

1. INTRODUCTION

1.1 In this policy, Tudor Hall and Carrdus Schools may be referred to as Tudor Hall or Carrdus or, when relevant to both, the 'School'.

1.2 Department of Education guidance in *'Behaviour in Schools and Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies'* has been taken into account in the formulation of this policy. It is written with respect to the Department for Education *'Behaviour in Schools – Advice for Headteachers and School Staff'* (Feb 2024) *'The Equality Act'* (2010), *'SEND Policy'*, *'Anti-Bullying Policy'*, *'Child Protection and Safeguarding policy'*, *'Misuse of Drugs policy'*, *'EDI Policy'* and *'Use of Reasonable Force Policy'*. These should be read in conjunction to establish the general school ethos.

1.3 The Policy takes into consideration the aims of Tudor Hall:

1.3.1 To provide a high standard of education for girls aged 11–18 in a boarding environment.

1.3.2 To develop the pupils as individuals with regard to the whole person: their intellectual, physical and creative potential and their emotional and spiritual development.

1.3.3 To encourage girls to use their talents for the benefit of the community around them whether family, school or the wider world, in the spirit of the motto *'Habeo ut dem' – 'I have that I may give'*.

1.3.4 To equip pupils for life after school with the foundation of sound values and faith which are based on Christian ethos but not exclusive of the religions or traditions of other cultures.

1.4 And the aims of Carrdus for every pupil to:

1.4.1 Grow in confidence, independence, resilience, aspiration, empathy and imagination as part of the Carrdus Pathway;

1.4.2 Make strong academic progress and attain high academic standards through teaching that supports, challenges and meets their needs;

1.4.3 Develop spiritually, morally, socially and culturally in preparation for their future lives;

1.4.4 Acquire and apply knowledge, understanding and skills through the provision of a broad, engaging and well taught curriculum that is balanced but flexible;

1.4.5 Discover new talents and interests through a wide range of extra-curricular activities;

1.4.6 Feel befriended, happy and safe through a tight focus on personal development; and

1.4.7 Be tolerant, respectful and honest, in line with our school values.

- 1.5 The staff and Governors of the School believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Both rewards and sanctions are important in ensuring this.

2. OBJECTIVES

- 1.6 We seek to create an inclusive and caring learning environment in the School by:
- 1.6.1 Promoting good behaviour and discipline. See **Appendix 1** '*Behaviour Management Protocol*';
 - 1.6.2 '*Classroom and boarding house expectations*'. See **Appendix 2** for Tudor Hall only;
 - 1.6.3 Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - 1.6.4 Ensuring fairness of treatment for all;
 - 1.6.5 Encouraging consistency in response to both positive and negative behaviour;
 - 1.6.6 Promoting early intervention;
 - 1.6.7 Providing a safe environment free from disruption, violence, bullying and any form of harassment;
 - 1.6.8 Encouraging a positive relationship with parents and carers to develop a shared approach and to involve them in the implementation of the school's policy and associated procedures;
 - 1.6.9 Considering the needs of each individual and protected characteristics; and
 - 1.6.10 Developing the pupils as individuals with regard to the whole person.

3. APPLICATION

- 3.1 The Governors, in consultation with the Head at Tudor Hall and Head at Carrdus, have established this policy for the promotion of good behaviour and keep it under review. The policy is communicated to pupils and parents, is non-discriminatory, and the expectations are clear. Governors support the School in maintaining high standards of behaviour.
- 3.2 The Governors, Head at Tudor Hall, Head at Carrdus and staff ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexual orientation.
- 3.3 They also ensure that the concerns of pupils are listened to and appropriately addressed. They also recognise the needs of the individual. Staff, when dealing with pupils, will be mindful of the challenges they face when making transitions in life.

4. RESPONSIBILITIES

- 4.1 **Parents and Carers** - take responsibility for the behaviour of their child both inside and outside the School.
- 4.1.1 They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and have the opportunity to raise with the school any issues arising from the operation of the policy. They will also be consulted when appropriate.
- 4.1.2 Outside agencies will also be involved if necessary.
- 4.2 **Staff** - The Head at Tudor Hall, Head at Carrdus and staff retain the right to regulate pupils' behaviour when not on the school site to such an extent as is reasonable. Unacceptable behaviour may result in sanctions being taken when the pupil is on the school site or under the lawful control or charge of a member of staff.
- 4.3 **Pupils** - are encouraged to take responsibility for their own behaviour and are made fully aware of the school policy, procedure and expectations.
- 4.3.1 All pupils have access to the '*Code of Conduct*' which is reviewed with a member of staff and displayed in an accessible place.
- 4.3.2 Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying (including cyber bullying, prejudice and discriminating bullying) and any form of harassment are reported. Pupils are offered opportunities to influence the development of the policy via consultation prior to reviews. Support will be given to all pupils who require it.

5. PROCEDURES

- 5.1 There are certain procedures that are fundamental to the promotion of good behaviour at Tudor Hall.
- 5.2 **Monitoring Behaviour** - Tutors, House Staff, the Assistant Head (Pastoral), Deputy Head (Pastoral) and Deputy Head (Academic) regularly review '*Attitudes to Learning*' and minutes of meetings of academic departments and year groups to identify those causing concern.
- 5.2.1 Logs of sanctions are kept centrally. Sanctions within the boarding houses are logged in a house sanction log.
- 5.2.2 Central records are regularly reviewed by the Deputy Head (Pastoral) and house records by the Assistant Head (Pastoral) who reports to the Deputy Head (Pastoral).
- 5.3 **Contribution and Manners System** - every term, each pupil in Todd to the Vs is appraised by the Tutor and House Staff and Deputy Head (Pastoral).
- 5.3.1 Contributions from all staff via '*Attitudes to Learning*' are taken into consideration. Each pupil is awarded a grade that is approved by the Deputy Head (Pastoral) and is a reflection of their contribution to school life including their academic work.
- 5.3.2 '*Contribution and Manners*' grades are outlined in **Appendix 3**. The criteria provide guidance to the mark awarded but professional judgement will always be required.

- 5.3.3 Any pupil whose contribution and manners grade gives rise to serious or continued cause for concern will be referred to the Deputy Head Pastoral at Tudor Hall or Head at Carrdus.
- 5.4 **Rewards** - A school ethos of encouragement is central to the promotion of good behaviour.
- 5.4.1 Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.
- 5.4.2 The main system of rewards and acknowledgment of good behaviour at Tudor Hall is the '*Rewards System*' which is outlined in **Appendix 4**. There are many other reward systems and an overview of these is in **Appendix 5**. The main system of rewards and acknowledgment of good behaviour at Carrdus is the house point system.
- 5.5 **Sanctions** - are needed to respond to inappropriate behaviour. An overview of the procedures is given in **Appendix 6**.
- 5.6 For sanctions to be effective they must be clearly defined and there must be clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. There must be a clear distinction between the sanctions applied for minor and major offences and all sanctions must be proportionate.
- 5.7 Sanctions are most effective if pupils see them as fair and proportionate. It is important when issuing sanctions that:
- 5.7.1 Staff make it clear that they are dealing with behaviour, rather than stigmatising the person;
- 5.7.2 Early escalation to severe sanctions is avoided, reserving them for persistent or serious misbehaviour;
- 5.7.3 Sanctions that punish the whole group are avoided;
- 5.7.4 Sanctions are a logical consequence of the inappropriate behaviour;
- 5.7.5 Sanctions that are degrading or humiliating are never issued;
- 5.7.6 Sanctions are used to help the pupil and others learn from their mistakes;
- 5.7.7 Sanctions are consistent and are seen to be so; and
- 5.7.8 Sanctions are linked to the concept of choice, so that pupils see the connection between their own behaviour and the sanction.
- 5.8 In all dealings with pupils, staff are expected to bear in mind the pupil's individual situation and needs including SEND. Pupils who demonstrate misbehaviour can be reflecting a safeguarding issue or an unmet educational or other need. This will always be considered, and appropriate action taken if necessary.
- 5.8.1 Disciplinary action will be taken against pupils who are found to have made malicious allegations against another member of the community.

5.8.2 Corporal punishment is never used.

6. INTERNAL SUSPENSION/EXTERNAL SUSPENSION/REQUIREMENT TO LEAVE/PERMANENT EXCLUSION

- 6.1 **Suspensions** - Suspensions can be either temporary or permanent (exclusion).
- 6.2 The Head at Tudor Hall and Head at Carrdus will authorise suspensions and/or exclusions and will be involved in the interviews and discussions with pupils and parents. In the case of a suspension, the Chair of Governors will be informed and will be consulted before any student is permanently excluded. Parents will be made aware in advance if suspension or exclusion are a possible outcome of any meeting or investigation.
- 6.3 As per the '*Parent Contract*', the Head may suspend a pupil if they consider that their conduct or behaviour (including behaviour or conduct outside school) is unsatisfactory and the suspension or exclusion is in the School's best interests or those of the pupils concerned.
- 6.4 For temporary suspensions the School makes a distinction between one which is neutral and one which is a formal sanction. The School will inform parents which approach is being followed. A neutral suspension is one which the School requires a pupil to be removed from lessons/School in order that an investigation can be conducted fairly and without further escalation of a problem. This suspension may be either internal or external and should ideally last no longer than two days to allow for an investigation to be completed.
- 6.5 Should the investigation find in the pupil's favour then they may return to School with no further consequences and with no negative record of the sanction. Should the investigation find that a formal sanction is required, it will be noted on the pupil's record. The Heads can, at their discretion, count the time spent away from School as part of the recorded punishment.
- 6.6 **Internal Suspension** - The likely duration will be between 1 and 3 days. The pupil will be in a room or library working on their own under supervision. Work will be set for them from their regular lessons and the Deputy Heads at Tudor Hall and Head at Carrdus will co-ordinate. The pupil will have a different morning break and lunchtime from their peers.
- 6.7 **External Suspension** - A sanction must give a message to the pupil concerned and the rest of the School community.
- 6.7.1 An external suspension is used when that message must be heard strongly and clearly. Sometimes the misbehaviour is individual and so no public announcement is made
- 6.7.2 Parents will be contacted as the misbehaviour is investigated and the pupil will be required to stay at home (or with a guardian) for between 1 and 3 days.
- 6.8 **Exclusion and Managed Removal from the School** - In the case of permanent exclusion, a pupil's name will be permanently removed from the school roll.
- 6.8.1 In addition, any references requested for the pupil by external agencies will set out the facts and circumstances of the reasons behind the exclusion.

- 6.9 **Rationale for Exclusion** - A decision to exclude permanently will be taken as a last resort when a range of other strategies has been previously employed in line with the Sanctions procedure (**Appendix 6**) or if an exceptional individual offence has been committed. Parents will be concerned to have the School reach a decision which is in the best interests of their child. The School needs also to take account of the interests of the whole School community.
- 6.10 Exclusion will usually only be considered when it is deemed to be in the best interests of one or more of:
- The pupil concerned;
 - Other pupils in the School;
 - Staff in the School; and
 - The School's reputation.
- 6.11 Exclusion will also be considered where the pupil concerned is regarded on the balance of probabilities as having committed a criminal offence, whether or not connected with the school and whether or not criminal proceedings have been instituted.
- 6.12 The Heads will make reference to the '*Parent Contract*', when considering excluding a pupil.
- 6.13 **Managed Removal** - The school draws a distinction between a managed removal from the school and permanent exclusion.
- 6.13.1 A managed removal may be offered by the school at its discretion, as an alternative to permanent exclusion.
- 6.13.2 In the case of a managed removal, the school will require that a pupil leaves the school but will provide reasonable assistance in ensuring that they can make a fresh start at an alternative one. In this case, no record of an expulsion will be made in any future references.
- 6.14 **Process for Permanent Exclusion** - The decision to permanently exclude for non-financial matters is taken by the Head after discussion with the Head of Carrdus, senior staff and the Chair of Governors.
- 6.15 The parents are informed of the decision and asked to collect the pupil as soon as possible. Parents will be made aware in advance, if exclusion is the possible outcome of any meeting or investigation.
- 6.16 While the precise procedure to be followed in a given situation depends on the circumstances of the case, the procedure outline below would apply wherever possible:
- 6.16.1 A fair and thorough investigation will be led by the appropriate Deputy Head at Tudor Hall or the Head at Carrdus;
- 6.16.2 Pupils must be informed of the allegation and the evidence relied upon;
- 6.16.3 Pupils must be given a fair opportunity to exculpate themselves;
- 6.16.4 Parents will be informed as soon as practically possible;
- 6.16.5 A hearing will be conducted by the Head and a decision reached;
- 6.16.6 An appeal should be offered, and this will be conducted by the Chair of Governors.

- 6.17 Before a decision is made to exclude a pupil from the school permanently, a full investigation will be undertaken by one of the Deputy Heads. The Head will not take part in the investigation as this may compromise her impartiality at the hearing.
- 6.18 **Appeals Process** - If a pupil is excluded by the Head at either Tudor Hall or Carrdus, the parent may appeal against the decision in line with Stage 3 of the School's '*Complaints Policy*'. The appeals procedure is set out in the '*Complaints Policy*' and the Head will provide the parents with a copy of this when sending the formal exclusion letter.

7. MALICIOUS ACCUSATIONS

- 7.1 In certain circumstances the School recognises that a pupil may have grounds to raise a concern regarding the actions of a member of staff within the community.
- 7.2 Any such concerns raised are taken extremely seriously and it is important that pupils understand that they can raise concerns freely and without due recourse. This is with the exception of where it is found that an accusation against a member of staff has been raised clearly with malicious intent or fabrication. In which case the School will consider the most appropriate sanction to be taken.

8. SEARCHING AND CONFISCATION

- 8.1 In certain situations, confiscation of property is a suitable sanction. The confiscation must be proportionate to be lawful; it must be necessary in a democratic society and have a legitimate aim.
- 8.2 The following guidance must be followed [Searching, Screening and Confiscation - Advice for Schools July 2022](#).

9. MONITORING

- 9.1 The Deputy Heads are responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Head, Deputy Heads and the rest of the Senior Leadership Team (SLT). The Head and Governors ensure that appropriate training on all aspects of behaviour management is provided to support the implementation of the policy.
- 9.2 Staff, including teachers, house staff, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

10. REVIEW

- 10.1 The Governors and senior staff will review this policy and associated procedures annually, to ensure its continuing appropriateness and effectiveness. The outcome of the review will be communicated to all those involved, as appropriate.

Approved by Education & Welfare Committee: October 2022
Approved by Carrdus Committee: May 2023
Approved by Education & Welfare Committee: May 2023
Approved By SLT: September 2023
Updated by Deputy Head (Pastoral): September 2024

1. INTRODUCTION

- 1.1 The highest standards of behaviour are expected at Carrdus and Tudor Hall and all staff are responsible for ensuring this.
- 1.2 Good behaviour is the result of many things, not least the quality of relationship between members of the community.
- 1.3 Poor behaviour must be seen as a problem to be solved and not a nuisance which can be accepted.
- 1.4 Rewards and sanctions also play a key role in managing behaviour. Praise is, in most cases, a more effective tool than sanctions in managing behaviour and the school has many reward systems outlined in **Appendix 5** of '*Behaviour and Discipline Policy*'.

2. EXPECTATIONS

- 2.1 **In Lessons** - There is an agreed a set of classroom expectations to which colleagues are expected to adhere ('*Contribution and Manners*' **Appendix 3** of '*Behaviour and Discipline Policy*').
 - 2.1.1 Staff are given guidance regarding effective behaviour management techniques, but if they are finding the behaviour of a class challenging, staff must not hesitate to ask for support initially from their Head of Department at Tudor Hall or a member of the Senior Leadership Team (SLT) at Carrdus, and then from the Deputy Heads at Tudor Hall or Head at Carrdus.
 - 2.1.2 If pupils are not behaving as expected, staff are expected to follow the '*Sanctions*' procedures in **Appendix 6**.
- 2.2 **Out of Lessons** - Pupils are expected to conduct themselves in a thoughtful and courteous manner at all times.
 - 2.2.1 It is the responsibility of all staff to challenge poor behaviour whenever they come across it.
 - 2.2.2 Low-level poor behaviour such as the chewing of gum, wearing incorrect uniform, hair being down and swearing must be addressed. Tutors and House Staff have a key role in this area, but it is everyone's responsibility.
 - 2.2.3 If pupils are repeatedly demonstrating the same poor behaviours, they must be reported to their Tutor / Class Teacher.
- 2.3 **In the Boarding House** – Tudor Hall colleagues have agreed a set of boarding expectations to which pupils are expected to adhere (**Appendix 2**).
 - 2.3.1 At the start of each term house staff are asked to meet with the pupils in their house and go through the boarding expectations for the house which is displayed in a public place. This should outline what is acceptable behaviour and the rewards and sanctions operated within the house. These are overseen by the Deputy Head (Pastoral).

CLASSROOM EXPECTATIONS

‘Habeo ut dem’ – ‘I have that I may give’ and in doing so I pledge to be:

Responsible, Respectful and Ready

Movement time will allow staff and pupils to arrive at the lesson ready for a purposeful start.

Expectation that the space is the teacher’s space and pupils should:

- **Enter in an orderly manner and lessons should have a formal beginning and end. Pupils should remain quiet whilst register is being taken – possibly engage in starter activity**
- **Sit according to the seating plan for the class/ or seating plan directed by the teacher for that activity**
- **Be ready for learning on arrival – books/ devices should be out on arrival**
- **Have the correct equipment for each lesson: device and charger, pencil case, homework diary, textbooks and any exercise books/files.**
- **The teacher to direct how contributions are to be made e.g. hands up, cards, teacher selection.**
- **No shouting out to be a consistent standard across the school.**

BOARDING ROUTINE EXPECTATIONS

'Habeo ut dem' — 'I have that I may give' and in doing so I pledge to be:

Responsible, Respectful and Ready

- **Make your bed every morning**
- **Open the curtains**
- **Change your towels and bedding regularly**
- **Ensure that your dorm is tidy**
- **Make sure that your duties are always done**
- **Make sure you are always dressed in the correct uniform, or dressed correctly for the day**
- **Always tidy up after yourself**
- **Ensure high levels of hygiene are kept**
- **Respect each other's space**
- **Go to bed on time and ensure that you settle quickly to allow others and yourself to sleep**
- **Be respectful in queues - no pushing to the front and wait your turn**
- **Good behaviour in the dining room**
- **Dress appropriately for school functions**
- **Do not put feet on furniture**
- **Always have your hymn book for Chapel and assembly**
- **Be as helpful as you can**
- **Respect others' needs**
- **Make sure you sign in and out**
- **Be punctual**
- **No food in dorms**



**TUDOR
HALL**

BOARDING HOUSE EXPECTATIONS

'Habeo ut dem' – 'I have that I may give' and in doing so I pledge to be:

Responsible, Respectful and Ready

- Show respect to others
- Was it kind? Was it helpful?
- To be honest and trustworthy
- Listen to instructions the first time
- Play a part in the boarding house community and the school as a whole
- Represent your school and year group with pride
- Be inclusive and tolerant of all
- Do what you need to do, when you need to do it
- Be a friend to all and look out for each other. Be the friend you want to be
- Seek help when it is needed
- Take pride in yourself and your environment
- Be the best version of yourself, academically and otherwise
- Own your mistakes
- Applaud to acknowledge others' achievements
- Have fun



TUDOR
HALL

CONTRIBUTION AND MANNERS PROTOCOL

1. INTRODUCTION

- 1.1 Each pupil (Todd – Vs) will be assessed against the following criteria, at the end of each term, by their Tutor and Housemistress and awarded a grade in agreement with the Deputy Head Pastoral.

Criteria	1 (Never)	2 (Occasionally)	3 (Most of the time)	4 (Always)	5 (Goes above and beyond)
Consideration for others					
Contribution to school life					
'Habeo ut Dem'					
Leadership and responsibility					
Attitude to Learning (ATL)					

2. CRITERIA EXPLANATION

- 2.1 **Consideration for others** - Pupils value the Tudor community through supporting, helping and celebrating each individual through a strong sense of loyalty and inclusivity;
- 3.1 **Contribution to School life** - Pupils take an active role in cocurricular activities, as well as embracing the vertical House system and participating in the Boarding House and whole school events;
- 4.1 **'Habeo ut Dem'** – I have that I may give. Pupils give back to the Tudor community by participating in school charity events, volunteering their time, support by being helpful, considerate to others and are a positive influence in the community;
- 5.1 **Leadership and responsibility** - Pupils demonstrate leadership through their contributions in school life, planning and leading, taking responsibility within their year group, vertical house or cocurricular activities.
- 6.1 **ATL performance** - Achieve blues and greens in Engagement in learning and Readiness to learn, showing their positive attitude towards to their learning.

3. AWARDING A MANNERS GRADE

- 3.1 Any pupil who receives the maximum number of points (25) will be recognised at Mark Reading.

Grade	Total Points Awarded
A*	25 - 23
A	22 - 20
B	19 - 16
C	15 - 11
D	10 - 1

REWARD SYSTEM PROTOCOL

Tudor Hall is run on trust and by giving pupils increasing levels of independence and responsibility. Rewards are given to pupils in each year group based on their contributions to both their academic work and life at Tudor. These rewards are applicable to pupils who obtain an A* or A grade for their manners marks each term.

Todd and IIs	IIIs and IVs	Vs
<p>Additional rewards for the Todd & IIs:</p> <ul style="list-style-type: none"> • Additional time slot one day a week in Café 6; • Additional phone time one day a week (boarders); • Day girls can leave early (4pm) on one chosen day in the term; and • One additional Sunday out per term for boarders. 	<p>Rewards for the IIIs:</p> <ul style="list-style-type: none"> • Additional phone time one day a week (boarders); • Day girls can leave early (4pm) on one chosen day in the term; • Home clothes on one Saturday before and after half-term; and • One additional Sunday out per term for boarders. <p>Rewards for the IVs:</p> <ul style="list-style-type: none"> • May wear home clothes on Saturday mornings; • Additional 30 minutes phone time in the evenings (boarders); Day girls can leave early (4pm) on one chosen day in the term; • Additional time allowed on mobiles phones/devices for the on the weekend (Phones/devices must be handed in overnight); • One additional Sunday out per term for boarders; • Pupils in the IVs may go shopping on Sunday afternoons (School commitments need to be met first. There are clear guidelines issued on this and their parents must have given written permission); 	<p>Rewards for the Vs:</p> <ul style="list-style-type: none"> • May study unsupervised in the house during study periods after lunch and during prep; • Day girls can leave early (4pm) on one chosen day in the term; • Pupils can go to the Farm Shop on a Friday between 4 – 5pm in groups of threes if no other prior commitments. They must sign out and notify the House Staff; • One additional Sunday out per term for boarders; • Pupils may go shopping in Banbury on either Saturday or Sunday afternoons. (They may only go to Banbury on one day per weekend and there are clear guidelines issued on this and their parents must have given written permission.)

The rewards can be taken away if a pupil's contribution does not meet the expectations, or their manners marks drop below a B grade.

Possible Rewards – Full Details in Department Handbooks	
Captaincy	TH
Colours (half and full)	TH
Department own stickers	TH/CDS
Department/Teacher postcards	TH/CDS
HMs Commendations	TH/CDS
Mention in Tudor Rose, Tudorian	TH
Mention in assembly	TH/CDS
Notice board of successes in departments	TH
Positions of responsibility	TH
Positive manners mark	TH/CDS
Private praise	TH/CDS
Prizes in Mark Reading	TH
Pupil of the week/ month in some departments	TH
Roses (green) excellent behaviour, voluntary or excellent contribution to school life, excellent co-curricular commitment or excellent leadership	TH
Roses (pink) excellent academic work, outstanding effort or progress	TH
Rose sweatshirt	TH
Show parents pieces of work at parents meeting	TH/CDS
Prefect role	TH
House points	CDS

1. INTRODUCTION

- 1.1 Tudor Hall School and Carrdus School (together, the 'School') take substandard behaviours very seriously.

2. STRATEGY FOR DISRUPTIVE BEHAVIOUR IN CLASS (1)

2.1 WARN< MOVE< REMOVE

2.1.1 **Step 1:** Explain what rule is being broke and the consequence if the rule continues to be broken. Refer to levels of behaviour and reasonable adjustments for those pupils with SEND needs. Language around warnings needs to be consistent and should refer to rules, eg. "*You are not meeting my expectations because you are not LISTENING. If you do not listen, I will ask you to move.*"

2.1.2 **Step 2:** Pupil to be moved - Steps 1 and 2 should be the main focus for classroom teachers supported by Heads of Department.

2.1.3 **Step 3:** As a last resort the pupil will be asked to leave the classroom if there is persistent disruptive behaviour to the detriment of teaching and learning. Refer to the levels of behaviour and reasonable adjustments for those with a Pupil Passport.

2.2 The pupil who is asked to leave a lesson will report to the library where they will remain until the end of the lesson. The staff member who removed the pupil is to notify their Head of Department or Head of Sixth Form and copy in pinkslip@tudorhallschool.com

2.3 The Head of Department or Head of Sixth Form will see the pupil in the first instance and set a sanction in line with the levels of behaviour grid, unless they decide that the incident needs to be taken to a higher level immediately as set out in the Levels of Behaviour Grid. (Sixth Form only subjects will report to the Head of Sixth Form).

2.4 Sanction will be recorded on the sanction log on iSAMS.

2.5 Repeated poor behaviour will be dealt with via the '*Levels of Behaviour Grid*' as set out below.

3. STRATEGY FOR DISRUPTIVE BEHAVIOUR IN CLASS (2)

3.1 As set out in the Department for Education '*Behaviour in School*' (2022) guidance:

'adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behaviour expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible.'

3.2 The adjustment needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviours, are set out in the section '*Behaviour expectations and pupils with SEND*'.

3.3 Specific strategies for working with pupils with SEND can be found in their Pupil Passports.

4. WHO TO CONTACT

4.1 Carrdus

- 4.1.1 Day-to-day queries, academic/pastoral queries (and overall insight into how a pupil is progressing) – Class Teacher
- 4.1.2 For escalation of academic matters; – Class Teacher, then Senior Leadership Team then Head; and
- 4.1.3 For escalation of pastoral matters – Class Teacher, then Senior Leadership Team then Head.

4.2 Tudor Hall - **Todd to Vs**

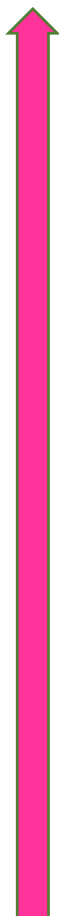
- 4.2.1 Day-to-day queries, academic/pastoral queries (and overall insight into how a pupil is progressing) Tutor or Housemistress;
- 4.2.2 For escalation of academic matters – Head of Department, then Housemistress, then Deputy Head (Academic);
- 4.2.3 For escalation of pastoral matters – Housemistress, then Assistant Head (Pastoral), then Deputy Head (Pastoral); and
- 4.2.4 For matters pertaining to the Co-curriculum, the school calendar and communication with parents – Director of Co-curriculum and Operations.

4.3 Tudor Hall - **Sixth Form**

- 4.3.1 Day-to-day queries, academic/pastoral queries (and overall insight into how a pupil is progressing) Tutor or Housemistress;
- 4.3.2 For escalation of pastoral matters – Housemistress , then Assistant Head (Pastoral), then Deputy Head (Pastoral);
- 4.3.3 For escalation of academic matters – Head of Department, then Head of Sixth Form, then Deputy Head (Academic); and
- 4.3.4 For matters pertaining to the Co-curriculum, the school calendar and communication with parents – Director of Co-curriculum and Operations.



ACADEMIC SANCTIONS



<p>Level 4 1 hour Saturday afternoon (1pm to 2pm) Detention Deputy Head (Academic) Issue recorded on iSAMS by DH</p>	<p>Serious academic incident eg. plagiarism, malpractice in mock examination, truanting lesson Deputy Head (Academic) issues Level 4 Detention If pupil misses Level 3 detention Restorative conversation takes place & Housemistress contacts home</p>
<p>Level 3 1 hour Monday evening (7-8pm) Detention Deputy Head (Academic) Issue recorded on iSAMS by DH</p>	<p>Continued failure to meet Level 2 expectations Persistent missing Prep If pupil misses Level 2 detention Restorative conversation takes place & Tutor contacts home.</p>
<p>Level 2 30 minute lunchtime (12.25 to 12.55pm) Detention (Tues, Wed, Thurs*): Deputy Head (Academic) Issue recorded on iSAMS by teacher</p>	<p>Persistent missing equipment Prep not completed to a sufficient standard (more than once in a half term) Behaviour which disrupts others' learning Failure to meet deadlines Rudeness and Defiance Removed from lesson with a Pink Slip If pupil misses Level 1 detention Restorative conversation takes place & classroom teacher informs Housemistress</p>
<p>Level 1 Short 10 minute Morning Break Detention with: CLASSROOM TEACHER Issue recorded on iSAMS by teacher</p>	<p>Missing equipment or kit—including misuse of equipment Missing exercise book or textbook Unacceptable work rate Poorly completed Prep Lateness to lesson Jewellery/Uniform/hair/chewing gum Restorative conversation takes place & classroom teacher informs Tutor</p>

The Pink Slip: Warn, Move, Remove Behaviour Policy

“Warn”
Explain what rule is being broken and the consequence if the rule continues to be broken.



“Move”
Move the pupils to the front of the classroom.



“Remove”
Remove the pupil if there is persistent disruptive behaviour to the detriment of teaching and learning. **Pupils are sent to the Library**

Pupils removed from a lesson will be placed in a L2 Lunchtime Detention by the **CLASSROOM TEACHER**. Teacher must contact Housemistress L2 Detention will take place the next available day in Hi1, recorded on iSAMS by the **CLASSROOM TEACHER**.

As per the DfE Behaviour in Schools (2022) guidance. ‘Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section ‘Behaviour expectations and pupils with SEND’ (paragraphs 34-38)’. It is therefore important to be aware of a girl’s learning profile when considering behaviour management.

*Ideally the sanction will take place as close to the lesson as possible but absence etc. may require the lunchtime DT to be at the next available DT. **Lunchtime Detention takes priority over a Paid Extra and co-curricular commitments.**

The table below provides examples for staff to use as guidance at Tudor Hall when applying sanctions, which will always be proportionate and at the discretion of staff, who will take into account. Higher level sanctions will be considered carefully and applied proportionately.

As per the DfE Behaviour in Schools (2022) guidance. 'Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with SEND' (paragraphs 34-38)'. It is therefore important to be aware of a girl's learning profile when considering behaviour management.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Verbal warning/ 10-minute breaktime detention	Lunchtime detention/additional chores in house	After school detention/Report Card	Saturday Leadership detention	Weekend Gating	Internal suspension (one to three days) – meeting with parents	External suspension between one to three days – meeting with parents	Permanent exclusion
Responsible Staff Member Tutor/Housemistress /Teacher	Responsible Staff Member Housemistress/Senior Housemistress	Responsible Staff Member Head of Sixth Form/Assistant Head Pastoral	Responsible Staff Member Head of Sixth Form/ Assistant Head Pastoral	Responsible Staff Member Head of Sixth Form/Deputy Head Pastoral	Responsible Staff Member Deputy Head Pastoral	Responsible Staff Member Deputy Head Pastoral/Head	Responsible Staff Member Headmistress
Inconsiderate behaviour: <ul style="list-style-type: none"> Bad language (not directed) Not listening to instructions Interrupting staff Being argumentative Dropping litter Name calling Repeated lateness Not doing duties in the Boarding House Being unkind Not adhering to boarding house rules or expectations Possession or misuse of vaping/smoking Missing lessons or other commitments without good reason 	Repeat of Level 1 <u>Or</u> <ul style="list-style-type: none"> Misuse of technology and minor infringement of AUP Continual bad language (not directed) or behaviour Repeatedly not listening to instructions or doing duties Bullying or intimidation 	Repeat of Level 2 <u>Or</u> <ul style="list-style-type: none"> Swearing at other pupils/staff Being out of bounds more serious infringement of AUP Lack of cooperation with staff Lack of respect or tolerance. 	Repeat of Level 3 <u>Or</u> <ul style="list-style-type: none"> Possession of or misuse of alcohol Second offence of possession or misuse of vaping/smoking Repeated misuse of technology Deliberately sharing or using other people's passcodes / personal data Failing to attend lunchtime or after school detention Repeated bullying, Intimidation or unkind behaviour Graffiti or other kinds of vandalism Dangerous handling of equipment Repeated refusal to do as asked by members of staff Truancing/ Missing Lessons 	Repeat of Level 4 <u>Or</u> <ul style="list-style-type: none"> Total disobedience, defiance or insolence Failing to attend after Saturday detention Repeated poor academic behaviour Repeated poor behaviour outside the classroom Physical or verbal aggression towards others including retaliation Videoing or photographing others without consent Dangerous behaviour on the school bus or trips Repeated offence of the misuse of smoking/vaping, or Alcohol 	Repeat of Level 5 <u>Or</u> <ul style="list-style-type: none"> Disregard of AUP or offensive online behaviour Behaviour likely to endanger others Repeated poor behaviour in school or boarding house Repeated bullying or intimidation Persistent repeat of the misuse of smoking/vaping/ alcohol 	Repeat of Level 3,4, 5 or 6 <u>Or</u> <ul style="list-style-type: none"> Verbal threats Extreme offensive language, including racist slurs Repeated behaviour that endangers other pupils, staff or visitors Inappropriate sexual behaviour Possession or supply of pornographic material Taking or possessions of others or schools belongings (theft) Persistent repeat of smoking/vaping /alcohol or possession/supply 	Repeat of Level 7 <u>Or</u> <ul style="list-style-type: none"> Physical assault on another student Assaulting a member of staff Possession of an offensive weapon Possession, use or supply of drugs or other illegal substances Persistent defiant and disruptive behaviour following failed intervention strategies Fraudulent activity

The table below provides examples for staff to use as guidance at Carrdus. Higher level sanctions will be considered carefully and applied proportionately. Staff will use professional judgement, along with taking the age of the child and their learning profile, into consideration when using this ladder.

As per the DfE Behaviour in Schools (2022) guidance . ‘Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section ‘Behaviour expectations and pupils with SEND’ (paragraphs 34-38)’.

It is therefore important to be aware of a girl’s learning profile when considering behaviour management.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Verbal warning	Low percentage of playtime missed Informal feedback to parents	High percentage of playtime missed Formal feedback to parents Written record of behaviour	Detention with SLT Face-to-face meeting with parents Behaviour plan drawn up	Parents required to meet with Head Detention after school	Two days internal suspension	External suspension between 1 and 3 days	Permanent exclusion
Responsible Staff Member: Teacher Form Teacher	Responsible Staff Member: Teacher Form Teacher	Responsible Staff Member: Teacher Form Teacher Senior Leader	Responsible Staff Member: Form Teacher Senior Leader	Responsible Staff Member: Head at Carrdus Deputy Head (Pastoral) at Tudor Hall	Responsible Staff Member: Head at Carrdus Deputy Head (Pastoral) at Tudor Hall	Responsible Staff Member: Head at Carrdus Headmistress at Tudor Hall	Responsible Staff Member: Head at Carrdus Headmistress at Tudor Hall
<ul style="list-style-type: none"> Not complying with turn taking Distracting others Shouting in the classroom Snatching from peers Running along corridor/ stairs Minor disruption in class Purposely slow/no response to teacher request Lateness for a lesson following break Being rough with classmates Name calling Making fun of others Poor attitude to schoolwork Dressing inappropriately 	A repeat of Level 1 behaviour <u>Or</u> <ul style="list-style-type: none"> Repetitive damage to school property Not completing appropriate work in class time Inappropriate language Unkind behaviour towards another child/children Rudeness inside or outside the classroom 	A repeat of Level 1-2 behaviour <u>Or</u> <ul style="list-style-type: none"> Stealing school or peers property Discrimination Vandalism Personal insult to staff Fighting Swearing or inappropriate language at an individual 	A repeat of Level 1-3 behaviour <u>Or</u> <ul style="list-style-type: none"> Damage to property Bullying/Cyber-bullying, Child-on-Child Abuse Misuse of electronic media Dangerous behaviour on the school bus Hurting another child (e.g. pushing, biting, kicking) 	A repeat of Level 1-4 behaviour <u>Or</u> <ul style="list-style-type: none"> Intentional discrimination 	A repeat of Level 1-3 behaviour <u>Or</u> <ul style="list-style-type: none"> Videoining or photographing others without consent 	A repeat of Level 4, 5 or 6 behaviour <u>Or</u> <ul style="list-style-type: none"> Verbal threats Extreme offensive language – including racist slurs Behaviour that endangers other pupils, staff or visitors Sexual behaviour Possession or supply of alcohol Possession or supply of pornographic material Theft 	A repeat of Level 7 behaviour <u>Or</u> <ul style="list-style-type: none"> Physical assault on another student Assaulting a member of staff Possession of an offensive weapon Possession, use or supply of drugs or other illegal substances Persistent defiant and disruptive behaviour following failed intervention strategies Fraudulent activity

