement that all schools must have a written behaviour policy which must be available to all parents and prospective parents.

Burgess Hill Girls acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN and disabilities as well as those with protected characteristics.

Burgess Hill Girls rejects the use of corporal punishment in all situations and at all times

1.3 Introduction

Burgess Hill Girls 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, honesty, consideration, respect and shared responsibility. We promote good behaviour by example and by emphasising rewards rather than sanctions, ensuring both are well understood and seen to be fair. Burgess Hill Girls endeavours to help each girl feel secure by treating her as an individual, providing opportunities to build her confidence, develop self-esteem and the feeling of success.

Whilst we expect high levels of behaviour at all times. We recognise what misbehaviour can be defined as:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- 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)

1.4 Roles and Responsibilities

The Head has the overall responsibility to determine the school's behaviour policy, set the standard of behaviour expected of pupils, and 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 the authority of their staff to discipline disruptive behaviour, and the pupils who exhibit such behaviour, ensuring that this happens consistently across the school.

The member of staff with day-to-day responsibility for behaviour management is the:

- Nursery is Nursery Manager Suzanne Roberts,
- Prep-prep and Prep School Deputy Head Sue Collins
- Senior School is Nikki Donson, Assistant Head Pastoral & Boarding
- Sixth Form Head of 6th Form Bill O'Brien-Blake

All staff have a responsibility to:

- Provide a safe, welcoming environment
- Place the emphasis on learning and teaching
- Ensure pupils follow the school expectations during lessons, in corridors and in free time
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention in cases where behaviour falls below the expected standard
- Take responsibility for any misbehaviour initially – seeking support/advice when required
- Ensure sanctions are applied consistently in line with school policy, are in proportion to the nature of the incident and any relevant background context, and to take into account where appropriate the circumstances/ needs of the pupil
- Work in partnership with parents and guardians

1.5 Expectations

It is the school's expectation that everybody should at all times:

- Treat others with respect, consideration and good manners
- Help to prevent all forms of bullying
- Behave helpfully and responsibly
- Respect the right of others to hold their beliefs and opinions
- Behave with the health and safety of others in mind
- Treat other people's property with care and respect
- Treat the school environment (grounds, buildings and materials) with care and respect
- Keep to and enforce the school dress code
- Allow others to learn and teachers to teach
- Adhere to other relevant codes (read in conjunction with this policy), such as the Acceptable Use of the Internet and Mobile Devices Agreements, Anti Bullying Policy, and Drugs, Alcohol and Tobacco Policy

Our success is tested not by the absence of challenges but in the way we address them.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor promptly

1.6 Behaviour in lesson time / session times

All pupils are expected to display behaviour which shows a respect for their own learning and the learning of others. This includes arriving for lessons (and registrations and assemblies) on time, and equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the school's belief in positive reinforcement, pupils who display positive learning behaviour should receive praise and recognition.

Adverse behaviour, and pupils displaying adverse behaviour, will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviour which place a pupil at risk of exclusion, poor learning behaviour includes a lack of effort, a lack of work, failing to complete homework, off task behaviour which interrupts the learning of others and a lack of co-operation.

1.7 Uniform, behaviour around the building and out of lessons

Pupils are expected to behave in a manner which demonstrates respect for themselves and others. This applies to use of language, to the way in which they act and behave and to the

manner in which they respond to each other; all of which should demonstrate courtesy and consideration. This includes towards fellow pupils, staff, parents, governors and visitors.

Positive behaviour includes setting high standards by wearing the correct uniform and high standards of dress, 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. Staff will contact parents if there are concerns about a pupil's conduct or uniform.

1.8 Behaviour outside the School

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

For incidents that take place outside the school and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This includes bullying behaviour within the school community (e.g. pupil to pupil / pupil to staff outside school), behaviour in the immediate vicinity of the school or on a journey to or from the school. Other relevant factors include whether the pupil is wearing school uniform or is in some other way identifiable as a pupil at the school and whether the behaviour could adversely affect the reputation of the school.

2.0 Statement on Behaviour, Sanctions and Exclusions

2.1 School Ethos

The Governors expect the school to be a place where:

- each member is respected and encouraged to reach her full potential and behave in accordance with the code of conduct.
- the values of integrity, compassion, tolerance and justice are fostered.
- a secure framework is provided in which pupils can grow towards independence and self-discipline and take their place responsibly in society.
- there is an ethos where girls set a good example to younger pupils
- all members of our school community recognise bullying, acknowledge its unacceptability and report it.
- the girls are encouraged to lead a healthy lifestyle and have the confidence and skills to make good lifestyle choices

The school expects high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school.

The Head's role, in consultation with the Senior Leadership Team (SLT), is to determine the detail of the standard of behaviour acceptable to the school.

All staff are expected to encourage good behaviour and respect for others in pupils, and to apply all rewards and sanctions fairly and consistently.

2.2 Breaches of the Code of Conduct

A child whose behaviour in class breaches the School's Code of Conduct will be dealt with by the Classroom Teacher with support from the Tutor, the Head of Department, the Pastoral Lead, and the Senior Leadership Team as appropriate.

At all times the School will work in partnership with the pupil and parents.

Any sanctions will be appropriate and proportionate to the misdemeanour.

In accordance with the law there is no corporal punishment allowed by the school. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors.

Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child).

A 'Member of staff', in relation to the child concerned, means—

(a) any person who works as a teacher at the school or other place at which education is provided for the child, or

(b) any other person who (whether in connection with the provision of education for the child or otherwise)—

(i) works at that school or place, or

(ii) otherwise provides his services there (whether or not for payment), and has lawful control or charge of the child.

However, if authorised by the Head, a teacher, or other member of staff, may use 'reasonable force' to prevent a pupil from:

- committing an offence;
- causing personal injury or damage (including to themselves); and
- engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

The Head has authorised all teaching staff to use reasonable force in the above circumstances. (see Restraint Policy)

2.3 Exclusions

This section contains guidelines, which will be adapted as necessary, explaining the circumstances under which a pupil may be excluded from the School, or required to leave

permanently for misconduct or other reasons. The policy applies to all pupils at the School whether or not in the care of the School but does not cover cases when a pupil has to leave because of ill-health, non-payment of fees, or withdrawal by her parents. The Head may feel it is necessary to suspend a pupil whilst a serious breach of the Discipline Policy is being investigated. Parents will be kept informed and be invited to discuss the situation with the Head during the investigation period.

Only the Head has the authority to exclude a pupil.

For serious breaches of the School's behaviour/discipline policies, pupils can be excluded for one or more fixed-term periods not exceeding 45 school days in any one school year.

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed, e.g.:

- serious violence, actual or threatened, against a pupil or member of staff
- sexual abuse or assault
- supplying an illegal drug or consumption on school premises or on a school trip
- carrying an offensive weapon
- bringing the School into disrepute

Any decision to exclude in an alcohol or drug-related case will be based on the principles set out in the School's substance abuse policies.

2.4 Appeals

Parents are entitled to appeal to the Governing Body against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body at the school within 72 hours of being notified of the decision to exclude a pupil. A hearing will be set up as quickly as possible, but within 10 days of receipt of the notification to appeal.

The Governors' decision is final.