

Behaviour Policy

Aims

The school aims to create a secure, happy and safe environment delivering education and pastoral care of the highest quality. To this end, the school aims to provide:

- good adult role models of caring cooperative behaviour;
- an acceptance by all staff of a responsibility for maintaining good discipline;
- the celebration of a wide range of achievements;
- the reinforcement of positive attitudes to expectations.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. In line with our ethos, we have four core values of courage, excellence, perseverance and respect. We encourage everyone to work hard and be kind, and we celebrate the diversity, equality and inclusivity of our school community – ‘All different, all equal, all belong.’

We are a caring community, whose values are built on mutual trust and respect for all. This Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Availability

This policy is made available to parents, staff and pupils in the following ways: via the school website, within the Parent Policies Folder in the reception area, and on request from the school office.

Monitoring and Review

This policy is subject to continuous monitoring, refinement and audit by the Principal, who reviews it annually.

Signed:

Darryl Wideman
Principal
September 2023

Introduction

1.1 The ethos of our school is such that all who come here are valued as individuals in their own right.

1.2 Pupils are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other pupils and adults. Pupils should never be allowed to feel that negative comments relating to gender, sexism, elitism, racism, sectarianism, islamophobia, homophobia, transphobia etc., are acceptable.

1.3 All members of staff have an important role to play in promoting good behaviour.

1.4 This school is expected to be a place where:

- all individuals are respected and their individuality is valued;
- pupils are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently;
- bullying, child-on-child abuse, disruption and harassment are not tolerated;
- early intervention is the norm;
- there is an emphasis on self-discipline and restorative care.

1.5 The school is committed to promoting the highest standards of behaviour and to ensuring those standards of behaviour are monitored and maintained so that the stated aims of the school can be achieved. It is crucial that we foster and develop an atmosphere in which pupils can learn and that we create a climate in which pupils not only know exactly what standards of behaviour are required of them but appreciate that it is one in which relationships are based on mutual respect. To this end, each pupil is made aware and regularly reminded of our school's expectations.

1.6 This policy includes details of how we promote good behaviour among pupils, including the rewards we use and the sanctions we adopt in the event of pupil misbehaviour. In formulating our Behaviour Policy, we first define the terms 'behaviour' and 'discipline'.

1.7 Good behaviour is conduct that assists the school to fulfil its function and achieve its aims.

1.8 Discipline is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

1.9 As part of our Behaviour Policy, all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

1.10 Bullying can occur through several types of anti-social behaviour, including cyberbullying. We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

1.11 Our school makes the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping support the implementation outlined above.

1.12 This Behaviour Policy is dovetailed with the Anti-Bullying Policy, making it clear what the sanctions are for bullying, and with the Drugs and Other Substances Policy, which outlines the sanctions that will be applied for serious misconduct.

2 The Role of the Principal

2.1 The Principal has overall responsibility for supporting pupils' personal, social and emotional development, including issues concerning behaviour.

2.2 The Principal's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Principal will:

- provide support for staff faced with challenging behaviour;
- promote self-discipline and proper regard for authority among pupils;
- have a consistent approach to behaviour management;
- have clear, well-organised working practices;
- encourage good behaviour and respect for others and prevent all forms of bullying;
- ensure that the standard of behaviour is acceptable and regulate the conduct of pupils;
- provide support to children to self-manage their behaviours, taking into account all aspects of the child and why they are displaying certain behaviours;
- provide staff development and support;
- liaise with parents and other agencies as appropriate;
- consider issues related to pupils with special educational needs and/or disabilities and ensure that reasonable adjustments are made for these pupils;
- make provision for continuous professional development with reference to positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- have regular whole-school discussions about children's behaviours and record behaviour strategies appropriately;
- ensure a strong school leadership, supporting teachers with classroom management, implementing the school's approaches to rewards and sanctions, and to behaviour strategies more generally;
- have an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling pupils' behaviour where it may require additional support, including the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice January 2015
- access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- familiarise new staff members with the school's Behaviour Policy and guidelines for behaviour.

3 The Role of All Members of Staff

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

3.2 Members of staff are also responsible for ensuring that this policy and its attendant procedures are followed, and consistently and fairly applied;

3.3 Well-planned, interesting and demanding lessons make a major contribution to good discipline.

3.4 Members of staff need to recognise that codes for interacting with other people vary between cultures, and staff need to be aware of, and respect, those used by all members of the school.

3.5 All members of staff need to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care and courtesy.

3.6 Through regular discussions at staff meetings and briefings regarding children's behaviours, the school endeavours to ensure that members of staff apply all standards fairly; as such, staff are advised to use a consistent approach when dealing with poor behaviour;

3.7 Children with specific behaviour issues may have their behaviour monitored and recorded electronically as part of a Pastoral Support Plan (PSP) or Focus Card/Aim High card; parents will be informed in all such cases;

3.8 All members of staff are expected to be clear in their understanding of the standards expected of our pupils, and to be vigilant in ensuring that any lapses of behaviour, either in or out of the classroom, do not go unchecked; all staff should therefore strive to:

- develop an effective rapport with each individual pupil;
- establish a feeling of security for pupils by being consistent, firm and fair with them;
- avoid direct confrontation but deal with situations in a calm and reasoned manner;
- know the whereabouts of every pupil in their charge at all times.
- seek advice from the appropriate Head of Department or Head of Year when normal classroom strategies are not successful and follow the procedures outlined below.

3.9 Teachers are responsible for the recording and reporting of misconducts. A misconduct can be given for the following reasons:

- homework missing, incomplete or finished to a poor standard;
- uniform infringement;
- lack of punctuality;
- chewing gum;
- mobile phone not switched off and in a bag or blazer, or being used inappropriately in the Sixth Form Common Room by older pupils;
- poor behaviour – N.B. Teachers must give a verbal warning, final warning and then issue the misconduct with an explanation; if the poor behaviour is of a serious nature, a misconduct may be issued without warning; however, the teacher must explain the misconduct to the pupil involved.

4 The Role of Pupils

4.1 Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations.

4.2 Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

4.3 We recognise that every pupil has the right to feel safe, to learn, and to be treated with respect.

4.4 Linked to those rights, pupils are expected to behave with courtesy and consideration, and follow the school rules, as set down in Appendix A

5 The Role of Parents

5.1 The school strongly encourages an ethos and culture whereby there is clear mutual communication with, and support of, parents, who on turn are expected to take responsibility for the behaviour of their child both inside and outside the school.

5.2 We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.3 We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately.

5.4 By working collaboratively with parents, pupils receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the parent contract (Terms and Conditions).

5.5 It is also an offence under Section 547 of the Education Act 1997 for any person, including a parent, to cause a nuisance or disturbance on school premises. Parents should not become angry publicly. If they have a problem, this should be dealt with in private. If parents show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents or visitors, they may be required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order. Any concerns about the behaviour of parents should be reported to the Principal, who will decide on the appropriate course of action.

5.6 All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with, and supportive of, our school ethos.

6 The Class Teacher and Classroom Management Support

6.1 Teachers take responsibility for maintaining good behaviour within their classroom and throughout the school as necessary, in line with the Curriculum, Teaching and Learning Policy, and the Rewards and Sanctions set out in Appendix B below.

6.2 Members of staff are supported by line managers and colleagues with effective classroom management strategies to ensure effective behaviour management.

6.3 Within the classroom, children are given the opportunity to take responsibility and to use their initiative for the good order of the class.

6.4 The general practice of classroom management involves rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, merits that are issued via iSAMS, house points and recognition by the Senior Leadership Team.

6.5 School reports are also seen as a means of providing both constructive praise and guidance for improvement.

7 Standards of Behaviour

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

7.2 All members of staff are expected to promote good behaviour and self-discipline among pupils, and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons is required, with misconducts being issued where necessary and monitored by the Head of Year.

7.3 Behaviour that does not allow constructive teaching and learning is unacceptable. All members of staff have a duty to ensure that disruption, however low-level, is not tolerated. All misbehaviour must be logged using CPOMS, which will be monitored by the Form Tutor and Head of Year.

8 The School Environment

8.1 We are well aware of the impact of the school environment on the behaviour of our pupils. If we are to raise self-esteem and demonstrate the value of each individual member of our school, we must make sure that this is reflected in the appearance of the school.

8.2 The care and sensitivity with which pupils' work is displayed and celebrated, both in the classroom and throughout the school, will radically affect the feeling of welcome and ownership by all.

8.3 Staff have a commitment to the appearance of the school buildings by keeping the place tidy, helping with the picking up of litter, noting displays coming adrift and removing items left lying around.

8.4 The pupils are also encouraged to be similarly aware, so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive.

9 School Counsellor Option as Part of the Support for Pupils to Self-Manage their Behaviour

9.1 It may be helpful for an impartial member of staff to become involved or to be consulted. The use of a counsellor is established as a support mechanism and can be used for on-going behavioural problems or in times of personal need. At this school, the pupils will know this person as one of the school counsellors. The Head and/or the Deputy Head Pastoral are available as a point of reference.

9.2 The School Counsellors maintain a close interest in the behaviour and achievements of the pupils and liaise regularly with the appropriate Heads of Year and the Pastoral Team. Teachers may make a referral to the School Counsellors if they have concerns regarding a pupil's behaviour. This referral is done through the Head of Year and agreed by the Pastoral Team. Pupils may also access the School Counsellors via email.

10 Staff Development and Support

10.1 We support our staff in managing and modifying children's behaviour through appropriate In-Service Education Training (INSET), whereby we bring in specialist trainers to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

11 Support Systems for Pupils

11.1 The school places considerable emphasis on the pastoral support for all pupils. We have procedures for supporting children with their behaviour issues. Pupils are supported in their behaviour through high expectations of positive behaviour instilled in assemblies, the Reflections Programme (PSHEE), Relationship and Sex Education, class routines, circle time lessons and positive role models of staff and older children.

11.2 In some cases, we may refer children to outside agencies who will liaise with both the school and the child's parents to provide additional support.

12 Liaison with Parents and External Agencies

12.1 We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies, who will liaise with both the school and the child's parents to provide additional support. This school also has access to educational psychologists and the educational welfare service at the local authority.

12.2 The school has a good working relationship with the local authority and complies with their safeguarding procedures.

13 Managing Pupil Transition

13.1 We carefully manage the transition of the pupils, preparing them for their education beyond school. A particular strength of Radnor House Twickenham is the relationship members of staff develop with the pupils. Our staff team is in constant communication, and any specific pupil support systems or strategies are seamlessly integrated as each pupil moves through the school, to ensure consistency in their behaviour management.

13.2 A principal tool in achieving this consistency of approach across all sections and enhancing staff knowledge of pupils is the Pastoral Radar and the Medical Radar. This is updated every Monday and made available to all staff members.

13.3 Pupil transition is also supported through bonding trips, along with weekly assemblies and Reflections sessions across the year groups. These add cohesion within the cohorts through celebrating the successes of individuals and groups. Furthermore, activities at the end of each term and Prize Giving in the summer term serve as celebrations of pupil achievement.

14 Duties under the Equality Act 2010 and Supporting Pupils with Special Educational Needs and/or Disabilities (SEND)

14.1 In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and SEND. In particular, we take account of SEND when considering behaviour, discipline and sanctions.

14.2 Adjustments will be made according to the children's individual specific needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions, including suspension and expulsion.

14.3 Pupils will not be treated less favourably for reasons related to the disability, and reasonable steps will be taken to ensure this. Steps could include differentiation in the school's Behaviour Policy, behaviour modification strategies and requesting external help with the pupil.

14.4 All rewards and sanctions must be applied fairly and consistently and in accordance with the school's Learning Differences and SEND Policy. Furthermore, there will be no discrimination on the basis of gender, race, religion, belief, culture, sexual or LGBTQ orientation, special educational needs or disability. The school will always take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to their disability, and steps will be taken to ensure this. We will pay particular attention as well to the needs of looked-after children.

15 Recording

15.1 Incidents and Sanctions: those with senior pastoral responsibilities in the leadership and management team regularly check the school's records and the serious sanctions document so that behavioural patterns can be identified which are then reported to the Principal for consideration and action by the Executive Team (ET).

15.2 The school keeps a variety of records of incidents of misbehaviour, including a serious sanctions log maintained by the Head and the PA to the Principal. A copy of all discipline letters sent to parents is kept on file in the relevant pupil records. Any serious incident, that is where very aggressive or uncontrolled behaviour has put other pupils at risk or has endangered the safety of the pupil concerned, must be discussed with the Principal and recorded appropriately. The Principal keeps a record of any pupil who is suspended (limited period) or who is permanently expelled. It is the responsibility of the Board of Governors to monitor the rate of both, and to ensure that the school policy is administered fairly and consistently.

15.3 The Head of Year, Deputy Head Pastoral, Head or Principal records incidents where a pupil is sent to him/her on account of bad behaviour.

15.4 A record is kept of incidents that occur at break or lunchtimes: lunchtime supervisors email the relevant Form Tutor with details of incidents of poor behaviour. This is also logged on CPOMS. For more serious incidences the Lunchtime Supervisors will, as soon as possible, make one of the Heads of Year, or the Deputy Head Pastoral aware.

15.5 Radnor House Twickenham applies its behaviour policies in a consistent, rigorous and non-discriminatory way, and all areas of application of these policies are monitored routinely.

15.6 The power to suspend or expel a pupil can only be exercised by the Principal or the Head. If the Principal suspends or expels a pupil, the parents are informed immediately, giving reasons for this decision.

15.7 If they wish, parents may appeal against the decision to permanently exclude a child to the Chair of Governors. The school has a separate Suspensions and Expulsions Policy.

16 Behaviour Outside School

16.1 Pupils' behaviour outside school on educational visits and sports fixtures is subject to the school's Behaviour Policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils attend residential visits that acknowledge, in cases of serious bad behaviour, they may be asked to collect their child from the venue.

16.2 The Principal may not allow pupils to participate in an educational visit, including residential visits, if their behaviour at school indicates that the pupil's presence on the activity may be prejudicial to good order and/or safety.

16.3 Any pupil misbehaving, or displaying bullying behaviour outside the school gates, and that is witnessed by a staff member or is reported to the school, will be subject to proportionate disciplinary measures. This includes pupils travelling to/from school, on an educational visit, wearing school uniform or where a pupil can be identified such as through an email, etc.

16.4 External misbehaviour includes behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school.

17 Anti-Bullying

17.1 For information on how we aim to discourage, but if necessary deal with, incidents of bullying including cyber-bullying, please see our Anti-Bullying Policy.

18 Corporal Punishment and other Unacceptable Punishments

18.1 Corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. 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, including those acting in loco parentis such as unpaid, volunteer supervisors. The oral threat of corporal punishment is also strictly forbidden.

18.2 The following sanctions and punishments will never be used: corporal punishment; any form of hitting a pupil, including hitting a pupil in anger or retaliation; deprivation of food or drink; enforced eating or drinking; prevention of contact by telephone to parents or any appropriate independent listener or helpline; requirement to wear distinctive clothing; withholding of any aids or equipment needed by a pupil. Further details are contained in the Safeguarding Policy and the Staff Code of Conduct.

19 Physical Restraint

19.1 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. The position is stated in DfE Guidance Behaviour and Discipline in Schools. Teachers in our school do not hit, push or slap pupils. Staff only intervene physically to restrain pupils to prevent them injuring themselves or others, damaging property or committing a criminal offence.

19.2 Details of such an event – what happened, what action was taken and by whom, and the names of witnesses – are brought to the attention of the Principal and recorded in the pupil's personal file. The

pupil's parents are informed on the same day.

19.3 Records are kept of when force is used and parents are informed. Training and guidance is given to members of the Pastoral Team on the circumstances in which physical intervention is allowable.

20 Involvement of Pupils

20.1 Pupils are involved in reviewing the school's Anti-Bullying Policy and procedures, and in the school's programme to reinforce self-discipline and positive work and behaviour patterns. All pupils are involved in the discussion process about behaviour through a range of curricular activities appropriate to their age.

21 Disciplinary Action against Pupils who are found to have made Malicious Accusations against Staff

21.1 Malicious accusations against our staff are not acceptable and are taken very seriously. If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. The matter will also be dealt with by the school under its disciplinary procedures for serious misconduct.

Appendix A – School Rules

Pupils at Radnor House Twickenham will:

- arrive at lessons on time, and properly equipped;
- enter the classroom in an orderly manner, when invited by the teacher, and sit in the place allocated by the teacher;
- ensure that mobiles telephones and other electronic devices are switched off, and stored in their bag or blazer
- have their laptops turned off until the teacher instructs for them to be turned on;
- follow the particular ground-rules established by departments for lessons in which practical work takes place
- contribute to the creation of a good learning atmosphere;
- treat all other pupils, members of staff and visitors with respect;
- record all homework set on MS Teams;
- ensure the classroom is left in a tidy state at the end of each lesson and leave the classroom in an orderly manner
- move between lessons and around the building and site in a safe and sensible manner;
- behave in a safe and responsible manner at break and lunchtimes which does not disrupt other lessons that might be taking place at those times
- eat and drink only in the Riverside Bistro or Café, noting that that chewing gum is not allowed at school;
- go into the Riverside Bistro only at the allocated times, having washed their hands properly, lining up for their food in a safe and sensible manner, remaining seated while eating or drinking and delivering all used plates, cutlery and cups to the catering supervisor station when their meal is finished;
- take responsibility for their bags and equipment, for which pupils should make use of lockers; the school will take no responsibility for electronic devices on site that are not safely secured in lockers, including mobile telephones;
- avoid any interference with the equipment or property of others;
- look after and take pride in the equipment, facilities and buildings of Radnor House Twickenham;
- wear the school uniform correctly and with pride; pupils should be smart, with shirts tucked in, ties done up and skirts unrolled;
- adhere to the Home/School Agreement in all respects and in particular with reference to the use of ICT equipment at Radnor House Twickenham, and familiarise themselves with the rules on computer use displayed in each room, and the ICT Pupil Use Policy;
- remember that they are ambassadors for Radnor House Twickenham, and to act accordingly within and outside the walls of the school; pupils are expected to dress and behave in a way that reflects the high standards the school seeks to achieve.

Appendix B – Rewards and Sanctions

Rewards

Good behaviour is promoted at all times throughout the school. Radnor House Twickenham believes that it is important to acknowledge and reward, in a positive way, those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise pupils' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm pupils who are 'always good'. They should not feel that the occasional badly behaved pupil is praised for improved behaviour while their own consistent efforts go unmentioned or unrewarded. Staff may issue Merits to a pupil who displays behaviour within our core values.

General Encouragement

The importance of offering pupils encouragement and reward, as and when appropriate, cannot be overestimated. It is easy to see Radnor House Twickenham pupils as able, confident, articulate and self-sufficient, and therefore to assume that personal affirmation will matter little to them. Quite the opposite is often the case – beneath apparent confidence, there can lie a number of insecurities, with that person needing frequent words of commendation and encouragement. It is very important, therefore, that all members of the teaching staff are alert to opportunities for offering, routinely and informally, encouragement and endorsement when a pupil has done well or has clearly worked especially hard. In this context, written comments when marking academic work should be treated with particular care. In addition to such informal praise and encouragement, there are various ways in which notable achievements or contributions can be acknowledged formally. Ultimately, we encourage our pupils to foster intrinsic motivation so that material rewards become redundant.

Cups, Trophies and Shields

There are a number of awards for all aspects of school life; for individual and team achievement. These are presented at the Annual Prize Giving event.

Heads of Year Awards

Heads of Year seek from subject teachers their nominations for pupils who have been working hard and trying their best in lessons, which is celebrated during assemblies and in front of peers.

Values Awards

Form Tutors can also nominate a pupil who displays behaviours in line with the school's core values, which is celebrated at the year group assemblies by the Head of Year.

Merits

All teaching and support staff can nominate merits to a pupil who displays behaviours or achievements that align with our core values. Merits are logged and tracked on iSAMS using the Merits function. Parents can view their child's merits on My School Portal and the Form Tutor will often contact home to highlight excellent achievement. Merits can be awarded for excellent academic achievement or improved effort, for acts of kindness or service to others, or notable endeavours in any aspect of school life.

House Points

House Points can be gained for positive individual efforts both inside and outside the classroom. These will be awarded by members of staff to all pupils using the Merit system, or through iSAMS. When awarding House Points, it should be remembered that what might be a small achievement for one pupil could be a big step forward for another, and the reward should be appropriate to the pupil's individual effort. The results will be collated at the end of each term and certificates will be awarded for the top pupils in each year group at the end of term celebration assembly.

Outstanding Achievement Awards

Pupils are awarded and recognised each term for maintaining outstanding results in their reports. Effort averages for progress in classwork and homework are determined, and pupils are celebrated for consistently performing to an outstanding level and for an exceptional attitude.

Improved Attitude Awards

Pupils are assessed on their approach to learning, based on the core values of the school. They might be *courageous* with the questions they ask in their lessons, demonstrate *perseverance* with homework, or show *respect* to each other when receiving back assessment results in class. *Excellence* is an individual journey for every pupil, and we support our pupils who work hard to improve their attitudes and overall progress.

Sanctions

It is the policy of the school to implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect.

At Radnor House Twickenham, we work constructively with the children to help them truly embrace the core values of the school. Our sanctions are in light of helping the individual in developing respect and empathy towards others, as well as a sense of personal responsibility for their actions.

Misconducts

A misconduct can be issued by a member of staff if a pupil is disrespecting the school rules. Misconducts are logged by the staff member on CPOMS with a brief explanation of the incident. This report is then sent to the pupil's Form Tutor and Head of Year. A misconduct can be given for missed/poor homework, poor behaviour, chewing gum, misuse of a phone, lack of punctuality or untidy uniform.

Uniform Misconduct: If a pupil is not wearing their uniform properly, a misconduct may be issued. Frequent misconducts for uniform will result in an hour-long midweek Head of Year Conduct detention. Continued issues will lead to a Friday ET detention, 4-5pm, with a member of the Executive Team.

Homework Misconduct: If homework is not completed to a high standard, or is not attempted, a misconduct may be issued by the classroom teacher. The Form Tutor and class teacher will follow up with the pupil to ensure that they are completing all outstanding tasks. If three homework missing stamps are issued, the Head of Department will place the pupil in a departmental work session. If a pupil continues to accrue homework misconducts, an afternoon detention may be issued the Head of Year. Continued failure to meet homework deadlines will result in a Friday SLT detention. This is a last solution and all possible strategies should be deployed to support the pupil and avoid these final stages.

Behaviour Misconduct: If a pupil is disruptive in a lesson and interrupts the learning of others, a misconduct may be issued by the classroom teacher. These will be monitored by the Form Tutor, Head of Department and Head of Year. Strategies and support will be given to pupils who accrue multiple misconducts. Relevant sanctions for pupils who continue to misbehave will be breaktime or afterschool departmental detentions. If poor behaviour continues, this will be escalated to an afterschool Head of Year detention. The Head of Year

will work with the Form Tutor and pupil to ensure a change of behaviour and attitude happens quickly. If a pupil is not responding to support and the poor behaviour continues, a Friday ET Detention will be issued by the Head of Year.

Punctuality: Punctuality is linked closely to our core value of respect and it is a whole-school expectation that staff and pupils are on time to school and lessons. If a pupil is late to arrive at their lesson, a punctuality misconduct will be issued. If a pupil is consistently late, the Form Tutor will call a parent meeting and the pupil will be placed on a punctuality card. If this does not improve, an afternoon detention will be issued.

All misconducts will be monitored closely by the Pastoral Team on a weekly basis. All staff must remember that pastoral incidents are individual and that they are to work to resolve incidents quickly with pupils, build rapport and a positive relationship with every pupil. Pupils will respond when we are fair, consistent and firm in our approach.

Detentions

Friday Executive Team Detention is viewed as a serious sanction and it is hoped that it will rarely be used. However, if it is operational, it will take place for one hour after school on Friday between 4pm and 5pm. Detention will take precedence over all other activities unless agreed with the Head of Year, so that it is a meaningful sanction and viewed with a degree of severity. If a member of staff wishes to place a pupil in an ET detention, they must email the relevant Head of Year and Form Tutor with the pupil's name and with a brief reason for the detention by 4pm on the day prior to the detention date.

The issuing teacher will need to contact parents and log the detention on iSAMS. A reflective task will be set that encourages the pupil to contemplate their misdeed. These are stored with the Pastoral Team. This sanction is for a more serious offence and is not suitable for cases where a departmental study session or interview with the Form Tutor, Head of Year or Head of Department would be more appropriate. In general, a departmental sanction should have been completed, followed by a midweek Head of Year detention prior to the escalation to an ET detention.

Reasons an ET Detention May Be Issued

Examples, noting that this list is not exhaustive, include:

- swearing;
- vandalism of school property;
- disrespecting a member of staff;
- persistent homework misconducts;
- persistent uniform infringements;
- persistent disruptive behaviour;
- escalation from the Head of Year;
- bullying, including cyberbullying;
- child-on-child abuse at a level that does not merit a more serious sanction.

The purpose of sanctions is to help the pupil develop as a person and make better choices. If this is not happening, the Head of Year may need to take a different approach.

Departmental Detentions: If a pupil is disruptive during lessons or is having trouble meeting homework deadlines, they are placed in a departmental detention, which runs during lunchtime and is logged on iSAMS. For a second offense, an hour-long departmental detention may be issued and logged on iSAMS.

Head of Year Detentions: These are held on Tuesday afternoons and are for escalated behaviour and academic issues. It is the aim of the Behaviour Policy to support pupils and give structures to enable pupils to develop. If they are not embracing the strategies and continue to be disruptive with behaviour or have poor academic progress, the Head of Year will place the pupil in the detention. This is an opportunity for reflection and for

the pupil to catch up on work and consider their choices. These detentions are run by the Pastoral Team.

Principal's Detention: An extended Friday afternoon's Principal's Detention may be issued if a pupil's behaviour is of serious concern and is an escalation from an ET detention. The Principal's Detention is run by the Principal or the Head for one and a half hours. A pupil issued with a Principal's detention will complete a reflection and must look to completely change their behaviour so as to avoid any further escalation. The Head of Year is responsible for setting appropriate reflection work for the duration of the detention.

Incidents Leading to Departmental or School Detention: Agreed Procedures

These are to be dealt with by the member of staff directly involved and, if necessary, the Head of Department. Disruptive behaviour must be logged on CPOMS by the class teacher. If the behaviour is repeated, the classroom teacher will issue a lunchtime Departmental Detention. Form Tutors will need to be informed if pupils are being placed in departmental detention. If behaviour does not improve, the detention will be escalated to an afterschool Department Detention. The procedure for placing pupils in an afterschool detention is to log it on iSAMS. The Head of Department will contact parents and inform the Form Tutor. A record of school detentions is available on the school's information management system to all staff.

More Serious Incidents Leading to Immediate School Detention and/or Parental Involvement

Incidents in class should be reported directly to the relevant Head of Department. Incidents out of class or out of school should be reported directly to the Head of Year who will, in consultation with the Deputy Head Pastoral, be responsible for liaising with the Form Tutor and calling in the parents as and when necessary.

Incidents of a Very Serious Nature

On those rare occasions where the behaviour of a pupil becomes completely unacceptable and/or is seriously disturbing the learning of others, if possible, the pupil should be accompanied to the Pastoral Office to report to the Deputy Head Pastoral until the end of the lesson. The classroom teacher must send an email immediately to the Pastoral Team to notify them of the pupil and brief details of the incident.

If the Deputy Head is not available, the member of staff is to contact Reception where the Receptionist will contact a senior member of staff who will come to collect the pupil and deal with the incident. Pupils are not to be sent out of lessons unaccompanied in the case of an incident.

Suspensions and Expulsions

Suspensions and expulsions are used in the most serious cases of all and the approach taken is detailed in our separate Suspension and Expulsions Policy.