



Europa School UK

Thame Lane
Culham, Abingdon
Oxfordshire
OX14 3DZ

Tel: +44 (0)1235 524060

E-mail: reception@europaschool.uk

Website: <https://europaschooluk.org>

Europa School UK Behaviour Policy

Version and Date		Action/Notes
V1	17 March 2023	New Behaviour policy with current legislation links
Review Date March 2024		Review annually

This is the umbrella policy for the school and includes the anti-bullying policy.

There are separate behaviour policies and rules for the primary and secondary schools along with behaviour charts with actions and consequences.

Contents

1. Aims	2
2. Legislation and statutory requirements	2
3. Definitions	3
4. Bullying	5
5. Roles and responsibilities	6
6. Pupil code of conduct	6
7. Rewards and sanctions	7
8. Behaviour management	9
9. Pupil transition	11
10. Training	11
11. Monitoring arrangements	12
12. Links with other policies	12
Appendix 1: written statement of behaviour principles	11

1. Aims

This policy aims to:

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

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Good behaviour promotes efficient learning, happiness and security. Poor behaviour reflects badly on the individual, tarnishes the school and can cause harm. At the Europa School UK we adopt a policy that will encourage good behaviour through motivation, self-discipline and mutual respect, while taking necessary measures to correct bad behaviour. In view of the nature of the school, particular attention is paid to valuing and respecting our various languages and cultures.

Europa School UK expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other and
- to engage in learning as directed by teachers
- parents to support the school in fulfilling its mission and to encourage their children to show that
- respect and to uphold the school's authority to discipline its pupils, where appropriate
- to support the Principal in creating a culture of respect by supporting the staff's authority to discipline pupils and ensuring that this happens consistently across the school

Communicating intent

Europa School UK's Behavioural policy is rooted in its mission to develop a deep understanding and enjoyment of all learning. The School will ensure that parents/carers are fully informed of the behaviour policy by communicating it through the school prospectus, home-school agreements, newsletters and other normally used channels, including the school's website. The school will communicate the behaviour policy to all new and existing pupils through the school rules or expectations, school prospectus, pupil notice boards, newsletters, school assemblies, and within the curriculum wherever relevant.

The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate languages and formats where available.

The school will communicate the behaviour policy to all staff by providing copies of the policy and through the staff training programme. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Restorative practice

The school has a restorative Practice to address behaviour in school. This is a positive approach that works with students, rather than doing things to them or for them. Conflict is an inevitable part of life. How we work to resolve conflict impacts on a school's climate and culture and ultimately on students' social and academic outcomes. where young people can learn and thrive in a supportive, enriching environment. A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility.

A restorative practice works on engagement with students to understand the reasons for the misbehaviour. With the objective that resulting relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour.

What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.

The school management acknowledges that the restorative practice has to be supported by effective and understood sanctions so that all stakeholders are assured that all behaviour situations can be managed.

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

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

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear appropriate dress to school
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

The restorative nature of the school's approach is supported by its use of rewards and sanctions.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise and or meeting with the head of School
- Letters or phone calls home to parents
- Report commendations
- Class rewards (particularly in the Primary school)

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to report to a senior member of staff.
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use the areas outside the Principal's office in response to serious or persistent breaches of this policy. Pupils may be sent to this area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Secondary Pupils who do not attend a given detention will be referred to the pastoral team.

Any internal isolation must be agreed and managed by the Principal or the Head of Primary. Internal isolation is used during investigations of serious behaviour incidents or instead of a suspension from school. Parents are informed and their consent is obtained for any period of isolation longer than one hour. Pupils are always treated with dignity and respect.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

It is important to consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful Sexual Behaviour (HSB) in young children may be (and often is) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police. However, the NSPCC also provides free and independent advice about HSB. <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information which is found on the school's website.

Sanctions for sexual harassment and violence will be decided on a case by case basis and the school will use the discipline measures listed in section 8.6. There may also be measures applied by the school such as counselling, monitoring and those set by external agencies (police warnings etc). The complexity of measures and sanctions will be considered to ensure that the sanctions imposed are appropriate and agreed with the lead professionals involved in a case.

7.3 Off-site behaviour

Sanctions will be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school on county or parent organised bus transport
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the following policies: child protection and safeguarding policy, and allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

8.6 Discipline

The purpose of disciplinary measures is to educate and train. The school management will ensure that disciplinary measures are coordinated and standardised.

A student who fails to observe the school rules and general rules on communal life within the school will be subject to disciplinary measures. Serious breaches of discipline must be immediately reported to the Principal/Deputy Heads of School, and a written report provided to them on the first working day following the incident.

The list of disciplinary measures does not imply that they can be imposed only in the order given. All disciplinary measures from detention onwards will be entered in the behaviour log platform (CPOMs).

In a serious case, involving a risk to safety or health within the School, the Principal may, as a precaution, return a student to the care of his/her legal representatives pending a decision by the school management.

The Disciplinary measures in the school shall be as follows:

1. **Reprimand and/or parking in another class.**
2. **Extra work** such as a letter of apology, an essay and/or individual catch up of work missed through poor behaviour
3. **Detention.** A school detention can be used in the event of repeated discipline event such as lateness to lessons or being sent out from lessons) and also for a single serious behaviour incident.
4. **Exclusion** from a particular area of the school site/ activity (e.g the canteen).
5. **On Report by class teacher or pastoral team:** students who are identified as consistently disrupting lessons, not completing work set or not showing a positive attitude will be put on report. The report will list up to 3 targets that are agreed with the student, and the student is expected to present the report card to each teacher at the beginning of each lesson. This is signed by the parent and reviewed each week by the class teacher/ pastoral team or school management
6. **Warning and/or sanction by one of the school's Deputy Heads.** The sanction could be a combination of measures 1-5.

7. **Warning and/or sanction by the Principal or Head of Primary.** The sanction could be a combination of measures 1-5. The warning could include the possibility of suspension if the poor behaviour persists.
8. **Temporary internal suspension from classes by the Principal** for a maximum of one day.
9. **Temporary external suspension from the School by the Principal for a period of between more than one day (up to a maximum of 45 days).** It is important the Principal ensures that work is set and marked for pupils during the first five school days of a suspension.
10. **Expulsion from the School** decided by the Principal.

A decision to exclude a pupil **permanently** should only be taken: *"in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school"*.

A student's' Parent/Carer shall be informed of all disciplinary measures, with the exception of reprimands and letters of apology which complete the discipline action.

For serious behaviour incidents, the school action may also include reporting any incident to external agencies (police and MASH).

The relevant guide for all suspensions and expulsions is given in the following document.

<https://www.gov.uk/government/publications/school-exclusion>

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint as part of their induction.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and education committees and Full Governing Board annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Primary behaviour policy
- Secondary behaviour policy and Behaviour chart with actions and consequences
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances