




**MOUNT HOUSE
SCHOOL**

INSPIRING EVERY INDIVIDUAL

SCHOOL POLICIES

BEHAVIOUR

Review	Date	By
Reviewed Updated	September 2023 January 2024	
Next Review	September 2024	

Contents

Links with other School Policies	4
Legal Framework	4
What the Law Allows.....	4
Principles of Behaviour Management.....	5
Core Strategies	5
Behaviour Management Practices in the Classroom	5
Expectations for Heads of Department/Faculty	5
Expectations on Class Teachers	6
Expectations on Students	6
Expectations on Parents	6
Bullying – Cyberbullying, Prejudice-based and Discriminatory Bullying.....	7
Rewards and Sanctions	7
Praise and Reward.....	7
Overview.....	7
All Staff.....	8
Heads of Year	8
Sanctions and serious incident reports.....	8
Overview.....	8
All Staff.....	8
Possible Sanctions	9
Classroom	9
Student Behaviour outside of the School.....	9
School Administrator	9
Behaviour Reports	9
Strategies	9
Parents’ /guardians’ Involvement	10
Fixed Term or Permanent Exclusion (see Exclusion Policy).....	10
Deciding whether to exclude a Student	10
Reintegration	10
Informing parents/Guardians	11
Confiscation of inappropriate items	11
What the law allows:.....	11
Prohibited Items	11
Restraint and Reasonable Force.....	11
Introduction	11
Use of Corporal Punishment.....	12
What is Reasonable Force?	12
Who Can Use Reasonable Force?	12
When Can Reasonable Force Be Used?	12
Following Up the Use of Force.....	13
Other Physical Contact with Students	13
Staff Training.....	13
What happens if a Student complains when force is used on them?	13
Personal Searches	14
Managing Transition.....	14
Malicious Accusations against Staff Members.....	14

Appendix 1 – Student Code of Conduct, Important Contacts, including External Agencies	15
Appendix 2 - Further Information on Rewards & Sanctions	16
Rewards	16
List of Student Awards	17
House Points.....	17
Subject specific awards.....	17
Yearly Awards	17
Sanctions.....	18
Detention System	20
Homework/Assignments concerns.....	20
Exclusion	20
Support	21

Good behaviour is central to a good education. Students are given clear and consistent 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 students and adults. Students should never be allowed to feel that negative comments relating to gender, sexism, elitism, racism, sectarianism, islamophobia, homophobia, transphobia etc. are acceptable.

All members of staff have an important role to play in promoting good behaviour. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour.

Mount House School ensures that all positive behaviour is rewarded in line with the aims and objectives of the School. This policy is available on the School's website and a hard copy is made available upon request. All School stakeholders are expected to support the Behavior Policy and agree that the School will take swift and appropriate action if students do not abide by the agreed Behaviour Policy.

Related School Policies

- Safeguarding Policy
- Anti-Bullying Policy
- Educational Trips policy
- Equal Opportunities policy / PHSE Policy / SEND Policy
- Online Safety Policy
- Staff Handbook (guidance on staff conduct)

Legal Framework

- Equality Act 2010
- SEND code of Practice, January 2015
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, July 2017
- Behaviour and Discipline in Schools, Advice for Head and School staff, Sept 2022
- Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education, DFE, Sept 2023

What the Law Allows

The Directors ensure that arrangements are made in the School to safeguard and promote the welfare of students. (Independent School Standards Regulations 2014).

Teachers can discipline students whose conduct falls below the standard, which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Head.
- The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Principles of Behaviour Management

This Behaviour Policy is guided by the following principles:

- All students have the right to learn and achieve their potential and the responsibility to let others do the same.
- All students and staff have the right to be safe and treated with respect at school and the responsibility to ensure others feel safe and respected.
- Good behaviour in the classroom is a prerequisite to quality learning.
- Self-discipline is fundamental to the personal and academic development of all students.
- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every student.
- Successful behaviour management requires a partnership where students, staff and parents/guardians share common expectations and work together to achieve them.
- Early intervention is the norm – some students will need additional support to reach the expected standard of behaviour. This support will be identified early and put in place as soon as possible, ideally to avoid the misbehaviour happening in the first place.

Core Strategies

Students are more likely to engage in learning if staff use a range of strategies and:

- Have high personal expectations of every student and make these expectations the focus of learning.
- Apply rules, routines, rewards and sanctions consistently and fairly.
- Fairly deploy a range of techniques and strategies to deal with behaviour – verbal and nonverbal.
- Use the language of mutual respect, speaking calmly and quietly.
- Avoid over-reaction and confrontation.

Behaviour Management Practices in the Classroom

Mount House's Code of Conduct for Students (see appendix) is a clear and concise set of rules for use in the classroom. It helps build common standards and expectations amongst staff, students and parents/guardians.

Expectations on Heads of Department/Faculty

- Monitor standards of student behaviour in the Department/Faculty through the use of iSAMS, Microsoft Teams, and the 'K' Drive
- Discuss and agree additional standard routines
- Ensure Classroom Code of Conduct (See 'Classroom Management' Policy) is applied consistently by all staff in the Department/Faculty
- Support staff having difficulties with particular students or classes
- Liaise with the line-manager if a behaviour issue becomes a cause for concern
- Take appropriate action without delay in discussion with SLT and the Directors.

Expectations on Class Teachers

- Apply and reinforce the Classroom Code of conduct – See Staff Handbook ‘Classroom Management’
- Establish and use basic routines e.g. entry, taking the register and exit on the bell
- Arrive on time to lessons and start them punctually
- Use a seating plan where appropriate
- Share the learning objectives and learning outcomes with the students at the start of the lesson; positively re-enforcing and rewarding good behaviour
- Use differentiated materials as appropriate, taking into account any students with additional needs
- Model the standard of courtesy expected from students
- Address poor behaviour
- Criticize the behaviour, not the student
- Use private rather than public reprimands (break time detentions) for individuals
- Use the school rewards to support good behaviour with House points awards
- Use the school system of sanctions to address poor behaviour
- Discuss students whose behaviour is causing a concern with the HOD/HOF and also pass this information to the relevant Tutor
- Carry out peer observation as a means of developing new ideas.

Expectations on Students

- The school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a student enters the school.
- Punctual attendance at school and lessons is required
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures, expectations and consequence processes.
- They have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.
- We recognise that every pupil has the right to feel safe, to learn, and to be treated with respect.
- Students will be supported to achieve the required standards of behaviour.

Expectations on Parents

- The role of parents is crucial in helping the school develop and maintain good behaviour.
- Parents are expected to take responsibility for the behaviour of their child both inside and outside the school.
- We expect a supportive and respectful dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.
- We work in partnership with parents to address recurring unacceptable behaviour.
- By working collaboratively with parents, students 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.
- 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.

Bullying – Cyberbullying, Prejudice-based and Discriminatory Bullying

In line with the requirements of Keeping Children Safe in Education 2023, the school's behaviour policies include the measures the school will take to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying). For further information regarding these areas, please refer to the school's Safeguarding Policy, Anti-Bullying Policy and Online Safety Policy which set out specific details.

Staff Development and Support

We support our staff in managing and modifying children's behaviour through appropriate continuing professional development and training. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Support Systems for Students

The school has a number of support systems for students. These include access to Head of Year, tutor, teachers and SLT. In addition, we have Sixth Form Peer Listeners. There are a number of spaces in the school for students who need some quiet space including The Hive, the Café, and the library when it is available.

Supporting More Vulnerable Students

A good behaviour culture across the school will create a calm, orderly environment which benefits more vulnerable students, enabling them to learn and to feel confident asking for health and support.

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

Reasonable adjustments will be made according to the children's individual specific needs in line with this legislation. Particular consideration will be given to those students with special educational needs or disability when considering behaviour, discipline and consequences, including exclusion.

Students will not be treated less favourably for reasons related to the disability and 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.

Rewards and Sanctions

Overview

Praise and rewards are the cornerstone of successful behaviour management. Research findings are clear: schools that have a strong emphasis on positive praise and rewards are more successful at managing student behaviour than those that rely on sanctions.

Praise and rewards should therefore be used much more frequently than sanctions. All staff should award them consistently, fairly and regularly. When some members of a class are not co-operating fully, it is often more effective to praise those who are behaving than to threaten those who are exhibiting poor behaviour.

All Staff

- Teachers must praise students both orally and in both their books and diaries
- Teachers must inform parents/guardians through diaries and/or individual contact
- Teachers must award House points within student diaries.

House points should be awarded for:

- Effort
- Following the Code of Conduct
- Excellent work
- Improvement
- A positive contribution to school life.

House points can be “converted” into Tuck Shop tokens once sufficient numbers have been collected.

Teachers should also reward students with commendations, certificates, excellence badges and nominations for Recognising Achievement Awards. Teachers could display student’s work for encouragement and praise.

Heads of Year

- Issue commendations and certificates in year group or House assemblies for numbers of House Points gained, or any individual achievements being recognized.
- Encourage all staff to ensure that rewards have been logged on the system
- Arrange for rewards to be communicated to the wider school community in the most appropriate way
- Provide opportunities for praise at whole school assemblies
- Reward involvement in Inter House events
- Organise an assembly each term to celebrate awards

See Appendix for full guidance on the implementation of rewards and sanctions.

Sanctions and serious incident reports

Overview

Students have the right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor incidents. Through regular discussions at staff meetings, regular training and briefings regarding students’ behaviour, the school endeavours to ensure that members of staff fully understand and apply all standards fairly and consistently, and share relevant information with colleagues as appropriate.

All Staff

- Teachers have the power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school including on trips.
- The power to discipline also applies to all paid staff with responsibility for students, such as teaching assistants.

- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can confiscate a student's property in certain circumstances (see below).

Possible Sanctions

- Verbal reprimand.
- Deputy Head - Pastoral Detention.
- Tutor / Head of Year/ Deputy Head and Head Pastoral Report cards.
- Temporary or permanent exclusion.

Classroom

- If experiencing poor behaviour in the classroom, teachers should deal with the incident immediately.
- If the classroom teacher cannot deal with the incident, s/he should issue a Yellow Card to the student and report the incident using iSams. The Head of Year or Deputy Head (Pastoral) will take the necessary action. This will also be recorded on iSams.

For breaktime or corridor incidents, the teacher deals with the issue, issuing a Yellow Card if required, and reports the incident to the Head of Year in the first instance, who will then take any further action if needed.

Student Behaviour outside of the School

- Student behaviour on school outings is subject to the Behaviour Policy.
- Poor behaviour by students in the vicinity of the school or on the journey to or from the school will be subject to the Behaviour Policy.
- Students may be asked to sign a behaviour contract before residential trips.

School Administrator

- Will enter incident information on the iSams database.
- Distribute letters to parents/guardians.
- Inform the Head of House of detentions.
- Create lists of all detentions to take place.

Behaviour Reports

Students are placed on report to monitor their behaviour, attendance or punctuality. Students can be on report to:

- Tutor
- Head of Year
- Deputy Head
- Head

Students must get their report signed at the end of each lesson and must report to their Tutor/Head of Year/Deputy Head daily. Parents/guardians will also need to sign the report at the end of each day.

Strategies

- To use a diagnostic approach when analysing a student's incident form
- To monitor the use of classroom behaviour reports

- To refer students as appropriate to either Learning support or outside agencies
- To identify students at risk of permanent exclusion and to set up Pastoral Support Plans (PSPs)
- To review students' progress and keep parents/guardians, tutors and teachers informed

Parents' /guardians' Involvement

- Parents/guardians are informed by phone/email if staff are concerned about their child's behaviour
- Parents/guardians are requested to attend a meeting with the Tutor/Head of House if behaviour has not improved
- Parents/guardians are informed by letter if their child is going to be on detention or a serious warning
- Parents/guardians are called to see the Head if their child is to be excluded.

Fixed Term or Permanent Exclusion (for full details, please see the School's Exclusion Policy)

When considering exclusion, account will be taken of the personal circumstances of the student. Exclusion will be used:

- Where the initial incident is considered so serious that no other sanction is deemed suitable e.g. assault, bullying, carrying anything that could be conceived to be a weapon or drug related incident
- Where all other sanctions have been tried and it is felt there is no other alternative route.

Deciding whether to exclude a Student

Only the Head or, in their absence, one of the Deputy Heads or a senior teacher acting with their authority can exclude a student from school.

The decision to exclude a student is a matter of judgement for the Head who will take into account the impact of the misconduct on the life of the school. This may include behaviour on or off the school premises, which opposes the standards of behaviour expected by the school.

Before making a decision to exclude, The Head will:

- Consider all the relevant facts and evidence available to support the allegations made, taking into account this Behaviour Policy and the school's Equality, Diversity and Inclusion policies;
- Allow the student to give their version of events;
- Check whether the incident may have been provoked;
- Ask the parent to come into school as soon as possible, to collect the student, to explain the circumstances of the exclusion and the arrangements including ensuring that the student has work to do, which will be marked in order to ensure that their education is continued;
- If permanent exclusion is decided upon, the parent will be advised that their child will be placed in another school by the sixth school day in accordance with state legislation;
- Inform/discuss with Chair of Directors.

Reintegration

- The Head/Deputy Head (Pastoral)/Head of Year will meet with the student and their parent(s) when returning from a fixed term exclusion;

- An agreement will be made between the school and the student;
- The student will have a strong pastoral support system in place and will be monitored closely by the pastoral team.

Informing parents/guardians

- A letter from the school on behalf of the Head will be sent to inform parents/guardians of the length of the exclusion, the reasons for the exclusion and the return date.
- As with all decisions there is a right of appeal. The procedure is laid out in the School's Complaints Policy.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from students:

- General Power to Discipline
- Power to Search Without Consent

Prohibited Items

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes / e-cigarettes
- Fireworks
- Pornographic images

Also

- Any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules, which has been identified in the rules as an item, which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Restraint and Reasonable Force

Introduction

In an emergency, and as a last resort, staff may find it necessary to use physical restraint or reasonable force. This policy is in place to explain what reasonable force is, who can use it, when they can use it and the follow up that should take place if it is used. The use of any force should only occur in exceptional circumstances.

This policy has regard to the document 'The use of reasonable force - advice for head teachers, staff and governors - DfE July 2013'.

Use of Corporal Punishment

It is completely forbidden (and against the law) for an adult to use or threaten corporal punishment or any degree of physical contact that is deliberately intended to punish a Student or which is primarily intended to cause pain, injury or humiliation.

What is Reasonable Force?

- The term 'reasonable force' covers the broad range of actions used occasionally by some teachers, at some point in their career, which involves a degree of physical contact with students.
- In certain circumstances force can be used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as restraining a student to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Controlling a student, as mentioned above, means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student. Staff should, however, never restrain a student by the neck or head. Three restraint methods are also banned – the double seated embrace, the double basket hold and the nose distraction technique. For further information see the DfE advice 'Use of Reasonable Force' (2013).
- Staff should always warn a student that they are going to use force before they do so.

Who Can Use Reasonable Force?

All members of the School staff have a legal power to use reasonable force. This applies to the teaching staff but also to all other staff of the School. This also applies to people whom the Head has temporarily put in charge of students such as voluntary helpers, unpaid volunteers or parents accompanying students on School organised trips.

When Can Reasonable Force Be Used?

- Reasonable force can be used to control or restrain students in situations to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned, and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can be used:
 - To remove disruptive students from the classroom where they have refused an instruction to do so.
 - To prevent a student behaving in a way that disrupts a School event or a School trip or visit.

- To prevent a student leaving a classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the others.
- To prevent a student from attacking a member of staff or another student, or to stop a fight.
- To restrain a student at risk of harming themselves through physical outbursts.
- As mentioned before, reasonable force should only be used after other methods have been tried to resolve the situation and a warning has been given to the student.
- Force should never be used as a punishment – it is always unlawful to use force for such a purpose.

Following Up the Use of Force

- All incidents in which force has had to be used should be reported immediately to the Deputy Head who will report such incidents to the Head. A record of all incidents will be kept in a log (see Annex A attached)
- The School will also communicate with parents should an incident occur that has required the use of force.

Other Physical Contact with Students

There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples might include:

- When comforting a distressed student.
- To demonstrate how to use a musical instrument.
- To give FirstAid.
- To demonstrate exercises or techniques during P.E. lessons or sports coaching.

Staff Training

The Deputy Head–Pastoral is available at all times to discuss the contents of this policy with staff, and how to interpret the points therein.

What happens if a student complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law and in accordance with school policy – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made, it is the responsibility of the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that they have acted reasonably.
- Suspension is not an automatic response when a member of staff has been accused of using excessive force.
- The school will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.

- The governing body, in consultation with the Head, will always consider whether a teacher has acted within the law when reaching a decision whether or not to take disciplinary action against the teacher.
- The school has a duty of care towards employees. The school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Further information can be found in the DfE advice document 'Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies', DfE, 2013.

Personal Searches

In situations of theft or where storage of prohibited substances is suspected, it may become necessary to carry out a search of a person or personal property. In such cases refer to Searching, Screening and Confiscation advice for schools, July 2022 (DfE).

Managing Transition

Students moving from one stage of education to another, either within this school or from another school, need to be given appropriate guidance on the rules, rewards and sanctions. This will be done in sessions with their tutors, PHSE lessons and by providing them with a 'buddy' for the early stages of their career at Mount House.

Malicious Accusations against Staff Members

Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, **which could include temporary or permanent exclusion** (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). Please refer to the section on Malicious accusations in the Safeguarding Policy.

Appendix 1 - Student Code of Conduct, and Important Contacts (Internal and External)

At Mount House we expect the highest standards of conduct around the school and in lessons. The following is our Code of Conduct.

Each Student is expected to:

- Be punctual to all lessons and events.
- Arrive properly dressed and equipped for that lesson and event.
- Observe the rules for each situation.
- Behave in an appropriate manner at all times both inside and outside the school.
- Enter any classroom quietly, place any equipment on the desk and stand at the desk awaiting instructions from the teacher.
- Work quietly and without fuss, following instructions without argument.
- Listen carefully to the teacher when being spoken to.
- Raise a hand and sit quietly when wishing to speak or receive help.
- Use the school diary appropriately.
- Catch up on missed work.
- Do nothing to adversely affect the teaching of others.
- Do everything possible to keep the teaching environment pleasant for all.
- Should a student have a problem with any aspect of a lesson / event they must speak to the teacher in an appropriate manner, showing respect at all times. If a problem remains unresolved the student may wish to talk to their Personal Tutor or follow the complaints procedure found in this handbook.

Important Contacts including External Agencies

- The School's Designated Safeguarding Leads may be contacted via email at the following addresses:
Mr G Crosby – crosbyg@mounthouse.org.uk
Mrs Hillcoat-Hyde - Hillcoat-HydeN@MountHouse.org.uk
- ChildLine: 08001111.
- Police: In the event of immediate danger call 999, or, in an event which does not require immediate intervention call 101.
- Barnet Multi-Agency Safeguarding Hub (MASH): 0208 359 4066, or
- MASH out of hours Emergency Duty team: 020 8359 2000.
- Please also see the school's Safeguarding, Anti-Bullying and E-Safety Policies for other specific contact details.

Appendix 2- Further Information on Rewards & Sanctions, including support for students

Rewards:

HOUSE POINTS

A member of staff will issue House Points to students for a number of reasons including:

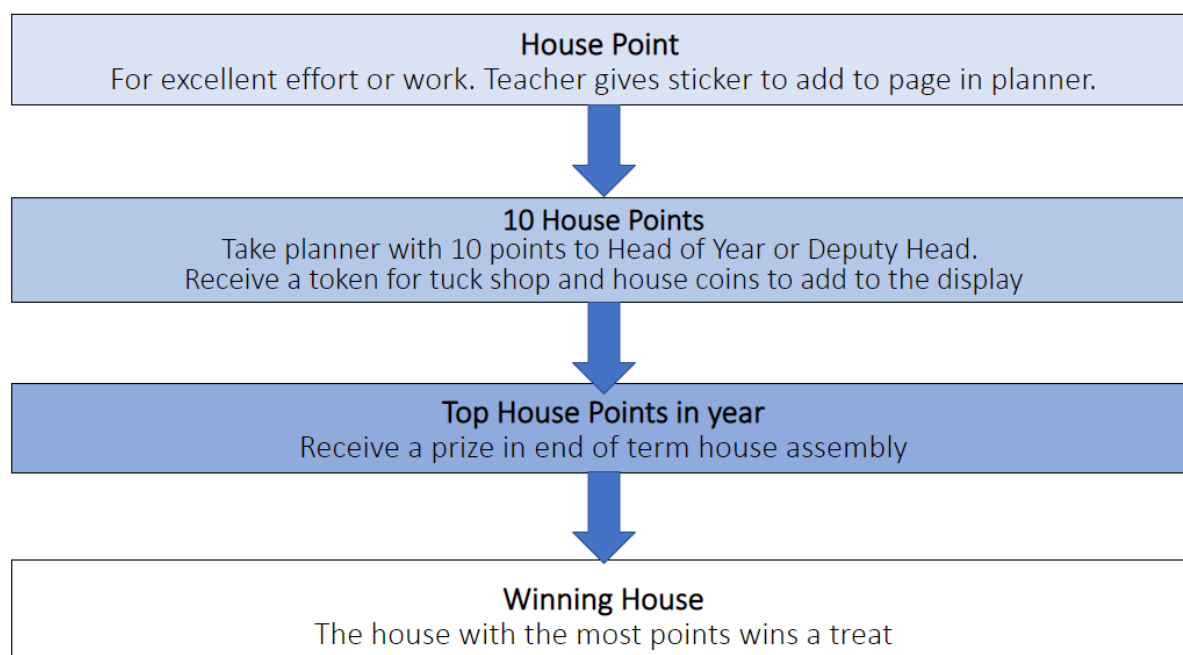
- Excellent effort in lessons
- Particularly strong work or progress in a lesson or written work
- Notable compassion
- Co-curricular commitment
- Additional work
- Excellent leadership.

The teacher will put a sticker on the chart in the student planner.

When a student reaches 10 House Points they will go to Head of Year or Deputy Head with their planner where they will receive a House Token. This can be used in exchange for a single snack at Tuck Shop (to be used in one transaction). The token will then be placed in the House Points competition display to visually track totals.

The students in each year group with the most House Points at the end of each term will receive a prize in House Assembly.

The House with the overall most points at the end of the academic year will receive a house prize.



- Tutors and teachers should use the planner and iSAMS to communicate with home about successes at school.
- Positive and written affirmation of students for producing good work or behaviour (where appropriate, comments can be written in the student's planner and letters can also be sent home to congratulate students on specific achievements).

- Recognition and public affirmation can be given at a variety of places in the school day – class time, form time, house and year assemblies etc.
 - House points can be given for positive achievement/service in academic or community areas.
 - Students who achieve 10 House points will receive a token to be used at tuck shop.
 - For every 10 House Points gained these tokens will be placed in the display in reception.
 - Heads of House will award Bronze Certificates for 20 House Points, Silver Certificates for 30 House Points and Gold for 50 House Points across an academic year.
- Students can be nominated for additional individual awards in addition and these are presented in assemblies by the Head of Year/House or Head as appropriate. This will often be in end of term celebration assemblies but can occur throughout the term.
- Students work should be displayed to show what they have achieved. Displays can be used as rewards by members of staff.
- Praise and encouragement by members of staff should be used as much as possible.
- Positive reports should be given to parents following a reporting session.

List of Student Awards

House Points

Award	House Points
Bronze	20
Silver	30
Gold	50
Platinum	70

A report will be drawn from iSams for Heads of year and Heads of House to use to award certificates for numbers of House Points gained. Form Tutors are also encouraged to check this through student planners to praise and encourage students as the term progresses. This data will be added onto iSAMS by the admin team.

Subject specific awards

- Postcard home – sent by subject teacher or Head of Faculty
- Letter of excellence sent home from Head of Faculty
- Letter sent home from a Deputy Head
- Letter sent home from Head

Yearly Awards

Spirit of Mount House and the common good award – This will be awarded to the House that contributes the most to the common good through:

- Fundraising
- Working together as a House to win inter house competitions
- Being good ambassadors for the school
- Following the school code of conduct

This will be collated and decided by the Pastoral team and SLT. The winning House will be awarded with a treat.

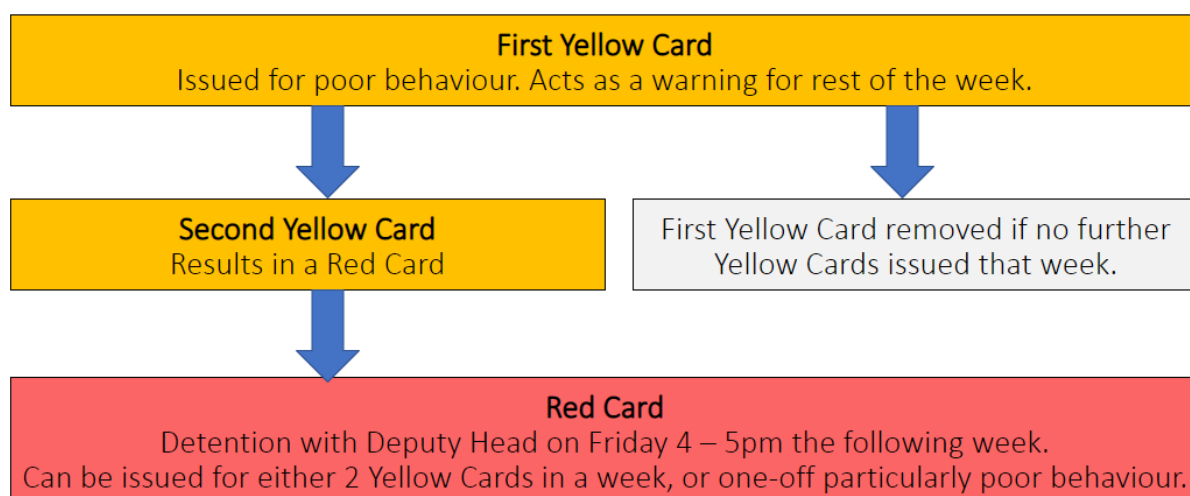
Sanctions:

Poor Behaviour

The responsibility for dealing with bad behaviour, in the first instance, rests with the individual member of staff. The matter is then taken to the Tutor/ Head of Faculty / Department or Head of Year. The issue will be dealt with after consultation and will be discussed during the Pastoral meeting held once a week or if necessary a meeting can be arranged at an earlier date so that the Deputy and/or the Head are informed, and a decision made on what course of action is to follow.

The Yellow and Red Card system is designed to ensure lessons run smoothly without low level disruption impacting on the learning of students in class.

- Verbal warnings will be given initially ahead of a student being issued with a Yellow or Red Card, unless the incident is serious enough to warrant immediate issuing of the card.
- If a student's behaviour falls short of the high standards we expect in lessons, he or she may be issued with a Yellow Card with immediate effect. The Yellow Card will be placed on the desk of the student. The teacher may at any point rescind the Yellow Card if it is deemed appropriate to do so.
- A first Yellow Card represents a warning and will remain in place until the end of that week.
- The issuing of a second Yellow Card in the same week (from any member of staff) will result in a Red Card. A Red Card will result in a Deputy Head (Pastoral) detention on Friday, 4.00-5.00pm the following week.
- If there is persistent poor behaviour in class, the student may be removed from the class and issued with a Red Card.
- Red Cards may also be issued for a serious one-off offence, in or outside of the classroom, if deemed appropriate by a teacher.
- All Red Cards will result in a Thursday Deputy Head (Pastoral) detention.
- Parents/guardians can be contacted via telephone, email or by letter.



The following steps should be followed to maintain a calm learning environment:

Step 1: A pupil is disrupting learning

- What are you doing? The student must respond to this question
- What should you be doing? Focus the response on the learning

Step 2: The pupil continues to disrupt learning

- (Name) what did you just do?
- What should you be doing?
- This is now the second time I have spoken to you about disrupting learning
- What happens if I have to speak to you again?

Step 3: The pupil continues to disrupt the learning despite the warnings

- (Name) how many times have I had to speak to you?
- What happens if you disrupt learning?
- Unfortunately, because of your behaviour, I now have to issue you a Yellow Card.

Note the action in learning diary and on iSAMS

Step 4: The pupil continues to disrupt the learning despite having received a Yellow Card

- (Name) how many times have I now had to speak to you?
- What happens after a Yellow Card if you continue to disrupt learning?
- Unfortunately, because of your persistent behaviour, I now have to remove you from the lesson, please wait outside for someone to collect you.

Note the action in learning diary, log on iSAMS and call home

List of Sanctions

Behaviours which may result in a Yellow or Red Card and therefore lead to Deputy Head - Pastoral Detention

Misdemeanour	Indication of detention type typical of a first offence
Chewing gum	Red
Incorrect school uniform	Yellow
Persistent talking in class or impairing the learning of others	Yellow
Failure to bring correct PE kit or equipment for a classroom lesson	Yellow
Offensive language	Yellow or Red
Disrespecting the school environment (Vandalism) including other people's belongings	Red
Persistently late for lessons	Yellow
Stealing	Red
Having a mobile phone in school Yr 7 – 11	Red
Unkindness	Yellow or Red

Impact of Yellow Cards/Red Cards (period: weekly)

Number of Yellow Cards	Number of Red Cards	Action
2-3	1	Detention the following Thursday at 4pm in Room 22
4	2	Internal exclusion – half day
5		Internal exclusion – one day
6 or more	3 or more	External exclusion – one day

Please remember students can accumulate a combination of red and yellow cards. In this instance Red Cards will be broken down into Yellow Cards (2 Yellow Cards is equal to a Red Card) to determine which position on the disciplinary system.

Accruing a number of detentions (period: termly)

Number of Detentions	Action
1	Student to meet with Tutor – communicate with home
2	Student to meet with HOY. Email parents
3	Internal exclusion – one day
4	External exclusion – one day
5	Meeting with parents to discuss future at Mount House School

Exclusions in relation to the disciplinary system

If a student reaches the threshold for an exclusion multiple times their punishment will escalate regardless of the number of cards accrued. If a student has already served a half-day internal exclusion and reaches that same threshold again, it will be escalated to a full-day internal exclusion based on the fact they have already served a half-day internal exclusion. A student who has served all exclusions - half-day internal; full-day internal and full-day external - may mean that any further

poor behaviour would normally, at the discretion of the Head, result in permanent exclusion

Nature of Exclusions

A Student can be excluded from school. At Mount House there is temporary exclusion and permanent exclusion. Only the Head or, in their absence, one of the Deputy Heads, can exclude a student. The length and type of the exclusion will be decided in relation to the incident.

Temporary exclusions can range from one to five days depending on the seriousness of the student's action, as follows. A typical reason for a one-day exclusion might be a fight which developed out of a trivial disagreement.

- **One day** – Telephone to parents/guardians and explanation given. The parents/guardians are asked to come and pick up their son/ daughter and have a meeting with the Deputy/Head.
- **Three days** – A letter of exclusion is sent to parent/guardians giving details of reasons and requesting an interview before the Student is re-admitted. The Student is then put on daily report for one week.
- **Five days** – A letter of exclusion is sent to parent/guardians giving details of the reasons and requesting an interview before the Student is re-admitted. The Student is put on a contract and monitored using the daily report system.
- **Over 5 days** is rarely used, but essentially this is a long term exclusion for a student who needs time and space to consider their future with the prospect of final exclusion. The school and parents/guardians work closely during this period.
- **Permanent Exclusion.** The Head may find it necessary to use their discretion to permanently exclude a student. The parents/guardians can appeal against the exclusion. Procedure to follow – as per Complaints Policy.

As with all decisions there is a right of appeal. The procedure is laid out in the School's Exclusion Policy.

Support for behaviour

Mount House School recognizes that poor behaviour is often an indicator of some underlying concerns which may require intervention and support in addition to sanction. In most cases of poor discipline, Mount House will seek not only to use a sanction, but also to provide support for the student. This may include meetings with the relevant Subject Teacher, Head of Faculty, Form tutor, Head of Year or Deputy Head - Pastoral. Personalised targets may be set and discussions about modifications to behaviour will take place. The student will be supported by the pastoral team in some cases the student and their parents may be directed towards an appropriate professional.

From time to time parents/guardians will be contacted to alert them to a potential problem before it gets out of hand.

When a student makes a poor decision and misbehaves, staff need to make wise decisions as to the best course of action to take. This will depend very much on the seriousness of the incident, but it will always have the intention of the return of the student to full participation in the life of the school. The following are some of the strategies that may be used:

- A simple encouraging verbal comment.
- A verbal reprimand with a task to do.
- An invitation to chat about the situation.
- The use of Pastoral Report and incident sheet.
- A referral to the Tutor or Head of Year / Head of Year.
- A referral to a Deputy Head – Pastoral.
- A suspension of up to 4 days and parental involvement.
- A suspension of more than 4 days and parental/guardian involvement.
- Daily report on return from suspension to support the student.
- A contract signed by school, Student and parent to support the student and prevent further problems.

At any of these stages the Deputy Head – Pastoral, or appropriate agency, may be called upon to support the student. It must be stressed that many incidents of ‘bad behaviour’ have deep-rooted causes, which may not be the fault or responsibility of the student. Any support that is being provided is conveyed at weekly Pastoral meetings and Senior Leadership meetings.

Homework/Assignments concerns

The responsibility for dealing with lack of and/or poor homework and incomplete assignments, in the first instance, rests with the individual member of staff. The matter is then taken to the Head of Faculty.