

Behaviour Policy (Senior)



CATERHAM
SCHOOL

Policy Authors:

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Principles and Scope

The underlying objective of this policy and related policies is to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school.

The promotion of and maintenance of good behaviour is of paramount importance for the wellbeing and development of our pupils. Pupils should be given clear expectations, effective pastoral support and opportunities to build good social relationships. These aims are founded upon a system of rewards and, where necessary, appropriate sanctions. It is axiomatic of the School's practice that the former ought vastly to outweigh the latter.

The Principal Deputy Head and Deputy Head (Pastoral and Wellbeing) oversee behaviour in school and they go through the central points of this policy with all pupils on the first day of the academic year in a sequence of assemblies. All staff are required to read and understand this policy and confirm formally that they have done so.

All staff are responsible for maintaining consistent expectations of behaviour, and this is led by the Pastoral Leadership Team (PLT), which meets as a group every fortnight and in year group sections every week. The PLT is led by the Deputy Head (Pastoral and Wellbeing) and its members are the DSL and the Safeguarding Team, Boarding HMMs and Heads of Year. The trustees with oversight of Child Protection and Safeguarding, and of Boarding, are briefed at each term's Welfare, Child Protection and Safeguarding (WCPS) Committee meeting on patterns and trends, including of sanctions, so that any training needs can be identified.

The School's community culture and whole school approach to wellbeing is foundational, and our policies and practice seek to ensure that the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong. This policy and related policies contains details on the expectations of pupils as well as the rewards and sanctions that related to these expectations, including boarders' behaviour when in the charge of the School and including when outside of the school premises and online. As our Behaviour and Anti-Bullying Policies make clear, we have clear processes and pastoral staff in place to ensure all pupils (including boarders) are supported, with clear regard to the need to support pupils with additional needs where those needs might affect behaviour. We take proactive measures through the Wellbeing curriculum and other platforms and school activities, such as assemblies, to educate pupils about child-on-child abuse and the School's response to incidents of such abuse, including disciplinary action.

Our Restrictive Physical Intervention Policy details when restraint, including reasonable force, is to be used, as well as other physical contact and how this will be managed.

Our Searching a Pupil Policy details our arrangements for searching and screening children and their possessions and works in conjunction with our Safeguarding Policy. As per guidance, any search of pupils', including boarders', personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State. 15.2. The policy complies with relevant legislation and has

regard to guidance, and is accessible, clear and easily understood by staff, pupils, parents and carers.

The senior leadership of the school monitors the use of restraint and the Principal Deputy Head keeps a record of any such instances. Through training and policy we take appropriate action to prevent the inappropriate use of restraint, as well as effective action should inappropriate restraint be used. The Headmaster, along with the senior leadership of the school, considers whether members of staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint, and acts as necessary.

This document should be read in conjunction with related policies and documents, including:

- [Behaviour in Schools 2024](#)
- [NMS 2022](#)
- [KCSIE 2024](#)
- [The Equality Act 2010](#)
- Exclusions, Expulsion, Removal and Review Policy
- Searching a Pupil Policy
- Safeguarding Policy
- Restrictive Physical Intervention Policy
- Alcohol, Drug and Tobacco Policy
- Anti-Bullying Policy
- Online Safety Policy
- Admissions Policy
- Equality, Diversity and Inclusion Policy

School Standards

The School exists for the benefit of its pupils. All pupils, staff, parents and others associated with the school are required to work together in a spirit of co-operation and understanding. Pupils are expected to behave considerately towards others, both in the school community and, as importantly, in the wider world. Selfish actions are therefore to be discouraged, whether these are of a minor nature (such as dropping litter or pushing in the lunch queue) or of a major nature (such as bullying, vandalism or theft). The specific rules of the school are dictated by common sense and are published in the School Code, which can be found at the end of this policy. In addition, we have well-defined responses in the policies listed above towards particular areas of behaviour.

The school places a high premium on three kinds of respect:

I. Respect for Others

This is fundamental to all that goes on at Caterham. Any actions, words or attitudes which show a lack of respect for others will be taken very seriously. In particular:

- Instances of bullying will be dealt with firmly and sensitively. We have an agreed Anti-Bullying Policy: our aim is to prevent bullying in any form. This requires pupils to avoid any deliberate unkindness to another member of the community. It also requires anyone made aware of any such behaviour to report it. The School's approach to wellbeing means we aim to educate, help and support pupils to have healthy relationships, and bullying will not be tolerated. It should be noted that the School takes any form of child-on-child abuse relating to protected characteristics and to sexual harassment extremely seriously and will act swiftly and decisively in such instances. Anyone who continues to bully will have their membership of the school community reviewed by the Headmaster.
- Deliberate disruption shows a lack of respect for both teachers and other pupils, and will be dealt with firmly.
- Public displays of intimacy are not acceptable within the school: they are inappropriate and draw unnecessary attention to those involved. Pupils engaging in sexual activity on school premises can expect to be expelled.

2. Respect for Property

We want to sustain a culture in which the property of others is respected by all. Pupils should do all they can to minimise the possibility of theft and vandalism by not bringing valuables or significant amounts of money to school. If it is ever necessary to do so, they should be handed into the Tutor for safe-keeping. All clothing and equipment should be clearly marked and care should be taken to lock away valuable equipment.

- If theft is detected pupils can expect to be either suspended or expelled.
- Any damage (which includes graffiti) to someone else's property - be it a fellow pupil's, a teacher's or the School's - will be taken very seriously. Not only will the damage have to be paid for, but a vandal can expect to be suspended or expelled.

3. Respect for Self

The School wants all its pupils to have respect for themselves. As a consequence the following are prohibited:

- Smoking and vaping: in accordance with legislation, Caterham School is a no smoking environment. Sanctions against those discovered smoking or vaping at school may include suspension.
- Alcohol: in inexperienced hands alcohol is far more immediately dangerous than tobacco. Sanctions against those who have possession of or who use alcohol in school may include suspension.
- Drugs: drug or solvent abuse (including the possession of illegal drugs and so-called 'Natural Highs') will be regarded very seriously. The severity of the offence is of paramount importance, particularly in regard to its possible influence on others. We will act strongly and expulsion will be likely for actions involving the school. (In cases

where pupils proactively seek help and support, a supportive regime may be followed as per the Alcohol, Drug and Tobacco Policy).

REWARDS AND SANCTIONS

The best way to ensure the highest standards in both behaviour and work is to sustain a culture in which the self-confidence and self-esteem of pupils is promoted by regular praise, congratulation and affirmation. These latter should far outweigh the frequency of admonition and punishment. Such a culture underpins harmonious relationships between pupils and staff and fosters the best climate for effective teaching and learning. The School takes pride in the successes of its pupils and in communicating as much to both them and their parents.

With this in mind, the School promotes a system of rewards for effort, achievement and behaviour across the whole gamut of pupil activity. The key aspects of this system, which is not exclusive, are:

- Verbal and written praise and encouragement
- School prizes and awards for a wide range of achievement
- The Commendation system
- Unsung Heroes
- Head of Year Awards/Golden tickets/Café vouchers
- House Colours (Junior and Senior) rewarding contributions to the House League
- School Colours for excellence in the co-curriculum, such as in sport, music or drama
- End of Year Prizes are awarded for effort and attainment in all year groups
- Challenge Certificates
- Speech Day Prizes
- The use of notice-boards, year group assemblies, the weekly Newsletter and the parents' portal to record and disseminate pupil achievements

Commendations

The Head of Year or their deputy will keep a record of Commendations issued to each pupil, and rewards and recognition are given for five, ten and twenty Commendations in a term.

SANCTIONS

Whilst the promotion of good behaviour underpins our ethos and our practice, it will sometimes be necessary to employ sanctions in order to enforce school rules. In broad terms, the sanction will be commensurate with the seriousness of the misdemeanour. The following guidelines are not exhaustive: sanctions will be at a level that reflects the severity of the offence, the possible influence on others and the maturity of the pupil. It should be noted nonetheless that the first duty of the teacher is to examine what lies behind an incident of misbehaviour and to explore options which constructively model better behaviour. In some cases, there may be safeguarding concerns from which the misbehaviour stems and these must be referred to the Safeguarding Team. **It is also essential to consider any Special Educational Needs and other contextual circumstances of pupils involved in**

misbehaviour, and to consult the Head of Year, Head of SEN and senior pastoral leads as appropriate.

Although the sections below lay out the levels of sanction and the behaviours which may elicit the highest ones, it is worth underlining here that in cases of bullying, including cyberbullying, the School will take a very robust line. The Anti-Bullying Policy addresses these concerns in more detail. It should also be noted that the use of corporal punishment or physical restraint as a sanction or the means of imposing a sanction is prohibited at all times - and whether or not within the School estate. The setting of written lines or similarly meaningless written tasks as a punishment is also prohibited.

What follows are broad guidelines on the scale of sanctions that operate within the school. They provide room for flexibility and the application of judgment: frequently it is much more effective for members the teaching staff to deal with situations themselves and to communicate the action they have taken verbally or through CHIP with a tutor, a Head of Year, or the Deputy Head (Pastoral and Wellbeing). In this way any trends of behaviour can be identified and the causes addressed. Clear records are kept and parents are informed of disciplinary issues at the right time.

Level 1

All staff are encouraged to use informal sanctions as a point of departure, such as clear, calm admonishment or the repetition of inadequate work, perhaps at break or lunchtime.

Level 2 Gatings

This level of sanction is for minor classroom or behavioural offences and they are recorded on CHIP and monitored by the Heads of Year. They may be given by all academic staff. They typically take place on a Wednesday and a Friday lunchtime and last for half an hour. They are administered by the Heads of Year and pupils are required to report at the agreed time to the relevant Head of Year's Office. The exact nature of the punishment is left at the discretion of the Head of Year, but may involve an element of productive written work or a practical task, such as board cleaning or tidying a classroom. Pupils may postpone until the next Gating due to House/School commitments only with the agreement of the Head of Year. Non-attenders will be given a detention by the Head of Year.

For boarders, Gatings are administered by the Boarding Housemasters and Housemistress (BHMMs) or duty House staff. Only the BHMMs may set such a sanction. They may be awarded for House-based misdemeanours outside of school hours, such as missing roll or repeated lateness, or other minor breaches of House or School Rules. They will typically involve reporting to the duty staff at particular times of day or being denied Town Leave. Records are held by the BHMM, and discussed with and monitored by the Deputy Head (Pastoral and Wellbeing).

Departmental Detention

Pupils who fail to complete set academic tasks may find themselves in a departmental detention, which academic departments run at their own discretion. Individual teachers and Heads of Department keep records of repeat offenders and log their concerns on CHIP or directly with a Tutor or the Head of Year. Teachers should note that for non-production of

work the Departmental Detention (or simply personal supervision) should be used prior to resorting to the Friday Detention (below): the latter is for persistent offenders.

Level 3

Friday Detention

This is for more serious academic or behavioural offences. They can be given by all academic staff. It is advisable before setting a Friday Detention for the teacher to consult the relevant Head of Year, in case there are background issues or common themes that need addressing at a pastoral level. For misbehaviour in class or repeated failure to produce work in class a member of staff may put no more than three pupils in at a time without consulting with his/her Head of Department first. Detention takes place on a Friday after school (4:15pm - 5:30pm) and is supervised by the Teacher on Duty. Parents are informed in advance by means of a standard letter. The teacher giving the detention should set their own work. Work for the detained pupil may be left in the tray in the Staff Workroom. Non-attenders will be chased up by the Head of Year or Deputy Head (Pastoral and Wellbeing) and can expect to serve a Saturday Detention. Records of Friday Detention are kept by the Deputy Head (Pastoral and Wellbeing).

Level 4

Saturday Detention

These are for very serious academic or behavioural offences or a series of normal detentions (three in a half-term). These can only be given by Heads of Year or the Deputy Heads. The Tutor is responsible for informing the Head of Year if three detentions are received. They take place on a Saturday morning from 10.00am - 12:00pm and will be supervised by the SLT Duty teacher. **They take priority over any other event.** Suitable written work should be set by the Head of Year or Deputy Head (Pastoral and Wellbeing). Letters home are signed off by the Deputy Head (Pastoral and Wellbeing) and sent home in advance. Records are kept by the Deputy Head (Pastoral and Wellbeing).

Formal Warnings

The Deputy Head (Pastoral and Wellbeing), the Principal Deputy Head or the Headmaster may occasionally want to formalise the admonishment that a pupil has received. The pupil will be warned that unless they show a specific improvement in attitude and behaviour there will be grave consequences which may ascend, in the most serious cases, to Level 5. Parents will be made aware of the warning by letter. In the case of involvement in behaviour that constitutes bullying this will usually happen.

Level 5 Exclusions and expulsion

Details can be found in the Exclusions, Expulsion, Removal and Review Policy, which is published on the School website.

The Caterham School Code

Caterham is your school; please respect it and be proud of it. Do all you can to make the school community one in which all are treated equally and kindly, and are happy.

The following guidelines are practical, everyday expectations and are intended to make life easier for everyone. They work in conjunction with our key policies (including Safeguarding, Behaviour, Equality, Diversity and Inclusion, Curriculum and Wellbeing). These policies can all be found on the school website. The Principal Deputy Head will go through elements of these policies with all pupils at the start of each academic year.

1. Please be polite and show respect to all members of the school community, and to visitors to the school.
2. Punctuality: please arrive promptly in school for the formal start of the day at 8.30am and ensure that you are on time for all lessons and other school commitments. (If you are late you must sign in at Reception.)
3. Wear your school uniform (as specified in Uniform Requirements) smartly each day, including on the journey to and from school. You may not go home in your sports kit until after 5.30pm and then only in a school track suit.
4. Move about the school in a quiet and orderly manner and walk, rather than run, in corridors and on staircases.
5. Please make every effort to keep the school environment tidy. Litter must not be dropped in the grounds, buildings or on the way to and from school.
6. The chewing of gum is not permitted.
7. No pupil may leave the school site during the school day without the permission of their Head of Year or Director of Sixth Form. They must sign out at Reception and sign in again when they return. Sixth Formers may sign out and go home after afternoon registration if they have no further school commitments.
8. Belongings: use only your allocated locker and be responsible for making it secure. Please ensure that all clothing, sports kit and personal possessions are clearly marked with your name.
9. Mobile phones: pupils in First to Fifth Year may not use their phones during the school day without permission. Sixth Formers may use their phones in the Sixth Form Centre.
10. Permission to drive a car to school may be granted to members of the Sixth Form by the relevant Head of Year upon written request from the pupil and their parents. You may not be driven by another pupil without the written consent of parents of both parties.

Please remember that your behaviour out of school reflects on us all: please show courtesy to others at all times and avoid noisiness or thoughtless behaviour in public. Wear your uniform properly, and with pride. It is important to note that this code applies to pupil conduct on school transport and on school trips, too.