




**MOUNT HOUSE
SCHOOL**

INSPIRING EVERY INDIVIDUAL

SCHOOL POLICIES

BEHAVIOUR

Review	Date	By
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Principles

Positive behaviour is central to a good education. Students are given clear and consistent guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other students and adults. Students should never be allowed to feel that negative comments relating to gender, sexism, elitism, racism, sectarianism, Islamophobia, homophobia, transphobia etc. are acceptable.

All members of staff have an important role to play in promoting positive behaviour. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour.

Mount House School ensures that all positive behaviour is rewarded in line with the aims and objectives of the School. This policy is available on the School's website and a hard copy is made available upon request. All School stakeholders are expected to support the Behaviour Policy and agree that the School will take swift and appropriate action if students do not abide by the agreed Behaviour Policy.

Related School Policies

- Anti-Bullying Policy
- Attendance Policy
- Educational Trips and Visits Policy
- Equality, Diversity and Inclusion Policy
- Exclusions Policy
- First Aid Policy
- Health & Safety Policy
- ICT, Internet and Social Media Acceptable Use of IT Policy
- Online Safety Policy
- Prevent Duty Policy
- Risk Assessment for Student Welfare Policy
- RSE Policy (Relationships and Sex Education Policy)
- SEND Policy (Special Educational Needs and Disabilities Policy)
- Smoking, Drugs Alcohol and Other Substances Policy
- Student Supervision, Lost, Missing and Absent Children Policy

Legal Framework

- Equality Act 2010
- SEND code of Practice, January 2015
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, July 2017
- Behaviour and Discipline in Schools, Advice for Head and School staff, Feb 2024
- Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education, DFE, Sept 2024

What the Law Allows

The Directors ensure that arrangements are made in the School to safeguard and promote the welfare of students (Independent School Standards Regulations 2014).

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Head.
- The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Principles of Behaviour Management

This Behaviour Policy is guided by the following principles:

- All students have the right to learn and achieve their potential and the responsibility to let others do the same.
- All students and staff have the right to be safe and treated with respect at school and the responsibility to ensure others feel safe and respected.
- Good behaviour in the classroom is a prerequisite to high quality learning.
- Self-discipline is fundamental to the personal and academic development of all students.
- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every student.
- Successful behaviour management requires a partnership where students, staff and parents/guardians share common expectations and work together to achieve them.
- Early intervention is the norm – some students will need additional support to reach the expected standard of behaviour. This support will be identified early and put in place as soon as possible, ideally to avoid the misbehaviour happening in the first place.

Core Strategies

Students are more likely to engage in learning if staff use a range of strategies and:

- Have high personal expectations of every student and make these expectations the focus of learning.
- Apply rules, routines, rewards and sanctions consistently and fairly.
- Fairly deploy a range of techniques and strategies to deal with behaviour – verbal and nonverbal.
- Use the language of mutual respect, speaking calmly and quietly.
- Avoid over-reaction and confrontation.

Behaviour Management Practices in the Classroom

Mount House's Code of Conduct for Students (see appendix) is a clear and concise set of rules for use in the classroom. It helps build common standards and expectations amongst staff, students and parents/guardians.

Expectations on Heads of Department/Faculty

- Monitor standards of student behaviour in the Department/Faculty through the use of ISAMS, Microsoft Teams, and the 'K' Drive
- Discuss and agree additional standard routines via meetings with staff, students and in faculty meetings
- Ensure the Classroom Code of Conduct (see Classroom Management Policy) is applied consistently by all staff in the Department/Faculty
- Support staff having difficulties with particular students or classes
- Where necessary, make contact with home and liaise with parents / guardians
- Liaise with the Line Manager if a behaviour issue becomes a cause for concern
- Take appropriate action without delay in discussion with Form Tutors, Heads of Year, SLT and the Directors.

- Where necessary, make alternative provision for a student within your faculty, such as making a shadow timetable for disciplinary matters

Expectations on Class Teachers

- Apply and re-enforce the Student Code of conduct
- Establish and use basic routines e.g. entry, taking the register and exit on the bell (these expectations can be found on the noticeboard in every classroom)
- Arrive on time to lessons and start them punctually
- Use a seating plan that meets the needs of all students
- Share the learning objectives and learning outcomes with the students at the start of the lesson, positively re-enforcing and rewarding good behaviour
- Use differentiated materials as appropriate, taking account of any students with additional needs
- Model the standard of courtesy expected from students
- Address poor behaviour
- Criticise the behaviour, not the student
- Where possible, avoid addressing the behaviour concern publicly
- Use the school rewards to support good behaviour with House points, postcards home, emails home, positive phone calls etc
- Use the school system of sanctions to address poor behaviour
- Discuss students whose behaviour is causing a concern with the HOY/HOF and also pass this information to the relevant Form Tutor / Head of Year where necessary
- Carry out peer observation as a means of developing new ideas.

Expectations on Students

- The School demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a student enters the school.
- Punctual attendance at school and lessons is required
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures, expectations and consequence processes.
- They have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.
- We recognise that every student has the right to feel safe, to learn, and to be treated with respect.
- Students will be supported to achieve the required standards of behaviour.

See Appendix 1: Student Code of Conduct for more detail.

Expectations on Parents/Guardians

- The role of parents/guardians is crucial in helping the school develop and maintain good behaviour.
- Parents/guardians are expected to take responsibility for the behaviour of their child both inside and outside the school.
- We expect a supportive and respectful dialogue between the home and the school, and we inform parents/guardians immediately if we have concerns about their child's welfare or behaviour.
- We work in partnership with parents/guardians to address recurring unacceptable behaviour.
- By working collaboratively with parents/guardians, students receive consistent messages about how to behave at home and at school.
- We expect parents/guardians to encourage their children to support the school rules, their child's learning, and to co-operate with the school.
- All adults, including staff, parents/guardians and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

Bullying – Cyber-bullying, Prejudice-based and Discriminatory Bullying

In line with the requirements of Keeping Children Safe in Education 2024, the school's behaviour policies include the measures the school will take to prevent bullying (including cyber-bullying, prejudice-based and discriminatory bullying). For further information regarding these areas, please refer to the school's Safeguarding Policy, Anti-Bullying Policy, our ICT Acceptable Use and Online Safety Policy and Online Safety Policy, which sets out specific details.

Staff Development and Support

We support our staff in managing and modifying children's behaviour through appropriate Continuing Professional Development (CPD) and Training. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Support Systems for Students

The school has a number of support systems for students. These include daily access to their Form Tutor, Head of Year, class teachers and SLT. In addition, we have sixth-form leaders. There are a number of safe spaces in the school for students who need some quiet space including the Hive and the library when it is available.

Supporting More Vulnerable Students

A good behaviour culture across the school will create a calm, orderly environment which benefits more vulnerable students, enabling them to learn and to feel confident asking for health and support.

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and SEND. We take account of SEND when considering behaviour, discipline and sanctions.

Reasonable adjustments will be made according to the children's individual specific needs in line with this legislation. Particular consideration will be given to those students with special educational needs or disability when considering behaviour, discipline and consequences, including exclusion.

Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include adaptation to the school's Behaviour Policy, behaviour modification strategies and requesting external help with the student.

Support for Behaviour

Mount House School recognises that poor behaviour is often an indicator of some underlying concerns which may require intervention and support in addition to sanction. In most cases of poor discipline, Mount House will seek not only to use a sanction, but also to provide support for the student. This may include, but is not limited to the following:

- Meetings organised with the relevant subject teacher, Head of Faculty, Form Tutor, Head of Year or Senior Leader (with the parents or without)
- Personalised targets may be set in agreement with the student for them to achieve
- Discussions about modifications to behaviour and reflecting / reviewing prior behaviours
- Ongoing support / mentoring from the Pastoral Team, including our Pastoral Assistant
- Parents / Guardians may be directed towards an appropriate external agency.
- Staff being made aware of the challenges a student has and making reasonable adjustments for them (i.e. making a more conscious effort in lessons to give the student positive verbal comments)
- A positive Behaviour Report
- A contract signed by the School, Student and parent/guardian to support the student and prevent further problems.
- Sixth-form mentor (or older student)
- Allocated staff member to mentor the student

Mount House acknowledges that many incidents of 'bad behaviour' have deep-rooted causes, which may not be the fault or responsibility of the student. Support is reviewed at pastoral meetings, safeguarding meetings and Senior Leadership Team meetings.

In all of this, we seek to work closely with parents / guardians to ensure we are meeting the needs of the child to improve their behaviour.

Rewards and Sanctions

Overview

Praise and rewards are the cornerstone of successful behaviour management. Research findings are clear: schools that have a strong emphasis on positive praise and rewards are more successful at managing student behaviour than those that rely on sanctions.

Praise and rewards should therefore be used much more frequently than sanctions. All staff should award them consistently, fairly and regularly. When some members of a class are not co-operating fully, it is often more effective to praise those who are behaving than to threaten those who are exhibiting poor behaviour.

All Staff

- Teachers must praise students both orally and in both their books and diaries
- Teachers must award House points within student diaries.
- Teachers must inform parents/guardians through diaries and/or individual contact (i.e. postcards home, emails home, positive phone calls etc
- Where possible, put students' work on display or share it via the school newsletter / Instagram post.

House points could be awarded for the following reasons, but are not limited to:

- Excellent effort in lessons
- Particularly strong work or progress in a lesson
- Notable compassion
- Co-curricular commitment
- Additional work
- Excellent leadership

House points can be "converted" into Tuck Shop tokens for every ten House points. These can be collected from one of the Deputy Heads.

Heads of Year

- Issue commendations and certificates in year group assemblies for individual / groups achievements
- Encourage all staff to ensure that rewards have been logged on the system
- Arrange for rewards to be communicated to the wider school community in the most appropriate way (i.e. put students' work on display or share it via the school newsletter / Instagram post)
- Provide opportunities for praise at whole school assemblies
- Reward involvement in Inter House events
- Organise an assembly each term to celebrate the students

Heads of House

- Issue commendations and certificates in House assemblies for numbers of House points gained, or any individual / collective contributions to House events
- Encourage all staff to ensure that rewards have been logged on the system
- Arrange for rewards to be communicated to the wider school community in the most appropriate way (i.e. put students' work on display or share it via the school newsletter / Instagram post)
- Provide opportunities for praise at whole school assemblies
- Reward involvement in inter-House events

See Appendix B for full guidance on the implementation of Rewards and Sanctions.

Sanctions and Serious Incident Reports

Overview

Students have the right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor incidents. Through regular discussions at staff meetings, regular training and briefings regarding students' behaviour, the school endeavours to ensure that members of staff fully understand and apply all standards fairly and consistently, and share relevant information with colleagues as appropriate.

All Staff

- Teachers have the power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school (including on trips).
- The power to discipline also applies to all paid staff with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school trips (even when students are off site they still represent our school values and ethos and are expected to behave as such, therefore teachers still have the right to correct their behaviour in an appropriate way outside of school responsibility)
- Teachers can confiscate a student's property in certain circumstances (this will be at the teacher's discretion, but it will typically apply to banned items, such as phone on school premises, or items that may be a Health and Safety risk). Please see the 'Confiscation of Inappropriate Items' section below.

Possible Sanctions

- Verbal reprimand.
- Use of the Card System – see below
- Deputy Head - pastoral detention.
- Form Tutor / Head of Year/ Assistant Head Pastoral / Deputy Head Pastoral / Senior Leader / Head Pastoral Report cards.
- Break / lunch detention
- Internal / external fixed-term exclusion
- Permanent exclusion.

Classroom

If experiencing poor behaviour in or out of the classroom, teachers should deal with the incident immediately. In this instance teachers should follow the school disciplinary procedure (see Appendix). Whilst Form Tutors, Heads of Year and Senior Leaders may get actively involved, it remains the responsibility of the individual member of staff to ensure positive behaviour is re-established. In the unlikely instance where a staff member is unable to resolve the behavioural concern, they will seek support from a Head of Year or Senior Leader immediately via email or in person.

Student Behaviour outside of the School

- Student behaviour on school trips is subject to the Behaviour Policy.
- Poor behaviour by students in the vicinity of the school or on the journey to or from the school will be subject to the Behaviour Policy.
- Students may be asked to sign a behaviour contract before any type of trip, but most likely before a residential trip.

School Administrator

- Enters incident information on the ISAMS database.
- Distributes letters to parents/guardians.
- Creates lists of all detentions to take place.

Behaviour Reports

Students are placed on report to monitor their behaviour, attendance or punctuality. Students can be on report to their:

- Form Tutor
- Head of Year
- Assistant Head Pastoral
- Deputy Head Pastoral
- Senior Leader
- Head

Students must get their report signed at the end of each lesson and must report to the relevant member of staff daily. Parents/guardians will also need to sign the report at the end of each day.

Strategies

- To use a diagnostic approach when analysing a student's incident form
- To monitor the use of classroom behaviour reports
- To refer students as appropriate to either Learning Support or outside agencies
- To identify students at risk of permanent exclusion and to set up Pastoral Support Plans (PSPs)
- To review students' progress and keep parents/guardians, Form Tutors and teachers informed

Parents' /guardians' Involvement

- Parents/guardians are informed by phone/email if staff are concerned about their child's behaviour
- Parents/guardians are requested to attend a meeting with the Form Tutor/Head of Year if behaviour has not improved
- Parents/guardians are informed by letter if their child is going to be in detention
- Parents/guardians are called to see a Senior Leader if their child is to be excluded.

Internal / External Fixed Term Exclusions and / or Permanent Exclusion

Please see our Exclusions Policy for details of our exclusions decision-making process and outcomes.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from students:

- General Power to Discipline
- Power to Search Without Consent

Prohibited Items

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes / e-cigarettes
- Fireworks
- Pornographic images
- Aerosol cans

Also

- Any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules, which has been identified in the rules as an item, which may be searched for. For the sake of clarity, this includes mobile phones.

Weapons and knives and extreme or child pornography must always be handed over to the police; otherwise the confiscation of items should be reported to the Head of Year and / or a Senior Leader to agree on the best course of action.

Restraint and Reasonable Force

Introduction

In an emergency, and as a last resort, staff may find it necessary to use physical restraint or reasonable force. This policy is in place to explain what reasonable force is, who can use it, when they can use it and the follow up that should take place if it is used. The use of any force should only occur in exceptional circumstances.

This policy has regard to the document 'The use of reasonable force - advice for head teachers, staff and governors - DfE July 2013'.

Use of Corporal Punishment

It is completely forbidden (and against the law) for an adult to use or threaten corporal punishment or any degree of physical contact that is deliberately intended to punish a student or which is primarily intended to cause pain, injury or humiliation.

What is Reasonable Force?

- The term 'reasonable force' covers the broad range of actions used occasionally by some teachers, at some point in their career, which involves a degree of physical contact with students.
- In certain circumstances force can be used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as restraining a student to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Controlling a student, as mentioned above, means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student. Staff should, however, never restrain a student by the neck or head. Three restraint methods are also banned – the double seated embrace, the double basket hold and the nose distraction technique. For further information see the DfE advice ‘Use of Reasonable Force’ (2013).
- Staff should always warn a student that they are going to use force before they do so.

Who Can Use Reasonable Force?

All members of the School staff have a legal power to use reasonable force. This applies to the teaching staff but also to all other staff of the School. This also applies to people whom the Head has temporarily put in charge of students such as voluntary helpers, unpaid volunteers or parents accompanying students on School organised trips.

When Can Reasonable Force Be Used?

- Reasonable force can be used to control or restrain students in situations to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned, and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can be used:
 - To remove disruptive students from the classroom where they have refused an instruction to do so.
 - To prevent a student behaving in a way that disrupts a School event or a School trip or visit.
 - To prevent a student leaving a classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the others.
 - To prevent a student from attacking a member of staff or another student, or to stop a fight.
 - To restrain a student at risk of harming themselves through physical outbursts.
- Force should never be used as a punishment – it is always unlawful to use force for such a purpose.

As mentioned before, reasonable force should only be used after other methods have been tried to resolve the situation and a warning has been given to the student.

Following Up the Use of Force

- All incidents in which force has had to be used should be reported immediately to the Deputy Head Pastoral who will report such incidents to the Head. A written report should be sought from all parties at the earliest opportunity. This will help determine the nature of the incident and help to plan for future use of reasonable force.
- The School will communicate with parents should an incident occur that has required the use of force.

Other Physical Contact with Students

There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples might include:

- When comforting a distressed student.
- To demonstrate how to use a musical instrument.
- To give First Aid.
- To demonstrate exercises or techniques during P.E. lessons or sports coaching.

In these instances staff should give the students sufficient warning and where possible give parents advance warning that this may take place. In a situation where physical contact happens staff should try to plan for another staff member to be present or ensure it happens in a visible location and where possible doors are kept open.

Where possible, staff will avoid any physical contact with students and it will only be used where it is deemed absolutely necessary for the safety and / or learning of the student(s).

Staff Training

The Deputy Head Pastoral is available at all times to discuss the contents of this policy with staff, and how to interpret the points therein.

What happens if a student complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law and in accordance with school policy – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made, it is the responsibility of the person making the complaint to prove that their allegations are true – it is not for the member of staff to show that they have acted reasonably.
- Suspension is not an automatic response when a member of staff has been accused of using excessive force.
- The school will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- The governing body, in consultation with the Head, will always consider whether a teacher has acted within the law when reaching a decision whether or not to take disciplinary action against the teacher.

Further information can be found in the DfE advice document ‘Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies’, DfE, 2013.

Support for Staff who are Subject to Allegations

The school has a duty of care to its employees. Being the subject of an allegation is traumatic for any member of staff, no matter how sensitively it is handled. Everyone who works with children is potentially at risk and must aim to minimise the risk. The school will act to minimise the stress inherent in allegations and disciplinary investigations and processes.

The school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident. Individuals will be informed of concerns or allegations as soon as possible and explained the likely course of action, unless there is an objection by the investigation process, children’s services or the police. The individual may be advised to contact their trade union representative, if they have one. If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support. They may also be given access to welfare counselling or medical advice if considered appropriate.

Personal Searches

In situations of theft or where storage of prohibited items or substances is suspected, it may become necessary to carry out a search of a person or personal property. The Head reserves the right to search a student and as such should be consulted beforehand; if the Head is not readily available, a Deputy Head can make the decision in their place. In such circumstances, the school will follow the ‘Searching, Screening and Confiscation Advice for Schools’ (July 2022, DfE).

Managing Transition

Students moving from one stage of education to another, either within this School or from another school, need to be given appropriate guidance on the rules, rewards and sanctions. This will be completed as part of their induction process and work alongside their Form Tutor, PHSE lessons and by providing them with a 'buddy' for the early stages of their career at Mount House.

Malicious Accusations against Staff Members

Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include fixed term or permanent exclusion or a Managed Move (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). In such a circumstance, the school would ensure it considers all the evidence, taking account of the student's age, the school's policies, equal opportunities legislation, and the personal circumstances of the student. Equally, it would need to review the impact on the staff member(s) involved as part of the decision-making process and ensure they are appropriately supported in recovering from such an experience. The school would review the case as a whole, which would lead to a wholesale review of how we would approach future cases of 'Malicious Accusations against Staff Members'.

Appendix 1 - Student Code of Conduct

At Mount House we expect the highest standards of conduct around the School and in lessons. The following is our Code of Conduct.

Each student is expected to:

- Be punctual to all lessons and events.
- Arrive properly dressed and equipped for that lesson and event.
- Observe the rules for each situation.
- Behave in an appropriate manner at all times both inside and outside the School.
- Enter any classroom quietly, place any equipment on the desk and stand at the desk awaiting instructions from the teacher.
- Work quietly and without fuss, following instructions without argument.
- Listen carefully to the teacher when being spoken to.
- Raise a hand and sit quietly when wishing to speak or receive help.
- Use the school diary appropriately.
- Catch up on missed work.
- Do nothing to adversely affect the learning of others.
- Do everything possible to keep the learning environment pleasant for all.
- Should a student have a problem with any aspect of a lesson / event they must speak to the teacher in an appropriate manner, showing respect at all times. If a problem remains unresolved the student may wish to talk to their Form Tutor or any member of staff they feel comfortable with or speak with their parents/guardians who can raise their concern.

Appendix 2- Further Information on Rewards & Sanctions, including support for students

Rewards:

HOUSE POINTS

A member of staff will issue House points to students for a number of reasons including:

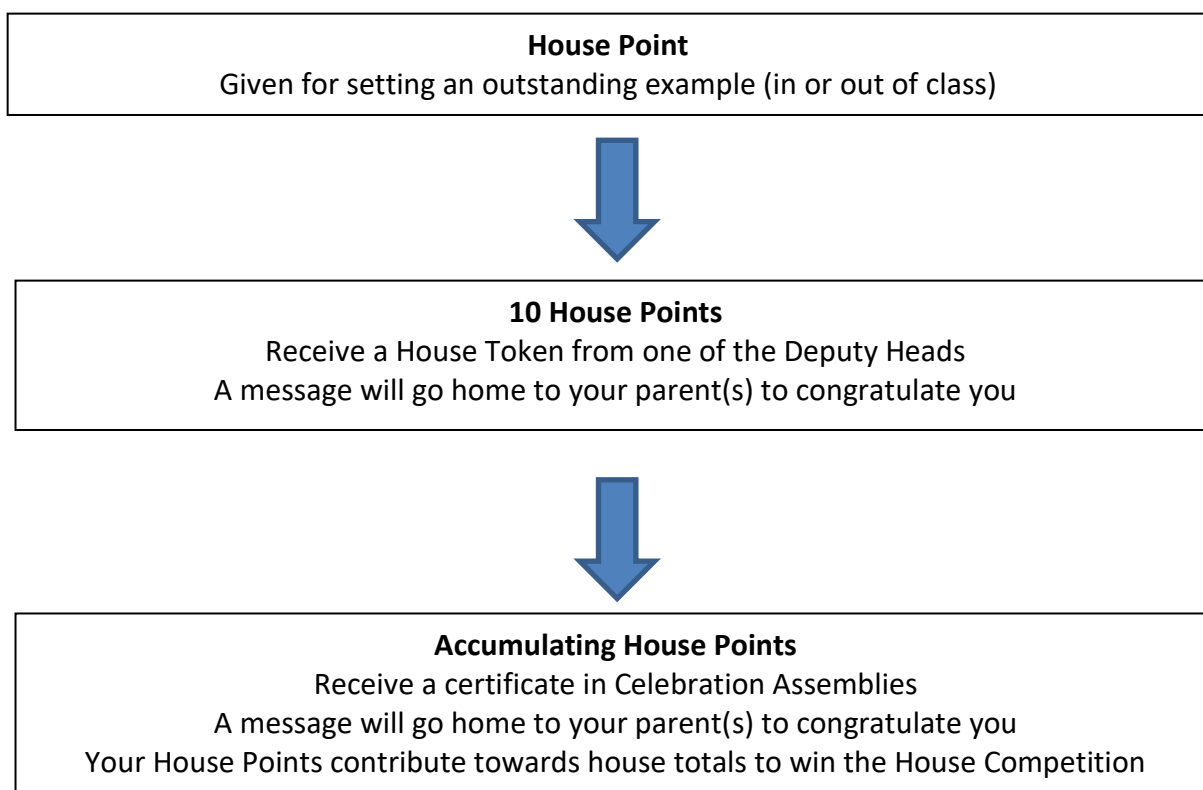
- Excellent effort in lessons
- Particularly strong work or progress in a lesson
- Notable compassion
- Co-curricular commitment
- Additional work
- Excellent leadership

The teacher will put a sticker on the chart in the student planner.

When a student reaches 10 House points they will go to a Deputy Head with their planner where they will receive a House token. This can be used in exchange for a single snack at the Tuck Shop. The token will then be placed in the House points competition display to visually track totals.

If students accrue a certain number of House points they will receive a certificate in the end of term Celebration Assembly.

The House with the most House points at the end of the academic year will receive the House Trophy.



Sanctions:

YELLOW AND RED CARDS

The Yellow and Red Card system is designed to ensure the school environment runs smoothly without disruption to the learning of students or putting others at risk.

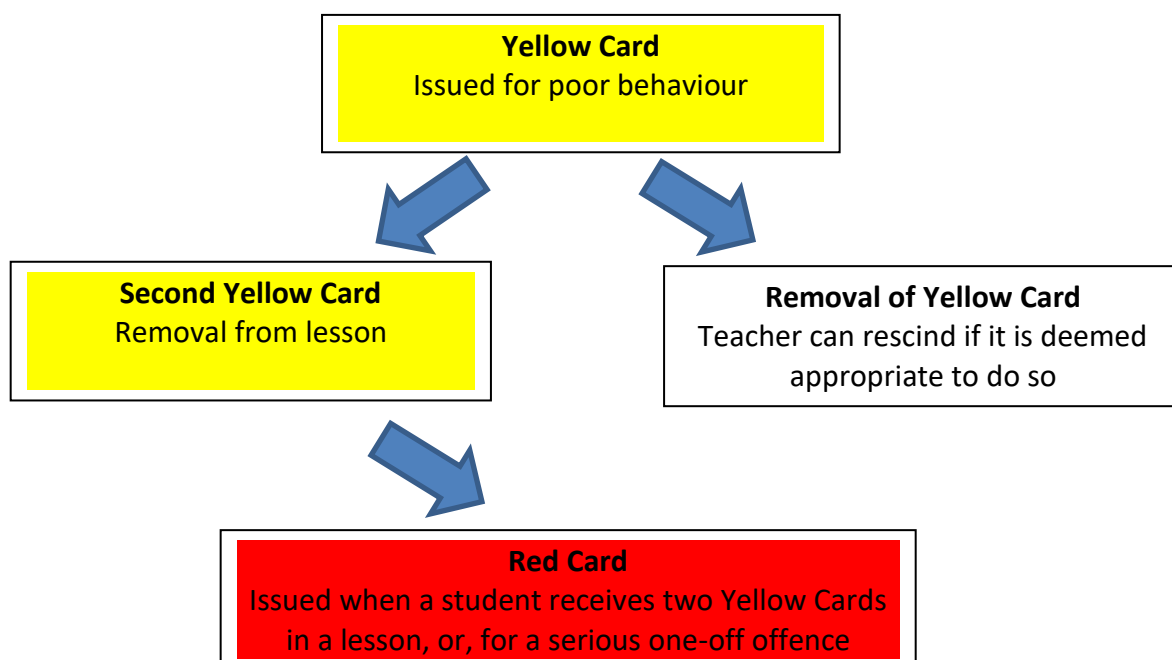
If a student's behaviour falls short of the high standards we expect, we may issue a Yellow Card. In a lesson a Yellow Card may be placed on the desk of the student, it may be told verbally to a student or the name of the student written on the board. The teacher may rescind the Yellow Card if it is deemed appropriate to do so.

If there is persistent poor behaviour in class, the student may be removed from the class and issued with an immediate Red Card.

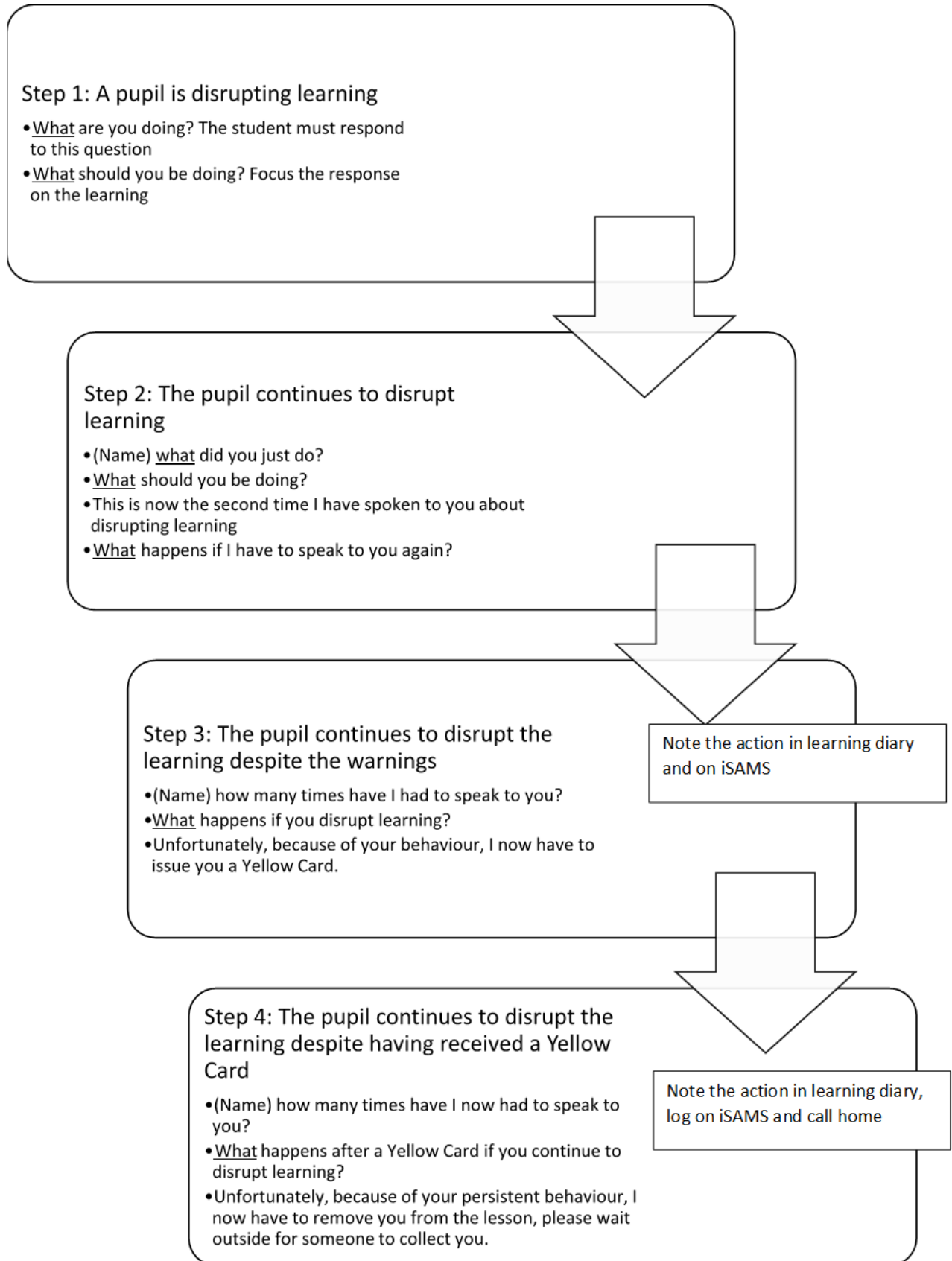
The issuing of a second Yellow Card in the same week (from any member of staff) will result in a detention.

A Red Card may also be issued for a serious one-off offence, in or outside of the classroom, if deemed appropriate by a teacher.

All Red Cards will result in a detention.



Classroom Management Support Strategies



List of Sanctions

Behaviours which may result in a Yellow or Red Card:

Misdemeanor	Indication of sanction
Chewing gum	Red
Repeated incorrect school uniform	Yellow
Persistent talking in class or impairing the learning of others	Yellow or Red
Failure to bring correct PE kit or equipment for a classroom lesson	Yellow
Offensive language	Yellow or Red
Disrespecting the school environment (vandalism) including other people's belongings	Yellow or Red
Persistently late for lessons	Yellow
Having a mobile phone in school (years 7 – 11)	Red

Consequences of Yellow Cards/Red Cards (period: weekly)

Number of Cards	Action
2-3	Detention the following Thursday at 4pm in Room 22
4	Internal FTE – half day
5	Internal FTE – one day
6 or more	External FTE – one day

Please remember students can accumulate a combination of red and yellow cards.

Red Cards are the equivalent of two Yellow Cards

Accruing a number of detentions (period: termly)

Number of Detentions	Action
1	Student to meet with Tutor
2	Student to meet with HOY
3	Internal FTE – one day
4	External FTE – one day
5	Meeting with parents to discuss future at Mount House School

Exclusions in relation to the disciplinary system

If a student reaches the threshold for an exclusion multiple times their length of exclusion period will be increased as a result of taking into consideration their ongoing behavioural record.

For example, if a student has already served a half-day internal exclusion and reaches that same threshold again, it will be escalated to a full-day internal fixed term exclusion, based on the fact they have already served a half-day.

A student who has served all exclusions - half-day internal FTE; full-day internal FTE and full-day external FTE - may mean that any further poor behaviour would normally, at the discretion of the Head, result in permanent exclusion.

Nature of Exclusions: Fixed Term and Permanent Exclusions

A student can be excluded from school. At Mount House there are:

- Internal fixed term exclusions (for a period of up to five days),
- External fixed term exclusions (for a period of up to five days) or
- Permanent exclusions.

Only the Head or, in their absence, one of the Deputy Heads, can exclude a student. The length and type of the exclusion will be decided based upon:

- The nature and context of the incident
- Where all other sanctions have been considered / tried and it is felt there is no other alternative route.
- An escalation or pattern of recurring behaviour that is seriously harming the education or welfare of another student or students
- The context of the children involved (including both the victim and the perpetrator).

External fixed term exclusions can last for up to five days depending on the seriousness of the student's action. In each instance the following will happen:

- **One - two day exclusion:** telephone to parents/guardians and explanation given, followed up with a letter by the end of the next working day. A reintegration meeting will be organised and a parent / guardian must attend before the student can return to school.
- **Three - four days exclusion:** telephone to parents/guardians and explanation given, followed up with a letter by the end of the next working day. A reintegration meeting will be organised and a parent / guardian must attend before the student can return to school. The student is then put on daily report for an agreed period (usually two weeks in the first instance)
- **Five days:** telephone to parents/guardians and explanation given, followed up with a letter by the end of the next working day. A reintegration meeting will be organised and a parent / guardian must attend before the student can return to school. The student is then put on daily report indefinitely.
- **More than five days:** this is rarely used, but essentially this is a long-term exclusion for a student who needs time and space to consider their future with the prospect of final exclusion. The School and parents/guardians work closely during this period.

If an incident happens during the school day, the parents/guardians may be asked to come and pick up their child and have a brief meeting with a member of SLT to discuss the incident.

Permanent exclusion: the Head may find it necessary to use their discretion to permanently exclude a student. The parents/guardians can appeal against the exclusion. Procedure to follow – as per the School's Complaints Policy.

As with all decisions there is a right of appeal (see page five of the Exclusions Policy).

Important Contacts (Internal and External)

- The School's Designated Safeguarding Leads may be contacted via email at the following addresses:
Mr G Crosby, DSL: crosbyg@mounthouse.org.uk
Mrs Hillcoat-Hyde, DDSL: Hillcoat-HydeN@MountHouse.org.uk
Ms P Smyth, DDSL: smythp@MountHouse.org.uk
- ChildLine: 0800 1111.
- Police: In the event of immediate danger call 999, or, in an event which does not require immediate intervention call 101.
- Barnet Multi-Agency Safeguarding Hub (MASH): 0208 359 4066, or MASH out of hours Emergency Duty team: 020 8359 2000.
- Please also see the school's Safeguarding Policy for other specific contact details.