

POSITIVE BEHAVIOUR AND EXCLUSIONS POLICY

Policy reviewed by: James Thompson – Chief Operating Officer

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Next review date: July 2027

Reviewer's Signatu



Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

POLICY AMENDMENT PAGE

Date	Key Amendments	Version Number	Reviewed By
28/06/2018	Policy Approved	v1.1	RNB
01/09/2019	Annual Review – minor adjustments.	V1.2	RNB
02/11/2019	Annual Review – adjustments made	v3.0	RNB
21/06/2021	Annual Review – adjustments made	v4.0	DJC
10/06/2022	Annual Review – adjustments made	v5.0	CMS
1/8/2022	Updated in line with 2022 new DfE guidance	v5.1	CMS
29/6/2023	Annual Review – adjustments made	v6.0	CMS
04/09/2023	Adjustment of terminology around suspension /exclusion	v6.1	AMG
07/06/2024	Annual Review	v7.0	JCT
01/01/2025	Updated in line with ISBA Guidance	v7.1	JCT
10/7/25	Annual Review	v8.0	JCT
14/7/26	Annual Review (removed sections for senior school and 6 th form; updated drugs and smoking sections;)	V9.0	JCT
3/9/26		V9.1	JCT

Scope

This policy has been written with due regard to the DfE Behaviour in Schools Guidance (2024), The EYFS Framework (2024) and The Equality Act (2010). This policy has been written with due regard to the duty of proprietors, under Part 3 of the Independent Schools Standards to ensure that arrangements are made to safeguard and promote the welfare, health and safety of pupils.

Definitions

1. Suspension: A temporary removal of a pupil from the school as a disciplinary measure for a fixed period.
2. Exclusion: A permanent removal of a pupil for serious misconduct.
3. Required Removal: A non-disciplinary removal due to factors such as unmet needs or unreasonable parental behaviour, as detailed in the Parent Contract.

The policy applies to behaviour:

- On school premises.
- During school-organized or school-related activities.
- Off-premises, where actions impact the school community or reputation.
- Online, ensuring the same standards as in-person behaviour.

Through this policy, Crown House School seeks to ensure a calm, safe and supportive environment which instils a culture of excellent behaviour and protects pupils from disruption. When pupils feel safe to express their views and be open to the views of others, they are more likely to take risks with their learning. We aim to encourage this as it will build their resilience, confidence and learning skills.

By giving pupils the skills to express themselves, listen to others, self-regulate their emotions and behaviour, and build and maintain positive relationships, an environment is created where students feel heard and learning is optimised.

Corporal punishment is not permitted at any Chatsworth Schools, at any time, for any reason.

In regard to the Children Act (1989):

- Corporal punishment is not permitted and never used
- Or threatened
- Nor any punishment which may adversely affect a child's well-being.

Crown House School adopts a child-centred approach to behaviour management and recognises that challenging behaviour may be an indicator of abuse, neglect, exploitation, mental health need or unmet additional needs. Staff will maintain an attitude of "it could happen here" when considering safeguarding concerns.

Crown House School understands that rewards can be more effective than punishment in motivating pupils. The school is committed to promoting and rewarding good behaviour. See Appendix 1 for the School Rules and Appendix 2 for some of the ways in which good behaviour is rewarded.

Crown House School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve his/her educational outcomes. When it is considered a pupil's continuing disruptive behaviour is a result of an unmet educational or other need, the school will consider whether a multi-agency assessment is required and act accordingly. Similarly, the school will consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, staff will follow procedures as set out in the safeguarding policy and speak to the DSL or DDSL.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Cyber Bullying Policy, Screening, Searching and Confiscating Policy and Disability Policies.

Responsibilities

The Headteacher and designated school leaders are responsible for developing and implementing measures which secure high standards of behaviour. This includes ensuring:

- High expectations of conduct which are understood by staff and pupils alike and are applied consistently and fairly
- The leadership's visibility with staff, pupils and parents, and consistent support for staff in understanding this policy and implementing it to manage pupils' behaviour; this involves the provision of relevant and regular training, including as part of the induction of new staff.
- Measures are in place, including both general and targeted interventions, to improve behaviour and provide pupils with support to help them meet expected behaviour standards
- Behaviour does not normally disrupt teaching, learning and school routines
- Pupils complete any tasks reasonably assigned to them in connection with their education
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully
- Any incidents of bullying, child-on-child abuse, sexual violence or harassment, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively
- Parents are kept informed about their child's behaviour and are involved in a partnership to promote good behaviour and resolve behavioural issues
- Analysing records of misbehaviour, serious incidents and sanctions in order to identify patterns and trends so that improvements can be made, and to understand the quality of the school's behaviour management.
- The Designated Safeguarding Lead will be informed of any serious incident where a safeguarding risk or child protection issue is suspected.

Staff are responsible for:

- Undertaking appropriate training to ensure the understanding of the policy and their duties under the Equality Act 2010 and Children and Families Act 2014
- Ensuring the correct implementation of this policy
- Implementing and particular measures or strategies related to behaviour, as identified in a pupil's EHC plan or individual behaviour plan
- Helping to cultivate a calm and safe environment characterised by excellent standards of behaviour, respect, self-discipline and proper regard for authority, ensuring that such conduct is met with due praise, reward and encouragement
- Establishing an understanding of clear boundaries of acceptable pupil behaviour
- Taking responsibility for addressing appropriately pupil behaviour which falls below expected norms whenever and wherever it occurs, and reporting matters of concern to senior colleagues in line with this policy.

School Advisors, through the Head, are responsible for:

- Ensuring a safe and supportive environment in which pupils are safeguarded and able to learn and fulfil their potential
- Ensuring that the school's behaviour policies have due regard for national requirements and guidance
- Monitoring the quality of the implementation of this policy
- Liaising with and advising the Head in relation to considerations of permanent exclusion.

Pupils are responsible for:

- Developing an awareness of the school's behaviour standards, expectations, pastoral support, and consequences for unsuitable behaviour
- Contributing to an environment that is calm, safe, supportive and where everyone is treated with dignity
- Providing feedback to staff on the school's behaviour culture to support the evaluation, improvement and implementation of this policy
- Supporting new pupils in understanding the behavioural expectations and wider culture of the school

Parents are responsible for:

- Supporting the school in developing and maintaining good behaviour including collaborating with the school during disciplinary processes.
- Developing an understanding of this policy and reinforcing it at home, as appropriate.
- Reinforcing the school's promotion of good behaviour by, for example, celebrating the pupils' successes and achievements.

Policy Aims

- To promote good behaviour, self-discipline, respect and proper regard for authority;
- To promote an environment where everyone feels safe, valued and secure;
- To actively prevent bullying and cyber-bullying through education, raising awareness and the celebration of positive behaviour.
- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences.
- To create a school where children are happy, safe and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community.
- Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

We aim to provide:

- Good adult and peer role models of caring and co-operative behaviour.
- Reinforcement of positive attitudes to expectations.
- Recognition of a wide range of achievements.
- Acceptance by all students in school of a common responsibility for maintaining good discipline and promoting the school's basic guidelines.

Promoting Good Behaviour

As well as staff acting as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy and Politeness;
- Respect for one another, themselves and property, and proper regard for authority;
- Dress (uniform, cleanliness, any adornments, including make-up, hair);

And the respect of:

- Lessons and punctuality;
- Property;
- Privacy;
- Safety;
- Technology.

We do not assume that children automatically know how to behave simply because they have been told before. Behaviour is taught, modelled, practised and reinforced. The school draws on a wide

range of opportunities to promote good behaviour and encourage pupils to show respect and take responsibility for their own actions. As well as specific topics across the curriculum, these include the PSHE and RSE programmes, School Council, form and tutor periods, circle time, visiting speakers and annual events.

Pupils with Special Educational Needs and/or Disabilities (SEND); The Protected Characteristics

It is the aim of the school staff to be inclusive and to meet the needs of all pupils, so that all members of the school community can feel safe and that they belong. In this respect, reference should be made to the relevant school policies, including the SEND and Inclusion Policy, Mental Health and Wellbeing Policy and the Gender Identity Policy. With reference to the management of behaviour, staff take care to enable pupils with SEND to understand and meet expectations and to provide rewards which are relevant and motivational. Staff will make reasonable adjustments in the administration of sanctions in relation to the understanding and capabilities of pupils with SEND. Similarly, staff are mindful to ensure that behaviour management has due regard for and is respectful of pupils who demonstrate a Protected Characteristic. Further information on Protected Characteristics can be found in the Anti-bullying Policy.

The school will consider and anticipate any particular likely triggers which may cause a pupil with SEND to misbehave and put support in place to prevent these occurring.

Confiscation of Property

If it is deemed necessary to confiscate a pupils' property, then pupils can expect:

- Items to be returned to the pupil or their parents after a given period. (E.g. items banned from school, such as mobile phones.)
- Items to be destroyed (E.g. pornography, tobacco, alcohol, legal highs)
- Items to be handed to the police (E.g. banned substances, knives, weapons, stolen items)

For full information on confiscations, please refer to the Screening, Searching and Confiscating Policy. Please refer also to the information about inappropriate photographs (nudes and semi-nudes) in the Safeguarding Policy.

Banned Items (The DfE guidance notes that the behaviour policy should provide parents with a list of items which are banned at school; schools should complete the paragraph below according to arrangements in place at the school, indicating, as relevant, any variations between age groups.)

The following items must not be brought into school: mobile phones, tablets (eg iPads), personal electronic devices, smartwatches (excluding fitness trackers).

Reporting and Recording

Details of behavioural incidents are reported to the Head Pupil Care and Development and recorded on ISAMS in the Wellbeing Manager incident log. The Head Pupil Care and Development monitors these logs for patterns, trends and other matters of concern, reporting regularly to the Head and SLT.

Serious misconduct and the administration of major sanctions are recorded in the Serious Misbehaviour Register with the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. The Serious Misbehaviour Register is reviewed regularly so that patterns in behaviour can be identified and managed appropriately. The Serious Misbehaviour Register is securely stored, retained according to the school's data retention policy, and accessed only by authorised senior leaders and inspectors where appropriate.

Sanctions

Sanctions are lawful if they satisfy the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher.
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In enabling sanctions to be reasonable, the school ensures that they are:

- Proportionate in the circumstances of the case
- Considerate of any special circumstances relevant to their imposition, including the pupil's age
- Mindful of whether the pupil has SEND or any religious requirements.

The school operates a Behaviour Matrix (Appendix 3) which provides clear guidance on expected responses, sanctions and restorative actions for common behavioural incidents. The matrix supports consistency across the school whilst recognising that staff will exercise professional judgement and take account of individual circumstances, SEND needs, age, understanding and safeguarding considerations.

A detention may be applied as a sanction. It also serves as a deterrent to future misbehaviour. It is typically a short period where pupils are required to remain under supervision of school staff when their peers have been allowed to go home or to break. A detention may require a pupil to attend, or remain at school, outside of normal school hours. Detentions fall under the three criteria for reasonableness, above, to ensure that they are applied consistently and fairly. Where these criteria are met, parental consent is not required.

Removal from the classroom is a possible sanction for serious disciplinary reasons. It involves limited time out of class on the instruction of a member of staff. It does not include occasions when a member of staff may ask a pupil to step outside the classroom briefly for a conversation and then return. Removal from the classroom will provide for the pupil's continued education, which may be in a different, supervised environment and may involve a different, though still meaningful curriculum. This is to be considered as a serious sanction and should be deployed only after other measures have been attempted, except in extreme circumstances. The Head and parents must be informed if their child has been removed from class. As with other behavioural issues, due consideration will be given to any underlying factors which may have prompted the disruptive behaviour. Following a removal, the school will consider an appropriate process for reintegration back into class. Removal from the classroom should be distinguished from other forms of separation for non-disciplinary reasons, such as using a nurture room or regulating emotions.

Details of the sanctions administered by the school can be found in the two sections below and in Appendix 2.

Serious Misconduct

Serious misconduct will result in the pupil being required to remain at home pending investigation, after which the pupil may be returned to school on a behaviour and performance contract/report, internally suspended, externally temporary excluded, or permanently excluded or withdrawn by parents. The individual circumstances will determine the course of action by the school.

The Headteacher and staff have the power to discipline pupils for their behaviour in school and in some circumstances, outside of school. This includes the power to impose detention and confiscate pupils' property if required.

"Serious misconduct" includes:

- violent or threatening behaviour
- indecent, offensive, abusive, bullying (including cyberbullying) or harassing behaviour
- theft
- possession or consumption or sale of illegal drugs at the school
- possession or consumption or sale of alcohol, tobacco or 'vape' at the school
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- cheating in examinations
- deliberate or reckless damage to property
- rudeness to a member of staff or other adult involved in or encountered in the course of an event organised by the school, or acting on behalf of the school
- serious misuse of school facilities
- repeated breaches of the school Code of Conduct
- breach of the Code of Conduct after a pupil has signed a behavioural or academic contract that is criminal; and/or illegal
- has or could have had a serious adverse effect on: (i) any part of the physical environment of the school; (ii) any aspect of the wellbeing of any member of the school community (pupils and staff); and/or (iii) the learning of the pupil himself or that of any other pupil; and/or harms the public image of the school.
- Discriminatory or harassing behaviour
- Actions that harm the school's reputation or community.

Fixed Term Suspension and Permanent Exclusions Policy

Pupils guilty of serious misconduct may be liable to either fixed-term suspension or permanent exclusion. In circumstances where a pupil's behaviour, while he/she is not at school (as defined below), damages or threatens, actually or potentially, the wellbeing of any member of the school community or the reputation of the school, the school may investigate the pupil's conduct. As a result of this investigation, if it is considered appropriate to protect the wellbeing of other pupils and the school's reputation, sanctions may be imposed proportionate to the seriousness of the misconduct.

When judging whether to exclude a pupil permanently or suspend them for a fixed-term, the school will take into account all the circumstances: these will include the age of the pupil, the seriousness of the offence, its impact upon the school and any member of the school community (pupils and staff), and any extenuating circumstances raised by the pupil in his/her defence.

The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the school will ensure that a pupil with a disability or special educational needs and/or his/her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

A pupil may be required to leave if, after all appropriate consultation, the Headteacher is satisfied that it is not in the best interests of the pupil, or of the school, that he/she remains at the school.

To support a pupil receiving a fixed-term suspension and who would thereby be at risk of permanent exclusion (in the event that he/she were to commit another breach of the Code of Conduct), the pupil will be required to sign a Pupil Contract in which he/she will agree to a number of targets for behaviour improvement and/or academic performance. This will be monitored by a member of the SMT. Failure to comply could result in permanent exclusion.

Every student has a right to confidentiality during the consideration of a possible suspension or exclusion; an investigation will be undertaken in the strictest confidence and the details only disclosed to those who need to know. This does not preclude the conclusion of an investigation being made public to the school community on completion of an investigation, if the person being investigated has been found to be culpable. The school expects that parents and any other persons involved in discussions about exclusion will also respect the provision for confidentiality. If the school decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed term temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parent with the reasons for this decision.

Where suspension or exclusion has taken place the parents will be notified immediately, followed by a letter. This will detail the following:

- length of suspension/exclusion and whether it is temporary or permanent
- reasons for the suspension/exclusion
- parents' right to make representation to the Headteacher. If they are not satisfied with the Head's decision, stage 3 of the school's complaints procedure (the panel hearing) will be used as a template for an appeal against a permanent exclusion. During an appeal process, a suspension or exclusion will remain in place, except at the discretion of the Headteacher.
- the student will be given work to do at home for the first five days of a fixed term suspension.

Behavioural Incidents away from the school premises

The Headteacher has the authority, and can authorise staff, to discipline pupils for their behaviour, in some circumstances, outside of school. This includes the power to impose detention outside school hours. DfE guidance makes it clear that teachers may discipline pupils for non-criminal bad behaviour off-site for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school.
- misbehaviour online away from school, including bullying, intimidation and anti-social conduct via social media. (See 'Behaviour Incidents Online' section)

Any instances of misbehaviour away from the school premises will be investigated, considered and dealt with in accordance with this policy.

Malicious Accusations against Staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

The school will consider an allegation to be malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Staff Training

Staff will receive at least annual training on this policy, including safeguarding, recognising mental health concerns and behaviour management so that they have a clear understanding of the systems and procedures, and their legal responsibilities. Training in behaviour management is provided as part of the induction of new staff. Additional staff training and/or support, including on a whole-staff or individual basis, will be provided in the light of specific incidents or issues, or changes to published guidance.

Liaison with Parents, other Agencies and Schools

- the school actively encourages parents to keep in contact and to keep the lines of communication open. Parents will be kept informed of any serious behavioural issues regarding their child. If a Pupil Contract needs to be put into place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies (e.g. Child Protection Officer, Educational Psychologist, local authority START team case worker) to gain advice or to work in tandem to provide the best support for a pupil
- when pupils make the transition between schools the Head will ensure that any behavioural issues are discussed with the appropriate member of staff from that school in order that the child can be supported and mentored appropriately when he/she arrives
- the policy is available at all times on the school website
- the policy will be reviewed annually. If any amendments are made at other times parents will be informed via the school's newsletter.

School Monitoring Reports

Crown House School uses a variety of strategies and reports to help support students in their learning. Some reports are disciplinary while others are intended to support a pupil with a particular issue i.e. 'organisation'. The aim is to ensure that all individuals continue to make good progress. Generally, where a pupil is on report they will present this daily to their class teacher.

Lateness

Pupils arriving late after registration must sign in at the School Office. This will be recorded on the registration system for the teacher to see.

Uniform

Pupils coming into school with incorrect uniform will be given the option to borrow an item of uniform from school. If a pupil is wearing outside clothing within a classroom, then it could be confiscated until further notice. Parents will be contacted by the school. Inappropriate or offensive slogans and images are not permitted on any clothing.

Smoking

Smoking is banned at all times. If a pupil is caught smoking on or off the school premises the parents will be informed and appropriate disciplinary and safeguarding action will be taken following investigation. This extends to any time that the student is on a bus operated by the school, waiting in a car park or other pick-up and drop-off points. The school reserves the right to consider with parents a disciplinary sanction where a child is seen smoking whilst in our school uniform or are attending a school function or event away from the normal school sites.

Criminal Activity

If a pupil is caught or suspected of being involved in any criminal activity, he/she will be sent home, with their parent(s) or Guardian(s) whilst the case is investigated. Where the situation would require the intervention of the police the school will not conduct any interviews or investigation without the prior consent of the police. Activities of a criminal nature may result in the pupil being asked to leave the school.

Illegal Substance Abuse

Where substance misuse is suspected, the school will investigate in conjunction with parents, safeguarding agencies and, where appropriate, the police.

Possession of an Illegal Substance or Alcohol

If any pupil is caught in possession of any illegal substances, including cannabis or alcohol, they will be temporarily excluded from the school immediately, whilst an investigation is conducted. Proven possession will result in the temporary exclusion becoming permanent. The school reserves the right to inform and involve the police or other services either to comply with the law or to act in the best interests of the child's health and welfare.

Mobile Phones

Pupils should not bring mobile phones into school unless prior permission has been obtained from the Headteacher.

Any authorised phones must be handed to the school office on arrival and collected at the end of the school day.

Transition

Crown House School is aware that points of transition into and from the school, as well as moving up between different sections of the school can cause anxiety. This may result in pupils not maintaining their usual standards of behaviour. Also, as can be seen from the appendices below, the school has different expectations of behaviour and varying systems of rewards and sanctions between sections of the school, as pertinent to the pupils' ages. Accordingly, the school has a range of strategies in place to ease transition, reduce anxiety and provide for the induction and re-induction of pupils in behaviour systems, rules, routines and rewards. These include such things as:

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- 'meet the teacher' and new parent/pupil events
- buddy systems
- liaison with senior schools, including participation in induction events.

Pupil Support

Crown House School recognises that disciplinary sanctions on their own may not be sufficient to enable a pupil to regain and sustain expected levels of behaviour. Accordingly, designated staff with relevant training take responsibility for providing support and monitoring progress to assist pupils in understanding how to improve and achieve expected standards. Pupils with additional needs are also provided with appropriate support and guidance where those needs might affect behaviour. Strategies

may include:

- a targeted discussion with pupils, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate
- creation of a short-term report card or longer-term individual behaviour plan
- providing coaching and mentoring
- contact and regular engagement with parents
- inquiries into and reporting on the pupil's subsequent conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the DSL or DDSL
- engagement with local partners, agencies or professionals to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- consideration, where there are serious concerns, of whether a multi-agency assessment, such as an early help assessment, is required
- consideration of whether the support for behaviour management being provided remains appropriate.
- staff are trained to consider whether behavioural issues may indicate mental health problems, and will work with the Pastoral team or DSL to ensure appropriate support is provided.

Child-on-Child abuse (including sexual violence and sexual harassment)

The school implements clear strategies to prevent peer-on-peer (also referred to as child-on-child) abuse, including sexual violence and sexual harassment, and to respond to any such incidents, should they occur.

The school recognises that child-on-child abuse can include sexual violence and harassment, initiation/hazing rituals, physical abuse, emotional and coercive behaviours, and all forms of discriminatory abuse. This includes incidents occurring online.

The School recognises that child-on-child abuse may occur even when there are no formal reports. Staff will not dismiss harmful behaviours as:

- banter
- horseplay
- part of growing up
- boys being boys

For full details of the school's approach, please refer to the safeguarding policy, supplemented by the anti-bullying policy, which reinforce the strong message that the school takes a zero-tolerance approach to sexual violence and sexual harassment and will act in accordance with KCSIE and apply appropriate sanctions should a pupils' behaviour fall below expectations in this respect.

The government's [Respectful School Communities Toolkit](#) is a useful resource in this context.

Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the school's culture. Negative interactions online can damage the school environment and lead to the school feeling like an unsafe place. The school recognises that online incidents may occur both on and off the school premises and investigations may be hampered by issues of anonymity. Nevertheless, the

same high standards of conduct are expected online, (on and off the school premises) as apply offline. All members of the school community should still be treated with kindness, respect and dignity.

Any incidence of inappropriate online behaviour, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the safeguarding policy and speaking to the DSL or DDSL when an incident raises a safeguarding concern. In cases where staff suspect a pupil of criminal behaviour online, the school will follow the procedures in the safeguarding policy, making an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. Such initial investigations will be fully documented, and every effort made to preserve relevant evidence. Once a decision is made to report the incident to police, any further school action will not interfere with any police action taken. However, the school has the discretion to continue investigations and enforce its own sanctions, so long as this does not conflict with police action. When making a report to the police, it will usually be appropriate in tandem, for the DSL make a report to Children's Social Care, as set out in the safeguarding policy.

If an incident involves nude or semi-nude images or videos, the member of staff who has concerns should raise them with the DSL or DDSL, taking extreme care to follow the procedures in the safeguarding policy, as such incidences can be both complicated and very sensitive. Further guidance is available in the document 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.

Online incidents which take place away from school and outside the school day are the responsibility of parents. However, they can have a significant impact on the culture of the school. The Head and staff have the authority to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Monitoring and Evaluating School Behaviour

The school has developed detailed strategies for gathering data on behaviour and behaviour management. This is monitored by a member of the school's leadership with appropriate training and experience and facilitates the analysis of the behaviour culture within the school and effective reporting to the School Advisory Board. The capture and analysis of data includes:

- behaviour incident data, including removal from the classroom, fixed term and permanent exclusions
- attendance information
- incidents of searching, screening and confiscation
- analysis of surveys/questionnaires completed by staff, parents and pupils.

A member of the school's leadership team/SLT analyses the data objectively and from a range of perspectives, including whole school, year group and individual levels, to identify possible factors contributing to good and inappropriate behaviours, and potential shortcomings in strategies and the provision of support. In this context, due consideration is given to analysis in relation to the Protected Characteristics and the school's legal duties.

Interpretation

In this policy, the term "senior manager" means the School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools.

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is St Botolph Building, 138 Houndsditch, London, EC3A 7AR. Any enquiries regarding the application of this policy made to the above address.

This policy does not form part of any employee's contract of employment and may be amended at any time.

Appendix 1 - School Rules

Guidelines to pupils at Crown House School; we expect you to:

- show respect for others and their property
- follow all instructions given by staff or other adults working with the pupils
- move quietly in and around school
- bring all the equipment and books that you need for each session
- be punctual
- be safe
- ask for help and support whenever you need it. It's OK to be proactive.
- Follow the Crown House Golden Rules.

Crown House Rules:

- We prepare with confidence
- Show compassion
- Act with honesty
- Show respect
- Persevere
- Perform at our best

Classroom Guidelines

We expect you to work hard and

- enter the room quietly and sensibly
- prepare for your lesson on arrival by having books and equipment out
- listen carefully to others without interrupting. Put up your hand when you wish to speak or add to the discussion in class
- treat the room and furniture and other people's belongings with respect
- leave the room tidy
- leave in an orderly way when you are asked
- respect the views of others
- chewing gum, alcohol, drugs or solvents are banned at all times.

Appendix 2

(EYFS, Pre-Prep/KS1, Prep/KS2)

1. Guiding Principles

- The foundation of behaviour management at Crown House is a constructive partnership between staff and pupils, based on mutual respect.
- Staff set the tone through positive example in behaviour, appearance, punctuality and courtesy.
- Our aim is to cultivate responsibility, self-discipline, and respect for others and the school environment.
- Discipline is always tempered with sensitivity and tact, taking account of individual circumstances.
- Rules, instructions and expectations are clear and consistent across the school.
- Positive guidance techniques include:
 - Re-directing pupils towards positive choices
 - Early intervention before issues escalate
 - Anticipating and removing potential problems

2. Positive Reinforcement

Good behaviour and positive attitudes are encouraged through:

Whole School Rewards:

- Verbal praise to the individual
- Public recognition in class or assemblies
- Positive written comments on work
- Stickers, Bonus Bear and House Points.
- Certificates presented in Celebration Assemblies
- Visits to other staff (including the Headteacher and Head of Pupil Care and Development) to share achievements

3. Crown House School uses age-appropriate systems to support a consistent Behaviour Culture. The systems may differ between phases because pupils develop differently, but the underlying

principles remain the same:

Relationships → Expectations → Recognition → Boundaries → Reflection → Repair → Reset

EYFS (Pre-School and Reception)

Behaviour System – Rainbow, Star, Thinking Face behaviour chart:

All pupils begin each day on the Rainbow.

Pupils may move to the Star for:

- particularly positive behaviour;
- kindness;
- effort;
- perseverance;
- excellent learning behaviour.

When behaviour falls below expectation

Adults should:

- give a gentle verbal reminder;
- clearly restate the expectation;
- support the child to make a better choice;
- where necessary, verbally tell the child they are moving to Thinking Face.

Children should be supported to return to Rainbow where possible.

The emphasis is on teaching and reinforcing positive behaviour rather than creating a punitive cycle. If a pupil moves to Thinking Face five times in one week, the Head of Pupil Care and Development will meet with the pupil and parents will be informed.

4. Pre-Prep (KS1 – Years 1 & 2)

Traffic Light System

All pupils begin each day on Green.

When behaviour falls below expectation:

First step:

- A verbal reminder and clear instruction.

Second Step:

- The pupil is verbally given a Yellow Card.
- The adult should explain what behaviour has led to the Yellow Card and what needs to change.
- An opportunity to return to Green should be encouraged where appropriate.

Third step:

- The pupil is verbally given a Red Card.
- A discussion takes place with a member of staff.
- The incident is recorded on iSAMS Wellbeing Manager.
- Three Red Cards in one week will result in the pupil meeting with the Head of Pupil Care and

Development.

Persistent concerns may lead to:

- parent liaison;
- behaviour monitoring;
- an individual behaviour plan;
- further pastoral support.

Physical behaviour

Following physical behaviour, pupils may complete Reflection Time during breaktime with the class teacher or Head of Pupil Care and Development.

The purpose is to:

- understand what happened;
- consider the impact;
- repair relationships;
- identify a better choice for next time.

Golden Time

Golden Time is used as a positive reward.

Where a pupil misses Golden Time because of behaviour, they may complete Reflection Time instead.

5. Prep (KS2 – Years 3 to 6)

Behaviour System – Traffic Lights behaviour chart (and Cards Years 5 & 6):

Green → Yellow → Red

- All pupils start on Green each day
- 1st step: Verbal warning for substandard behaviour
- 2nd warning → Verbally given a Yellow Card
- Further substandard behaviour:
 - Verbally given a Red Card
 - Recorded on Wellbeing Manager (iSams)
 - Repeated Red Cards will trigger a review by the relevant pastoral leader and, where appropriate, parent involvement. The response will consider the frequency, seriousness and context of the behaviour, alongside any relevant SEND, wellbeing or

safeguarding factors.

Pupils are increasingly expected to:

- o self-regulate;
 - o understand consequences;
 - o reflect;
 - o take responsibility;
 - o repair relationships;
 - o make independent positive choices.
- Persistent issues: parent liaison, individual behaviour report if needed
 - Focus remains on moving pupils back to Green wherever possible
 - Positive achievements also recognised through House Points and certificates

6. Reflection Time

Reflection Time is not intended to shame a pupil.

It is an opportunity to understand:

- What happened?
- Why did it happen?
- Who was affected?
- What should I have done?
- What can I do differently?
- Does anything need repairing?

7. Additional Sanctions (when appropriate)

- Reprimand and explanation
- Temporary separation from main group
- Loss of privilege (e.g. free-choice activity)
- Missing part of playtime
- Behaviour monitoring via report card or comment book (focus may be positive as well as corrective)
- Parent meetings for persistent issues
- Referral to Head or SLT for serious incidents (including physical or verbal aggression)

8. Escalation and Parent Involvement

- Any concerns regarding serious verbal or physical behaviour must be reported immediately to the Head
- Parents are advised and involved at an appropriate stage to work in partnership with the school
- All staff communicate concerns with form tutors and relevant leaders to ensure a coordinated approach

This structure makes it immediately clear what happens in each phase of the school, how positive

behaviour is encouraged, and how sanctions progress logically and fairly.

Appendix 3- Behaviour Matrix

The Behaviour Matrix provides guidance for common incidents and supports consistency. It should always be used alongside the main Behaviour Policy. The response to behaviour should consider:

Consider	Question
Age,	What is developmentally appropriate?
Context,	What was happening?
Frequency,	Is this isolated or repeated?
Severity,	How serious was the behaviour?
SEND,	Is an adjustment required?
Wellbeing,	Could there be an underlying concern?
Safeguarding,	Could the behaviour indicate harm or risk?
Understanding,	Did the pupil understand the expectation?
Support,	What has already been tried?
Repair,	What needs to happen to restore relationships?

The Matrix should never be used as an automatic punishment tariff.

Adults retain professional discretion.

The desired outcome is always to help pupils understand expectations and successfully return to the community.

Behaviour	Action	Staff Action	Sanction/Consequence
Around school and in class behaviours	Leaving the classroom/hall without permission	EYFS – • Ask the child to explain why they left. If they forgot to ask for permission for the toilet then remind of rules. KS1&KS2 – • If child left without asking permission <u>explain</u> why this is dangerous and not allowed.	If this is <u>repeated again</u> in the same week: • Thinking face • Reflection time - 3 mins time out - reception • Yellow card • Children are spoken to and reminded of expectations and dangers.
	Running inside	Any member of staff witnessing this to: • Ask pupil to stop and walk. If pupil continues to run/ignores adult request: • Make a note of pupil's name and class and inform them and the class teacher of the sanction.	• Yellow card • Reflection time - 5 minutes loss of Privilege Play (Golden Time) or outside play
	Being in school during play time or lunchtime without permission.	Any member of staff witnessing this to: • Ask pupil why they are inside - pupils will have a "5-minute supervised window" of re-entry to the cloakrooms to get coats. • Add to <u>ISaps</u> . If the pupil does not have permission to be inside, staff to: • Make a note of pupil's name and class and inform them and the class teacher of the sanction.	• Yellow card • Reflection time - 5 minutes loss of Privilege Play (Golden Time) or outside play
	Disruption in class including but not limited to: Unwanted talking in class Calling out/attention seeking behaviour Not following instructions Disturbing others or impacting negatively on learning time Inappropriate use of resources or equipment	• Warning issued If behaviour continues: • Yellow card • Move child to sit alone. If continues: • Red card • Staff to add to <u>ISaps</u> . • Send to CL to be spoken to and told of sanction. If continues: • Send to RW	• Loss of privileged play (Golden Time)/ next break/lunch to complete work • If sent to RW, parents to be informed by class teacher.

	Pupil fails to complete work in class due to defiant behaviour or ignoring requests to speed up (not due to the work being too hard)		
"Escalating Play" Pupils not deliberately hurting one another during playtimes/lunchtimes but potential injuries caused by boisterous behaviour	Children wrestling, jumping on each other, picking each other up, piggy backs, dragging each other around etc. ↓ Ignoring direct instruction from staff which could lead to injury.	- Staff to watch for such behaviour and stop it immediately before it escalates. - Reminders given to classes and individuals to discourage repeated behaviours. - Staff to model or suggest more appropriate play.	- Staff to remind children about expectations of positive play. - If direct instructions are ignored: Pupil misses 5 minutes of current or next play time
EYFS Hurting others	Hitting/kicking/punching/pushing/biting	- Staff to tell child to stop. - Staff to remind children of Golden Rules - Staff to add to iSaps. - Staff to speak to the child about ZOR - Class teacher to inform parents	- When child is calm, time out: 3 minutes – PS 5 mins time out – reception - Apologise to individual
KS1 & KS2 Deliberate Hurting of Others	Barging/Pushing	- Staff to approach and speak to the child/ren involved, reminding of positive play techniques and possible consequences of pushing someone. - Staff to add to iSaps.	Consequences if it continues: - Red card 5 minutes time out by staff member's side
	Punching/Hitting/Kicking	- Staff on duty to investigate (if at break) and take clear notes to pass on to class teacher or CL. - Recorded on iSaps Wellbeing Manager by adult on duty. - CL to add class teacher onto iSaps record to add outcomes. - Class teacher to inform parents	- Red card given - Reflection time - Pupil misses 5 minutes play time KS1 to stand with adult. KS2 to sit on blue chairs or with adult. - In following breaktime, Pupil writes a reflection sheet with class teacher or CL - If frequent – circle time/class discussion on managing anger & conflict recapping managing techniques ZOR
		- Staff on duty to investigate (if at break) and take clear notes to pass on to class teacher. - Child/ren to be escorted by a member of staff to CL	This is dependent on the age. But circle time/class discussion on managing anger & conflict & the spread of germs.
	Biting	- Child/ren to be seen for medical treatment or checking. - Recorded on iSaps - Class teacher to inform parents	Needs and individual circumstances taken in to account. - Red card - Pupil misses 5 minutes of current or next play time - Pupil writes a letter of apology to the other child
	EYFS: Use unkind words: Rudeness, swear words	- Staff check children know the word should not be used (if they didn't, explain this to them and ask them not to use it again) - If time out is giving, following the time out staff to remind children not to use those words. - Record on iSaps.	- If child did know/ did repeat: Thinking face - Time out: 1 minute – PS 3 mins – Reception
	Swearing	- Class teacher to investigate - If severe send pupil to CL - Record on iSaps. - Class teacher inform parents	- Red card - Reflection time - Pupil misses 5 minutes of current or next play time dependent on age, use of word e.g. aimed at someone and their understanding - Pupil writes a letter of apology to the other person - Circle time/class discussion use of kind words & calming strategies
	Pupils being "rude" to each other: name calling being unkind socially isolating others unintentionally	- Staff to investigate and take clear notes and pass on to class teacher. - On the spot conversations: -we only use people's real name -we choose to be kind, please do not choose to be unkind to them -everyone deserves to feel welcome here. - Class Teacher to monitor and add to iSaps. - If a regular occurrence, inform CL and the class teacher informs parents	- Yellow card given - Children spoken to about what they could have done and what they could have done differently. - Circle time/class discussion being inclusive & using kind hands & kind words - Reflection time - 5 minutes loss of Privilege Play (Golden Time) or outside play
	"A Mean Moment" Purposeful name calling being unkind socially isolating others	- Staff member to investigate and take clear notes and report to class teacher. - Class Teacher to monitor for 2 weeks - If a regular occurrence, inform CL and the class teacher informs parents - Record on iSaps.	- Pupils miss 5 minutes of current or next play time - Pupil writes a letter of apology to the other child - Circle time/class discussion on being inclusive & using kind hands & kind words
	"Conflict" Pupils arguing and being unkind	- Staff member to investigate and take clear notes and pass on to class teacher. - Class Teacher to monitor for 2 weeks. - If a regular occurrence, inform CL and the class teacher informs parents - Record on iSaps.	- Both pupils receive yellow card - Both pupils miss 5 minutes of current or next play time - Both pupils write a letter of apology to the other child - Circle time/class discussion on resolving conflict
	Pupils being rude to staff: answering back argumentative behaviour	- Class Teacher to record on iSaps. - Send pupil to CL - If a regular occurrence, class teacher to speak to parents	- Red card given - Pupil misses 5 minutes next play time and completes any work missed - Pupil writes a letter of apology to the staff member
	Racist, anti-faith, sexist or homophobic language	- Remind pupils that this will not be tolerated - Check children's understanding - Record on iSaps. - Pupil to be escorted to CL if children understand words spoken - Class teacher to closely monitor - Class teacher to inform parents.	- Red card given dependent of age and understanding - Pupil writes a letter of apology to the individual - Circle time/class discussion on tolerance, acceptance, diversity & inclusivity

Appendix 4- Reflection sheet

Reflect → Repair → Reset

- What happened?
- What were you thinking or feeling?
- What choice did you make?
- What happened because of your choice?
- Who was affected?
- What should you have done?
- What will you do differently next time?
- Is there anything you need to do to repair the situation?

My reset

- I understand the expectation.
- I know what I need to do next.
- I am ready to make a positive choice.



KEYSTAGE 1 REFLECTION

Name: _____ Date: _____

How I feel about today:			
			
☐ Angry Out of Control Terrified	☐ Excited Worried Frustrated	☐ Happy Calm Focused	☐ Sad Tired Sick

How I think _____ feels:			
			
☐	☐	☐	☐

I am sorry for...

I did not make a good choice when I...

Next time, I will...

I can get back to green by...

Appendix 5 – Our Adult Behaviour Culture

At Crown House, children should experience adults who are:

- Calm
We regulate ourselves before responding.
- Clear
We say what we need children to do.
- Consistent
We follow through.
- Warm
We maintain positive relationships.
- Firm
We maintain boundaries.
- Positive
We actively notice what is going well.
- Respectful
We correct behaviour without humiliating the child.
- Reflective
We consider what the behaviour may be communicating.

Our shared language is:

- Calm voice
- Clear instruction
- Neutral tone
- Follow through

And our shared approach is:

- Regulate → Relate → Reason

followed by:

- Reflect → Repair → Reset