



## Behaviour, Discipline & Exclusion Policy

*This is the Behaviour, Discipline and Exclusion Policy for Polwhele House including the Early Years Foundation. It is published on our website for parents of current and prospective pupils according to ISI Guidelines.*

This document details the aims, principles and strategies for behaviour of pupils and the dealing with disciplinary and exclusion issues at Polwhele House. The policy has been devised by the staff. It is reviewed annually and all parents and prospective parents are aware of its existence.

### Atmosphere at Polwhele House

The children at Polwhele House are expected to behave to a high standard at all times. They are made aware of the school's Code of Behaviour. The tone of the school is such that little "disciplining" is needed. The staff talk to the children in an encouraging manner. If a member of staff requires something to be done in a certain way, he or she normally explains to the children the reasons, and virtually always the request is cheerfully complied with. Ideally, staff do not raise their voices at the children.

The school tries to instil in the children a sense of self-discipline and self-respect. There are clear expectations by the staff on standards of behaviour and work. Essentially there is one fundamental school rule: **children and staff should behave to each other with respect, courtesy and consideration.**

At Polwhele House, individuals are valued and encouraged to achieve within an atmosphere of care and respect for one another. Rewards and sanctions are applied fairly and consistently, and attempts are made to find the cause of any misbehaviour before applying sanctions.

### A positive environment

Perhaps most important of all is the overall climate and ethos at Polwhele. Our ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- the example set by members of staff in their relationships and communications with children
- the support and relationships that members of staff have with each other
- the sense of community within the school and the fact that the children are ambassadors for the school
- interesting and well-prepared lessons that cater for individual needs
- a colourful and stimulating environment in and around the school building
- various opportunities for children with different gifts and talents to see these celebrated
- a recognition that we are all different

## **Code of Behaviour**

The school has high standards of behaviour and endeavours to encourage good standards of behaviour from the moment the child enters the school.

The staff promote self-discipline amongst the pupils and deal appropriately with unacceptable behaviour. In lessons, behaviour must be of a standard that allows constructive teaching and learning to take place, and all staff have a duty to ensure that disruptive behaviour is not tolerated.

Children are encouraged to show respect, consideration and courtesy to others at all times, through, for example:

1. Demonstrating good manners - including 'please', 'thank you' and 'sorry' to staff and each other
2. Holding the door open for others
3. Listening to each other and accepting another's point of view
4. Not shouting out in class
5. Looking for opportunities to be helpful

## **Pre-Prep and Early Years**

Staff will aim to take preventative measures such as talking to a child in a calm manner about an incident, listening to both sides of the story, presenting themselves at all times as unbiased, asking the child for their opinion on their behaviour, asking the child what they should do e.g. say sorry, and may take time from 'Golden Time'. Staff may then refer to the EYFS Co-ordinator, the Head, and may liaise with parents.

Discussion of problems with the children is vital, with the adult trying to assess the situation and the reasons for an incident or problem. Situations may then be discussed with other staff, either informally or, should the situation need it, more formally at a staff meeting or with the Head and the parents.

Sanctions in Early Years take the form of 'time out', missing play time, time removed from 'Golden Time', sending a child to another class, report cards, exclusion - either fixed term or permanent (see below).

## **Rewards and Sanctions**

All rewards and sanctions are applied fairly and consistently.

### **Rewards**

#### a) Praise

The main system of 'rewards' consists of words of encouragement and praise. Every opportunity is sought to praise children, verbally and in writing, for good behaviour in and outside the classroom. In addition good work and behaviour is shared, for example through:

- Children sharing their work with their peers - reading aloud or displaying.
- Children showing their good work to their form teacher.
- Set points given to children for good work or good behaviour.
- Certificates of commendation awarded in assembly, the work displayed on the board in the Prep School and their names published in the weekly newsletter.

- b) Set Points  
All teachers give Set Points to pupils for their general behaviour and for effort and achievement in their work. These are recorded by staff in the class Set Points folder. Set points are counted on a fortnightly basis and the top scorers in each form are congratulated in assembly. At the end of the year, the winning set has a barbeque.
- c) Additional rewards  
Individual teachers may have their own rewards such as star or sticker charts. These are always applied fairly and consistently.
- d) Prize Giving  
At the end of the year, prizes are awarded for effort and achievement in citizenship as well as in curriculum matters.

### **Sanctions**

Sanctions are applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

All staff seek to ensure that punishments are proportionate to the offence, and enable pupils to make reparation where possible. As far as possible, the sanctions applied are constructive.

The following sanctions may be used in the school, as appropriate:

- completion of work at home or in school
- removal from the group or class
- being sent to see the form teacher, Deputy Head or the Headmaster
- carrying out useful tasks to help the school
- completing a 'written reprimand'
- writing a letter of apology
- withdrawal of break or lunchtime privileges
- withholding participation in educational visits or sports events which are not essential to the curriculum
- fixed temporary exclusion
- permanent exclusion.

Where appropriate, instances of unacceptable behaviour are recorded.

### **Deputy Head**

Children who have broken the code of behaviour on several occasions and/or have broken a major rule by:

- Being involved in systematic bullying
- Being offensive to an adult/member of staff
- Physically hurting another child intentionally
- Fighting
- Deliberately vandalizing school property
- Verbal abuse including racist and sexist remarks

...will be referred to the Deputy Head. The Deputy Head will then record this and will decide on a suitable punishment. This might include:

- Break time detention and completion of a written reprimand
- Contacting parents
- Referral to the Headmaster

### Referral to the Headmaster

If the Deputy Head judges it necessary, the child should be sent to the Headmaster. The Headmaster will then implement the following stages:

<b>Stage 1</b>	Discussion/investigation of incidents leading up to this point, explanation of what will happen next
<b>Stage 2</b>	Parents are contacted to explaining the concerns. Further discussion with the child and consideration of strategies to avoid further incidents. Further consideration of intervention strategies and programmes will be considered. Child may be placed on a weekly report card. This is done during a meeting with the parents, child and class teacher where possible. The child is seen on Friday afternoon to review their progress and contact is made with parents on a weekly basis to consider the week's behaviour. A review date is set with parents.
<b>Stage 3</b>	External support will be sought and agencies informed as appropriate.

If these sanctions are not effective and the child continues to disturb the education of others within the school then the Headmaster will begin a process of:

1. fixed-term exclusion
2. permanent exclusion

After a period of 5 days fixed-term exclusion, a member of the Managing Council will be involved in meeting with the child's parents and Headmaster to discuss other possible courses of action.

When children do reach the level of fixed-term exclusion it is likely that they fall into the category of having a high-level of need and could be categorised as a child with Social, Emotional and Behavioural Difficulties (SEBD). At this point (or before) it might be appropriate to call a professionals' meeting to discuss alternative strategies that might be used. The people invited to this meeting should include:

- the Headmaster
- the Form Tutor
- the TA (if applicable)
- a member of a relevant external agency

The outcome of this meeting should be discussed by the Headmaster, the child and the parents.

### Exclusions

Only the Headmaster, in consultation with the Chairman of the Managing Council, may exclude a pupil whose behaviour he feels is seriously unsatisfactory. Pupils may be excluded for one or more fixed periods or permanently.

For serious, or persistent breaching of the school's Discipline & Exclusion Policy and the Code of Behaviour, pupils can be excluded for one or more fixed term periods, not exceeding more than 30 days in one school year. A decision to

exclude a pupil permanently will only be taken as a last resort, when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or an exceptional 'one off' offence has been committed, e.g:

- serious violence, actual or threatened, against another pupil or a member of staff
- serious abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

### **Parental Co-operation**

We always seek parental co-operation in all events.

### **Appeals**

Parents are entitled to appeal to the school against an exclusion. A letter stating the intention to appeal should be sent to the school. A hearing will be set up as quickly as possible, but within ten days at the latest. The decision made by the panel is final. The panel will be made up as per the complaints panel.

### **Continuing Education**

During any fixed-period of exclusion the school will continue to provide education for a pupil, for example through work to be completed at home, during any fixed-period of exclusion. The school will consider ways in which to reintegrate the pupil post-exclusion.

### **Corporal Punishment and Restraint**

In accordance with the law the school does not use corporal punishment; however, the Headmaster has authorised the staff to use 'reasonable force', when necessary, to prevent pupils from:

- endangering themselves or other pupils and staff
- causing serious damage to the premises and property.
- A record is kept of any occasion where physical intervention is used and parents and/or carers are informed on the same day or as soon as reasonably practical

The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)*
- *Causing personal injury to any person (including the pupil themselves)*
- *Causing damage to the property of any person (including the pupil themselves)*
- *Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise*

The Act also defines to whom the power applies as follows:

- *Any teacher who works at the school*
- *Any other person whom the head teacher has authorised to have control or charge of pupils*

All of our staff are advised on the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training

on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate include:

- *The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used*
- *The chances of achieving the desired result by other means*
- *The relative risks associated with physical intervention compared with using other strategies*

Every member of staff will inform the Headmaster immediately after he/she has needed to restrain a pupil physically. The school will always inform a parent when it has been necessary to use physical restraint and invite them to the school, so that we can, if necessary, agree a strategy for managing that individual pupil's behaviour.

### **Searching of Children**

In certain circumstances, it may be deemed appropriate to search a child. Examples of items that may be searched for are:

- Knives, weapons, alcohol, drugs and stolen items
- Fireworks

Only the Headmaster or a member of school staff authorised by the Headmaster will carry out the search and only if there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item. The person carrying out the search must be of the same sex as the pupil being searched and there must be a witness, also a staff member who should also be of the same sex.

In all cases, the parent of the pupil must be contacted prior to any search to ask them for permission to conduct a search or to attend to conduct the search themselves.

### **Behaviour Support Systems**

Where appropriate, behavioural targets are discussed and agreed between the teacher and pupil.

### **Involvement of Parents**

At Polwhele House we believe that parents play an important part in promoting good behaviour and their support and involvement is encouraged. Parents are regularly informed about their child's behaviour both formally and informally, e.g. written reports, parent-teacher meetings, chats at the end of the school day, notes home. When appropriate they are involved in disciplinary cases.

### **Involvement of Pupils**

In accordance with Article 12 of the UN Convention on the Rights of the Child, Polwhele House involves the children in reviewing and setting the school's Code of Behaviour, for example through:

- Assemblies
- Circle time
- Discussing and setting class rules
- PSHE and RE lessons
- School Council meetings

In addition, when drawing up an Individual Behaviour Programme or Individual Educational Programme, the views and needs of child are taken into account. Where appropriate, the SENCo will ensure that the needs of pupils with special needs are properly taken into account

**Equal Opportunities**

All rewards and sanctions are applied fairly and consistently and in accordance with the school's Equal Opportunities Policy.

**Reviewed:** April 2009, July 2011 (DM), September 2012, June 2012 (SMT), June 2015, March 2017

**Review date:** According to the school's three-year policy review cycle