



Egerton Rothesay School Behaviour Policy

Introduction

We want to acknowledge good behaviour whenever possible as this has a direct bearing on a child's self esteem and their desire to behave well, conform to school rules and values and make good choices about their behaviour in the future.

Aims

- to have a consistent and positive approach, taking each child's needs into account, to behaviour management which will create an environment which is conducive to good learning
- for everyone to take responsibility for their emotions and behaviour which will lead to the development of good relationships based upon mutual trust and respect.

The importance of positive reinforcement around school and in lessons

When it comes to positive reinforcement, one of the most important things to remember is to compliment and praise the actual behaviour, not the child themselves. Praising the behaviour over the personality of a child supports growth and also promotes a sense of self-efficacy.

This is because learning new skills is within their control, unlike personality traits which are more innate. Focusing on and rewarding that particular behaviour enables them to practise their strengths and skills.

Fundamental values of ERS are that students attend lessons, try their very best in lessons and that effort, above all, should be praised. Where students refuse to engage in work, this should be challenged accordingly, using the 'Addressing Disruptive Behaviour in lessons' stages below.

Expected standards of behaviour in class

Expected conduct in class is rooted in mutual respect, cooperation, trust in staff, and courtesy - being present and on time to lessons, giving due attention to teacher instructions, allowing space and time for others in the class to offer their views and be valued as an equal member of the group. It also has the fundamental aspect of trying one's best to complete lesson objectives set out by the teacher in accordance with the success criteria for the lesson. Anything which deviates from this could be termed as disruptive, whether this means interrupting the learning of the class, or upsetting the necessary calm of the classroom environment, which must be respected as the ideal platform for learning for all students at ERS.

Fundamental parts of an effective lesson (elaborated on in the Teaching and Learning Policy):

Set the Tone for Learning	-Greet students appropriately and welcome them to a planned seating arrangement -Set easy to follow routines for getting learning started promptly and positively
Introduce the Lesson	-Explain why the lesson is important - contextualise it to hook learners' interest, including the accessing of relevant prior learning in order to ensure it is embedded -Explain clearly what the pupils will be learning and what success looks like during it
Quality First Teaching	-Plan the lesson with appropriate support and challenge for the learners in the class -Model learning effectively, check understanding of it and review progress regularly
Celebrate success	-Take every opportunity to comment on good behaviour and learning examples -Address the students by name and, where appropriate, report success to parents
End the Lesson in an orderly manner	-Allow time to effectively review the learning, and check safe receipt and understanding of any homework -Ensure that the learning area is tidy and that students leave the lesson politely

Classroom management in action

-Making expectations clear is the first step towards good behaviour in lessons - being a role model by offering polite, calm guidance to students, and planning lessons to ensure clarity of purpose (lesson objectives and success criteria which offer support, but also challenge) will show students that you have their best interests in learning at heart, and can be trusted to lead the learning journey.

-Positively reframing negative behaviour is important to encourage more positive behaviour. For example, instead of saying, "Don't talk when I'm talking," you might say, "Please listen fully to my instructions - it will help you to understand what you are doing."

-Communicating with students about their behaviour by helping them understand the consequences of their actions - "how do you think that x felt when you spoke over them just now? Let's think about everyone's learning in the class."

-Minimizing disruptions in the classroom, such as unnecessary noise or movement, can help create a more focused and productive learning environment. Plan movement breaks into lessons, signposting them. Ensure that the 'learning journey' of the lesson is clear to students in terms of sequence and time.

-It is more effective to handle consequences for challenging behaviour privately rather than in front of the whole class. This can help preserve the student's dignity and may be more effective at addressing the behaviour.

-It's important to approach challenging behaviour calmly and patiently and try to understand the underlying cause of the behaviour to find the most effective and constructive solution.

-Where a student displays disruptive behaviour in lessons, identify the behaviour, explain how this should be remedied, and make expectations clear, then make adjustments where necessary.

-Behaviour should never be addressed as a personal matter - 'that behaviour is not supporting the learning - I think it can be better' should be used rather than 'You are willfully disrupting the lesson.'

Example of reporting success to parents (accompanied by a 'conduct card' for the student - to be displayed in form rooms):

Dear ..., I wanted to take a moment to share some lovely feedback with you.

Today, ... gave some excellent responses, along with 100% hard work and effort in the lesson. He/she was an absolute pleasure to teach, and I wanted to pass this on. Please do congratulate ... when they get home — they thoroughly deserve the recognition.

Kind regards,

Rewards

Most children in the school maintain a high standard of behaviour. In recognition of good behaviour or effort, members of staff should continually look for opportunities to praise children, being specific about why they are giving praise.

In addition to verbal praise, a member of staff may want to award a merit (Senior School) or house point (Poplar) to a child. When this happens in Senior School, the child records the award in the back of their school diary and the awarding teacher places their initial next to it. In Poplar the child marks this on a form house-point wallchart.

Full guidance for the awarding of merits, conduct cards and commendations can be found below:

Merit - 1 point

Recorded in planners - **Good conduct, noticed and rewarded**

Example:

-Emily's homework was completed fully and handed in on time - well done!

The following are suggested merit-worthy awards (1 merit given per award):

- Kindness towards others / Acts of kindness
- Looking after a friend/peer who is upset or needs help
- A good assessment performance
- Completion of homework to a good standard
- Good manners towards staff, students or visitors
- Showing resilience at sports fixtures when results not going their way
- Regular positive contributions to lessons
- Contributions in Assembly
- Trying something new with good effort

Positive Conduct Card - 3 points

Given by teachers to students for display in form rooms, accompanied by email home to parents - **Excellent performance in lessons - clearly 'more than a merit'**

Example:

-Isaac (Yr 8) did a fantastic job reading from the board, drawing a diagram for the class, and even checking and marking some of his classmates' work. He approached the challenge with maturity, positivity and confidence, and it was wonderful to see him so engaged and proud of himself in front of his peers.

- Excellent performances in class projects or assessments
- Acts of kindness which make one sit up and take notice
- Collegiate conduct in support of others in difficult circumstances
- Excellent performance in sporting fixtures

Commendations - 5 points

Reported to reception, and made public in The Egerton - going above and beyond - **Truly outstanding contribution to the school which stands out as noteworthy**

Example:

-Zach (Year 12) was incredibly helpful whilst staff were dealing with a medical emergency. He offered to assist staff in a mature and gentlemanly manner.

- Unique contributions which make a real difference in class, assemblies, sports or performance - displays of leadership - ambassadorial behaviour

Each week the number of awards gained by each child will be counted and converted into 'House Points' by the form tutors. These will then be passed onto the person responsible for collating house points. Pupils will be regularly informed of how many points each house has gained, usually at Friday afternoon assemblies. In Poplar a small cup will be awarded to the winning house for the week.

Merits may be awarded in multiples, up to a maximum of five. Five merits should be awarded where behaviour or effort has been outstanding. If this is the case, the child's name and the reason for the award should also be recorded in one of the school's books of commendation. The Senior School Book of Commendation is kept in the school staff room. The Poplar Book of Commendation is kept in the Poplar Base Leader's office.

The Book of Commendation (Book of Excellence in Poplar) is reserved for an individual achievement in all areas of school.

Examples are:

- An excellent piece of work
- Excellent behaviour
- Particular effort

- Excellent manners
- Excellent teamwork
- Good social skills

The names of pupils who have been entered into a Book of Commendation/ Excellence will be gathered each Thursday. The member of staff will:

- Ensure that the names are entered in The Egerton at the end of that week.
- Inform the Base Leader of the pupils concerned.

Sanctions

As part of their learning difficulty, many of the children in our school demonstrate a lack of organisational skill or the ability to focus attention for longer periods of time. It is an essential part of the work of the school to enable children to manage such difficulties. However, unless a pupil is wilfully displaying behaviours such as these, these difficulties **do not** come under the remit of this policy. For this reason, we have a graduated process of behaviours: non-negotiables (never acceptable); appropriate adjustments (some accommodations allowed); and unique adjustments (rare accommodations allowed).

We do not apply sanctions for their own sake.

As all our pupils have at least one special need, we should always take this into consideration; making reasonable adjustments for behaviour and always upholding the principles of the Equality Act 2010. Support for pupils with behavioural issues is paramount and should be referred to the appropriate member of staff. This may involve the Social and Emotional Team, Form Tutor or Base Leader any of whom may have a particular connection with the child to provide appropriate help and will be able to decide the best 'next action'.

The graduated process of behaviours, agreed by all staff in October 2025, is set out below:

Category	Description
Non-Negotiables	The following behaviours are non-negotiable expectations, regardless of need, in place to safeguard the ERS Community, and in order to ensure that all members of the community are respected. The following behaviours are not permitted in any circumstances: -Physical Abuse to any other member of the ERS Community, including spitting -Verbal Abuse to any other member of the ERS Community -Threatening behaviour to any other member of the ERS Community -Damage to property, including graffiti -Theft -Engaging in drugs/alcohol/smoking -Bringing weapons/dangerous items to ERS -Refusal to give in mobile phone -Inability to follow ICT Acceptable Use Contract -Deliberate bullying, including cyberbullying -Discrimination based on any 'protected characteristic'

Appropriate Adjustments An appropriate adjustment never equates to lower expectations.	Where students have an additional area of need in order to support their learning, the following appropriate adjustments can be made in liaison with specialist teams as required: -Differentiated homework or classwork -Mentor intervention and additional adult support -An agreed 'time-out' -Uniform adjustments -Movement breaks -Understanding and sympathetic management of spontaneous behaviour -Specialist Equipment like ear defenders or headphones -Regulation tools or comfort aids -The use of assistive technology
Unique Adjustments A unique adjustment never equates to lower expectations.	Where more specific individual adjustments are needed to support learning, the following unique adjustments can be made in liaison with specialist teams as required: -Reduced or adapted timetable -Alternative, safe spaces for a student to access -Adapted transition time -Specific Support Plans -Attendance Plans -Adaptations to subjects/qualifications -Social scripts/stories/articles to support student's understanding of expected behaviours in specific situations within school

*Appropriate or Unique Adjustments may include agreed "time-out" periods in the Bridge (room M20). These periods can be *ad hoc* or timetabled periods. The Bridge provides a quiet, safe room where anxious or struggling pupils can come for a range of reasons. For further guidance on the role of the Bridge and associated processes, please see the associated document 'The Bridge.'

In addition to the 'non-negotiables' here are the most common instances of disruptive behaviour:

- Interrupting the teacher or other students
- Any action which demeans another within the classroom
- Being defiant, non-compliant or refusing to complete tasks
- Engaging in activities which distract from the lesson

At ERS we believe that sanctions are appropriate for two reasons:

- To make redress to an injured party
- To enable and encourage a pupil to learn from their mistakes and to make a better behaviour choice should they find themselves in a similar situation in the future.

When unacceptable or undesirable behaviour occurs, we aim:

- To sort out the situation as quickly and fairly as possible
- To make redress when required in a way befitting of the events that have taken place.
- To manage the perpetrator of the behaviour in a calm and fair manner.
- To enable, as far as possible, the perpetrator to understand
 - why their behaviour was unacceptable or undesirable
 - the consequences that have arisen (if any) because of their behaviour.
 - The feelings of the victim (if any) of their behaviour.

- To remember at all times that it is the behaviour that is unacceptable, not the child. For guidance on use of reasonable force please refer to the school's document on 'The Use of Physical Intervention'. Staff should never handle pupils in any way unless absolutely unavoidable, and only to prevent injury to themselves or others. Staff should also read sections 18 and 19 of the Staff Code of Conduct for more guidance.

In most cases, in the first instance of undesirable behaviour, it is expected that a request or instruction not to repeat the behaviour will be sufficient. Sometimes it may be appropriate and possible to discuss with the child the reasons for the request or instruction. In such a discussion, the pupil may be able to provide the reasons themselves.

In Poplar unacceptable behaviour may lead to 'time-out' for three or five minutes, with a timer, outside the classroom. If the behaviour is repeated this may lead to loss of a small amount of playtime.

For behaviour which is significant and unacceptable, the teacher should inform the pupil's Base Leader as soon as possible. If the behaviour is such that a lesson is being disrupted, the teacher should use their red card (see below), in order that the pupil may be withdrawn from the lesson.

Following investigation, and if warranted, the Base Leader will impose a suitable sanction, which may well, in the Senior School, be a detention. If the Base Leader does impose a detention, they will write the pupils name into the Detention Book in the staffroom and inform the pupil.

The Base Leader will inform the member of staff concerned of the finding of their investigations and the level of sanction that has been imposed. If this is a detention, the Base Leader may ask for work from the teacher, who must ensure that the pupil is provided with a suitable amount and type of work in accordance with the request of the Base Leader.

*A member of staff who believes that a pupil has behaved in a way that could be perceived as bullying **MUST**, as a matter of urgency, inform the pupil's Base Leader. Any incident thought to involve bullying should be addressed within the terms of the school's Anti-Bullying Policy. This may then be referred to the DSL as a record of concern.

Relevant Sanctions

It is important at ERS that pupils understand why a sanction is being taken and why their behaviour is not acceptable. This can be very difficult when talking to pupils with, for example, an ASD diagnosis and it may be necessary and important to have a member of the therapy team present to help in any meeting to address the behaviour. There should be no unacceptable, excessive or idiosyncratic punishments used including any punishment intended to cause pain, anxiety, humiliation, corporal punishment, deprivation of access to food or drink, enforcing eating or drinking, prevention of contact with parents or requirement to wear distinctive clothing as a punishment.

Example of reporting poor instance of behaviour home to parents

Dear ...,

With regret, I'm writing to inform you that ... displayed behaviour falling below the expected standards in class today. I have warned him/her about the consequences of this behaviour

previously and we have discussed the necessary improvements required moving forward. I am hopeful that this was an isolated incident, and that ... reflects on this behaviour, making the necessary changes for the next lesson. I look forward to teaching him/her next lesson, and an improved level of focus.

Kind regards ...

Addressing disruptive behaviour in lessons (a graduated approach - please ensure all behaviour issues recorded on CPOMS):

Stage 1 (Teacher in collaboration with LSA where appropriate) (Stage 1) - HoD (Stage 1.5))		Stage 2 (Tutor (Stage 2) - Base Leader (Stage 2.5))		Stage 3 (Leadership 3+)	
Type	Responsibility	Type	Responsibility	Type	Responsibility
Inconsistent/Isolated	Teacher/HoD	Consistent/Regular	Tutor/Base Leader	Persistent/Multiple	Leadership
Verbal warnings, discussion at end of lesson (one to one), email home to parent (see below)		Parent communication, 2xDaily check-ins (start and end of day), Monitoring report (see example below),		Meet parents, 4xDaily check-ins (start, break, lunch, end of day), Monitoring report (see example below)	
-Problem identified -Intervention strategies discussed and implemented (Teacher and HoD if required) -Repeat infringements next lesson followed up by email to parents (see below) -Where no progress, moved to stage 2		-Problems identified -Intervention strategies and report implemented, shared with parents -Regular communication on progress with parents (positives highlighted) -Progress - Removal from Stage 2 report -Inconclusive progress - extend report -Where no progress, moved to stage 3		-Problems identified -Intervention strategies and report implemented, shared with parents -Regular communication on progress with parents (positives highlighted) -Excellent progress - Removal from report -Good progress - move to stage 2 -Inconclusive progress - extend report -No progress - Parent meeting - final warning issued.	

The importance of vigilance during Break and Lunch times

It's vital that staff are conducting duties proactively, quickly intervening where students appear to be in danger of poor conduct towards others, or unacceptable behaviour. Any concerns should be followed up quickly with firm and fair direction, and continued supervision. Where necessary, any continued infringements, following warnings to adapt behaviour should be reported on CPOMS and then taken up by Base Leaders.

Further guidance on inappropriate conduct in less-structured times:

- being out of view of an adult either at break, lunch or during a lesson e.g. in bushes/brambles/behind the cabins

- physical play which endangers the wellbeing of others e.g fighting, headlocks, pushing, swinging others, throwing objects around others, over enthusiastically physical challenges during football games at break.
- Hugging and holding hands - it is not easy to know whether students have given consent or if it really is a 'game'. This type of contact is inappropriate and personal space should be respected.

Addressing Non-Negotiable Behaviours outside of lessons

Instance 1

- Any instance of non-negotiable behaviour should be reported on CPOMS and referred firstly to Base Leaders for investigation.
- These should then be followed up with appropriate sanctions, as determined by the Base Leader, then recorded on the 'Serious Disciplinary' tracker
- A formal letter should be written with clear expectations about future behaviour and consequences should this be repeated (escalation to Instance 2)

Instance 2

- A second instance of non-negotiable behaviour should be reported on CPOMS and referred from the Base Leader to the Leadership Team for investigation.
- These should be followed up with appropriate sanctions, as determined by the Leadership Team member in consultation with the Base Leader, then recorded in the Serious Disciplinary tracker.
- A formal letter should be written, and a 'final warning' issued.

Instance 3

- Emergency meeting with student and parents
- Suspension of the student in question and full investigation of the incident.
- Procedures for exclusion.

Red Card (For serious disciplinary issues)

If a pupil is disrupting a lesson and is not showing willingness to conform, the teacher should use their red card to summon assistance.

The red card should be given to another (reliable) pupil who should take it to the appropriate Base Leader or to the School Reception. The teacher should be clear and specific in their instructions to the child taking the card.

If the Base Leader receives a red card but is unable to address the situation (most likely because they are teaching) they will ask the child carrying the red card to take it to the School Reception. Otherwise the Base Leader will come to the lesson as soon as they can. When a red card arrives at Reception, the receptionist will find a senior member of staff who will come to the lesson as soon as possible.

The senior member of staff coming to the lesson will ascertain an outline of events that have occurred and act as quickly as possible to enable the lesson to resume effectively. In many cases this may mean the withdrawal of the offending pupil. Withdrawal from a lesson will automatically mean that the situation will be addressed by the child's Base Leader. This may involve further discussion with the teacher or the Head of Subject.

The senior member of staff who received the red card will ensure an account of the event is recorded within the 'Red Card Book'. This is kept in the School Reception.

The non-return of Homework

If homework has not been returned by a pupil on time, the teacher should first check that the task had been understandable and manageable. If this has been the case, the following procedures should be followed:

Poplar (Up to Year 6)

If a pupil repeatedly fails to complete homework they will be asked to complete this at lunchtime and the class teacher will inform the parents.

Years 7 to 9

Each department is responsible for running its own 'catch up session'. These will usually take place during part of a lunch time break and will be arranged between the teacher and the pupil, in consultation with the Head of Department when appropriate.

The subject teacher should write in the pupil's homework diary 'Catch up session in (*subject*)' on a page for the appropriate date. The teacher should also keep a record in their own mark book.

Base Leaders should be informed and a pupil-appropriate letter sent home to advise parents that homework has been missed. A record should be kept by the Base Leader.

If homework has been missed frequently, the Base Leader may deem this to be a disciplinary matter and the child may be placed in detention. If this is the case, the Base Leader may ask for work from the relevant subject teacher(s). A teacher receiving such a request must ensure that the pupil is provided with a suitable amount and type of work in accordance with the request of the Base Leader.

Years 10, 11 and 6th Form

If homework is being missed regularly subject teachers should liaise with the Base Leader and write in the pupil's homework diary. If the situation with homework does not improve the Base Leader will contact the pupil's parents to discuss any difficulties that may be relevant.

Senior School Base Detentions

Supervised base detentions will be held at lunchtimes when necessary. All pupils involved in a base detention will be informed on the morning of the detention. Pupils will be supervised for 20 minutes after they arrive.

Parents will be notified in writing that their child has had a detention. It is likely that parents will be called into school for a meeting if their child has had repeat detentions.

Further Sanctions

Following persistent unacceptable behaviour or behaviour of a very serious nature, the Base Leader will consult with the Headteacher and further sanctions will be agreed, and communicated to parents. This will be followed up with a meeting involving parents of the student, their Tutor, Base Leader and the Headteacher which will discuss necessary improvements, monitoring

arrangements and a review schedule to support student re-integration, and develop positive behaviour change.

Transition

In addition to staff meetings where the behavioural record of a pupil may be discussed it is important that records of disciplinary matters are kept within a pupil's file and are discussed with the Base Leader of the transitioning base so that this may be discussed at a relevant Base Meeting. This file is then transferred, discussed at base and transition meetings and used to inform as a pupil moves through the various transition points during his or her time at the school.

Responsibilities and review

All educational staff are expected to support and to work consistently and in accordance with this policy.

The Headteacher is responsible for ensuring that this policy is implemented effectively.

This policy will be reviewed annually.

Policy approved by: Alison Walker (on behalf of Governing Body) Date: October 2025 Next ReviewOctober 2026 (latest):
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