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Europa School UK Behaviour Policy V2022

| Version and Date | | Action/Notes |
|----------------------|-------------|---|
| V1 | 12 May 2022 | New Behaviour policy with current legislation links |
| Review Date May 2023 | | 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

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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 behavioural 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).

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
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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 |
| 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 strategy set out in Appendix 1 in this document

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

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

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'

See appendix 4 for sample letters to parents about their child's behaviour.

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

Sanctions for sexual harassment and violence may include:

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 are) 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.

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
- Wearing school uniform
- 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 shall be to educate and train. The School management shall 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 shall be subject to disciplinary measures. Serious breaches of discipline shall 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 shall not imply that they can be imposed only in the order given. All disciplinary measures from detention onwards shall be entered in the behaviour log platform (CPOMs) , where it is kept for a maximum of 3 years.

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.

Disciplinary measures in the secondary school shall be as follows:

1. Reprimand and/or parking.

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. Report: 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
5. Warning and/or sanction by the Principal/Deputy Heads
6. Warning and or sanction by the Principal/Deputy Heads with or without threat of suspension.
7. Temporary internal or external suspension from the School by the Principal
<https://www.gov.uk/government/publications/school-exclusion>
8. Expulsion from the School was decided by the Principal.

A student's' Parent/Carer shall be informed of all disciplinary measures, with the exception of reprimands.

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

Europa School UK: Anti-Bullying Policy

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals “fall out” with one another.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of the internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents, or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person’s confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

Objectives

To prevent, de-escalate and/or stop any continuation of harmful behaviour.

To react to bullying incidents in a reasonable, proportionate and consistent way.

To safeguard the student who has experienced bullying and to trigger sources of support.

To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Policy Aims

All students, parents, staff and governors should have an understanding of what bullying is.

Staff and governors should follow the school policy when bullying is reported or suspected.

All students and parents should know what bullying is and inform a member of staff if bullying arises.

The School will always take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying.

Reporting Procedures

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed to the class teacher or secondary pastoral team. Escalation is to the Senior leadership teams in Primary and Secondary and ultimately to the Principal. The reporting processes will be via the school access to CPOMs

Incidents will be investigated by interviewing all concerned and recording outcomes on the CPOMs behaviour platform.

Form tutors and subject staff will be kept informed and asked to monitor the behaviour of the students concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.

Students who are victims of bullying will be offered the opportunity to discuss their experience with their class teacher or another member of staff, be offered support in terms of access to the counselling or peer mentoring scheme to restore self-esteem and build confidence and have the use of a supervised room for as long as needed.

Students who have bullied will be helped by; discussing what happened, discovering why the student became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the student.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

The following disciplinary steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- Isolation
- Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Liaison Officer.
- Internal fixed term exclusion
- External fixed term or permanent exclusion.

4.0 Prevention

6.1 As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular tutor periods and PSHE classes where issues of diversity are discussed, and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g.

Anti-Bullying Week in November of each year
Whole school assemblies.
Pupil surveys.
Poster campaigns.
Improved supervision in potential problem areas.
Peer mentoring and Buddy Schemes.
Assertiveness training.
Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

7.0 Development, Monitoring and Review

We plan to:

Monitor, evaluate and review our anti-bullying policy on a regular basis led by the the senior leadership team.

Support staff to identify and tackle bullying appropriately.

Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Student Council and annual student questionnaires.

To learn from anti-bullying good practices elsewhere and consult relevant statutory/voluntary organisations when appropriate.

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 set an excellent example to pupils at all times
- 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

