

POLY COVER SHEET

BEHAVIOUR, REWARDS AND EXCLUSION POLY

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Review Information – Annually or following a change in legislation

Read and signed by

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Polwhele House
GROWING CORNWALL'S FUTURE



POLY REVIEW

REVIEW JOURNAL

Version	Approved By	Revision Date	Description of change	Author
Sept 2021	HM	Sept 2022	KCSiE 2021 update	HM

In addition, this policy is based on:

DOCUMENTS & GUIDANCE REFERED TO IN REVIEW

Document/Guidance	Date
Behaviour and discipline in schools (DfE), 2016	May 2019
Searching, screening and confiscation at school, 2018	May 2019
The Equality Act, 2010	May 2019
Supporting pupils with medical conditions at school, 2017	May 2019
Use of reasonable force in schools, 2013	May 2019
Keeping Children Safe in Education, 2021	September 2021
Working Together to Safeguard Children, 2018	May 2019
Special Educational Needs and Disability (SEND) code of practice, 2015	May 2019
Searching, Screening and Confiscation at School (DfE), 2018	May 2019
DfE <i>Getting the Simple things right: Charlie Taylor's behaviour Checklist</i>	May 2019
When the Adults Change by Paul Dix	September 2020

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BEHAVIOUR, REWARDS AND EXCLUSION POLICY

'Karenza Whelas Karenza'

This Polwhele House School Policy relates to the whole School including EYFS and Boarding provision as well as all School related activities both on and off-site.

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools, 2016
- Searching, screening and confiscation at school, 2018
- The Equality Act 2010
- Use of reasonable force in schools, 2013
- Supporting pupils with medical conditions at school, 2017
- Keeping Children Safe in Education, 2021
- Working Together to Safeguard Children, 2018
- Special Educational Needs and Disability (SEND) code of practice, 2015.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014: paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

3. Our Values and Approach

Polwhele House Values underpin our behaviour strategy and are understood by every pupil.

They are neatly summed up in the following 3 words:

- Ready
- Respectful
- Safe



Teachers are encouraged to consider with children and in their classroom practice the subtext of these values, which can help children learn more about our culture:

- We Meet and Greet
- We Challenge
- We Reward
- We Educate
- We Aim High
- We are Proud
- We are Kind
- We Respect Each Other

Our School Values permeate through all areas of School life including our Life Skills scheme. The Values also promote SMSC, British Values, the Prevent Strategy for Schools and the UN Convention on the Rights of the Child. Polwhele's Values are known by every child and staff member.

Polwhele House has an ethos of care, respect and forgiveness which is reflected in our School Values. The School promotes rewards and praise rather than criticism and sanctions. The pupils receive rewards in the following way:

Rewards

- Praise
- House points
- Stars, stickers, sticker charts (Pre-Prep)
- The award of house tokens for supporting the values
- Positive comments to parents (written or oral)
- Special responsibilities/privileges
- Commendation awards – work or description of attitude/behaviour included on display wall and named in the Polwheler Newsletter
- Special mentions in assemblies for a variety of achievements
- Prizes awarded for effort, achievement and citizenship as well as in the curriculum and academic areas at Prize Giving
- Form treats and visits
- Praise postcards

When necessary, a pupil will be disciplined in line with this policy. Taking into account the individual, staff may use one or more of the following sanctions in response to unacceptable behaviour that does not reflect the School Values:



Sanctions

- Discussion of behaviour
- Restorative process: Meeting with pupil as part of the restorative approach; Completion of 'Time to Think' document. Letters or phone calls home to parents Agreeing a Behaviour Plan
- A verbal warning or reprimand
- Expecting work to be completed at another time
- Time out of activity/playtime if a child needs calming time (accompanied by staff member)
- Writing a letter of apology
- Carrying out useful tasks to help the school community
- Putting a pupil 'on report'

See appendix 3 for Support and Sanction ladder

4. Definitions

Misbehaviour is defined as the following by the DfE in their document *Behaviour and discipline in Schools Advice for headteachers and school staff*:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork or homework without just cause
- Unacceptable attitude
- Incorrect uniform
- Disrespecting school or other's property

Serious misbehaviour (levels 2 – 4 on the Sanction Ladder) is defined as:

- Verbal or physical aggression
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Serious Vandalism of school property or other's property
- Theft
- Discriminatory comments including race, disability, religion, culture or gender
- Breaking the age-appropriate "Acceptable ICT Use" policy.

Malicious accusations against staff. Please refer to our *Child Protection Policy & procedures for dealing with allegations of abuse against staff*.

5. Bullying

Please see *Polwhele House's Anti-Bullying Policy*.



6. Roles, Responsibilities and involvement

The Managing Council

The Managing Council is responsible for monitoring this Behaviour Policy's effectiveness and holding the Head to account for its implementation.

The Head

The Head is responsible for reviewing and approving this Behaviour Policy. The Head will ensure with the Deputy Head that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

The staff promote self-discipline amongst the pupils and deal appropriately with unacceptable behaviour according to this policy. 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.

All staff are responsible for:

- Mentioning the appropriate value when reprimanding a child
- Ensuring that all children are aware of the values
- Implementing the behaviour policy consistently

Parents

At Polwhele House we promote a good partnership between Staff and Parents. We believe this is in the best interests of every pupil, for the School and Parents to be working together. Each year parents are referred to the website with the school's Behaviour and Rewards policy as well as the Pupil Code of Conduct and asked to re-read it with their children.

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct and work with the school to maintain the expected standards
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behaviour concerns with the Form Tutor promptly



Pupils

In accordance with Article 12 of the UN Convention on the Rights of the Child, Polwhele House involves pupils when creating behaviour expectations. The School Values and their impact are very important to the pupils as shown by the strong pupil voice in School Council meetings, assemblies, form time, Life Skills lessons and Religious Studies lessons. Every pupil's voice matters and their views are taken into account when creating individual behaviour plans which also adheres to the SEND Code of Practice 2015.

Pupils are expected to:

- Follow the School Values in their behaviour, interactions and attitude
- Behave in an orderly and self-controlled way
- Demonstrate good manners
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Wear the correct uniform at all times
- Accept sanctions when given, following opportunities to reflect and consider change
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

See appendix 2 for Pupil Code of Conduct, which all staff and children are aware of.

7. Behaviour Management

a) Lesson Behaviour management

Teaching and support staff are responsible for setting the tone and for positive behaviour within lessons. The following guidance has been taken and adapted from the DfE *Getting the Simple things right: Charlie Taylor's behaviour Checklist*:

Classroom

- Follow behaviour policy
- Know the names and roles of any adult in lessons
- Meet and greet pupils when they enter the room
- Display Tokens sheet and keep it up-to-date
- Ensure all pupils are aware of the Values
- Follow through with rewards and sanctions

Pupils

- Have a seating plan to aid effective learning
- Understand pupils' individual needs
- Have strategies ready to use to challenge behaviour that does not reflect the School Values



Teaching

- Model behaviour that embodies the School Values
- Consistent approach – follow School policies
- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate learning to support and extend all pupils
- Stay calm (only raise voice for safety purposes)
- Have clear routines for transitions and for stopping the class
- Teach pupils the class routines and expectations
- Display the rewards in class
- Plan and teach stimulating, meaningful lessons
- Understand pupils' special needs

Parents

Give feedback to parents about their child's behaviour – let them know the good as well as the challenging.

b) Corporal Punishment and Physical restraint

In accordance with the law, the school does not use corporal punishment.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Endangering themselves or other pupils and staff
- Causing serious damage to the premises and property

Please refer to our separate Positive Handling and Restraint Policy as well.

Incidents of physical restraint must:

- **Always used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to the Head or Deputy within 24 hours parents/carers where possible before the child returns home.



(c) Search & Confiscation

Searching pupils and confiscation of items is conducted in line with the DfE's latest guidance on searching, screening and confiscation and staff and parents are asked to refer to this document for further details (Searching, Screening and Confiscation in Schools 2018, DfE).

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The Head and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searching with consent - Schools' common law powers to search

School staff can search pupils with their consent for any item.

Also please note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

Searching without consent

The Head and staff authorised by him have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff must be the same sex as the pupil being searched and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or



they might notice a pupil behaving in a way that causes them to suspect that the pupil is concealing a prohibited item.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

These items will be returned to parents after discussion between SMT and the parents, if appropriate or may be given to the authorities.

8. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of the pupil.

At Polwhele House we value positive teacher/pupil relationships and use this knowledge of individual children to support our behaviour systems. Listening to children's views and in collaboration with parents we identify staff mentors for children who may need more support. These approachable staff mentors guide and provide a non-judgemental, safe place for children to discuss their behaviour and concerns.

Teachers have a consistent approach when encountering poor behaviour embodied in the process of:

- Stop
- Notice
- Remind
- Move on

Staff who have encountered behaviour which is against the School Values and who have had to take further measures will first use the Restorative Plan. The child will remain with another adult until the teacher involved can speak with the child.

This meeting will follow an agreed process (see Appendix 4) with staff being trained in managing the meeting positively. Restorative Meetings will be reported to the Head, who will gather instances involving individual children and monitor the process as follows:

1st Restorative – With class teacher

2nd Restorative – With Class teacher and Dep Head

3rd Restorative – With Class teacher (Dep Head if requested) and Parents

Final Restorative – With Class teacher, parents and SLT

Parents will be informed at the second stage.

Children who need more support and guidance can be given a daily/weekly Report Card or Behaviour Plan are encouraged to keep a Positive Reflection Diary. These are discussed with parents before issuing them to a child. These documents are used to encourage positive behaviour, interactions and attitudes. They are reviewed daily by



the child alongside their Form Tutor to aid reflection and restorative practice. These can also be shared on a weekly basis by the child, Form Tutor and Deputy Head to ensure good progress, celebrate success or to determine if further intervention is needed.

The school's SEND co-ordinator will support the evaluation of a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The SEND co-ordinator will also be involved when creating Behaviour Plans with pupils with SEND, dependant on their needs.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify and support specific needs.

When acute needs are identified in a pupil, we will liaise with appropriate external agencies and plan support programmes for that pupil. We will work with parents to create the plan and review it on a regular basis, ensuring good communication with all involved with the pupil at the centre of our care.

We also ensure that pupils are supported with their behaviour during boarding times and apply the same individual approach focussing on quality staff/pupil relationships when they are staying in our care overnight.

If the sanctions from Stage 3 (see Appendix 3) are not effective and the child continues to disturb the education of others within the school then the Head 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 Head 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 Head
- the Form Tutor
- the TA (if applicable)
- a member of a relevant external agency

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

Exclusions

Only the Head, in consultation with the Chairman of the Managing Council, may exclude a pupil whose behaviour she 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 Behaviour Policy and the 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 using our remote learning provision during any fixed-period of exclusion. The school will consider ways in which to reintegrate the pupil post-exclusion.

9. Pupil transition

To ensure a smooth transition between different years in the school, pupils have opportunities to get to know their new form tutors. In addition, staff members hold transition meetings sharing both pastoral and academic information.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for other pupils transferring to other schools. In weekly staff meetings, individual pupils are discussed so any behaviour issues are raised and discussed with staff so all are aware.

10. Staff Training

Our staff are provided with training and information on managing behaviour, including proper use of restraint, as part of their induction process.



Behaviour management will also form part of continuing professional development.

11. Equal Opportunities

All rewards and sanctions are applied fairly and consistently and in accordance with the school's Equality and Inclusion Policy, with consideration for the Equality Act 2010.

12. Review

This behaviour policy will be reviewed by the staff, Head and Managing Council every year. At each review, the policy will be approved by the Head.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection Policy and Procedures
- Anti-Bullying Policy
- Life Skills Policy
- Staff Code of Conduct
- Special Educational Needs and Disabilities & Learning Support Policy
- Online Safety Policy
- ICT Acceptable Use policies
- Positive Handling and Restraint Policy
- Equality & Inclusion Policy
- Mental Health Policy
- SMSC Policy (including British Values)

Created: May 2019

Reviewed: September 2019; September 2020; September 2021

Review date: According to the school's policy review cycle



Appendix 1: Pupil Positive Behaviour examples

PUPIL POSITIVE BEHAVIOUR EXAMPLES

- Demonstrating behaviour that reflects the School Values and 3 Rules: Ready, Respectful and Safe
- Demonstrating good manners – including ‘please’, ‘thank you’, and ‘sorry’ to each other and staff
- Holding doors open for adults and others
- Listening to each other, staff and accepting other's points of view
- Waiting for the right time to add to discussion
- Being helpful, reliable and responsible
- Showing good behaviour for learning – listening, concentrating, showing resilience and self-control, following direction, showing a growth mindset and doing their best
- Good table etiquette at lunchtime
- Showing tolerance, kindness and compassion towards all others
- Developing positive relationships and friendships including thoughtful, inclusive playtimes



Appendix 2: Pupil Code of Conduct

PUPIL CODE OF CONDUCT

At all times pupils are expected to be:

- Ready
- Respectful
- Safe



Appendix 3: Support and Sanction ladder

	Type of Behaviour	Response to behaviour
Low level	<p>Behaviour that does not reflect the School Values.</p> <p>Disruption in lessons, in corridors, and at break and lunchtimes</p> <p>Non-completion of classwork or homework without just cause</p> <p>Unacceptable attitude</p> <p>Disrespecting school or other's property</p>	<p>Managed by teacher on duty/teaching class</p> <p>Use positive strategies to encourage behaviour in line with School Values e.g.</p> <ul style="list-style-type: none"> *Reminder of School Values *Praise when seen behaving well *Parallel praise *Talking quietly to individual pupil *Restorative approach *Provide opportunities for change *Stand/sit by teacher *Support child/children with making an apology *Retrace steps and walk *Visual timers *Pre-empt situations *5 minute Time out in playground given if needed
Stage 1	Persistent low level behaviour	<p>Managed by teacher and Form Tutor:</p> <p>As above and if relevant:</p> <ol style="list-style-type: none"> 1) Time out in class/playground/dining room with teacher in charge 2) Restorative meeting 3) Complete 'Time to Think' sheet with the teacher 4) Incident recorded by teacher in behaviour log in central folder in staff shared area and reported to form tutor. Deputy Head made aware. 5) Parents informed the same day of incident by form tutor <ul style="list-style-type: none"> *Check-ins with Form Tutor – sharing work etc *Form Tutor to issue a 'Positive Reflection Diary' – discussion with child and parent before putting it into place *Children supported in making an apology
Stage 2	<p>Continuation of low level & stage 1</p> <p>Serious misbehaviour:</p> <ul style="list-style-type: none"> *Persistent/Repeated breaches of the School Values *Verbal or physical aggression 	<p>Managed by Deputy Head</p> <ul style="list-style-type: none"> *2nd and 3rd restorative meeting *Behaviour Plan in place once three Time to Think meetings have taken place

	<ul style="list-style-type: none"> *Serious Vandalism of school property or other's property *Theft *Discriminatory comments *Serious challenge to authority *Bringing banned/prohibited substances or items into School *Breaking the "Acceptable ICT Use" policy. 	<ul style="list-style-type: none"> *Formal meeting with parents (Complete 'Comments Record') *Weekly review of behaviour as needed *Staff mentor put into place through discussion with child and parents *Positive Reflection Diary – reviewed weekly *Report Card following three 'Time to Think' meetings *Children supported in making an apology
<p>Stage 3</p>	<p>Continuation of stages 1 and 2 High level serious behaviour</p>	<p>Managed by Head with Deputy Head</p> <p>Apply positive strategies to encourage appropriate behaviours in line with the school's ethos & values e.g.</p> <ul style="list-style-type: none"> *Final restorative meeting *Formal meetings with parents (Complete 'Comments Record') *Staff mentor support more regularly – led by staff *Behaviour Plan in place, advice from SENDCO, outside agencies regarding targets, strategies & interventions *Involvement of parents in weekly monitoring of Behaviour Plan and Log (Complete 'Comments Record') *Response Plan in place discussed in staff meeting to support consistency in approach *Report Card *Behaviour Plan and Log *Involvement of parents – daily monitoring of Behaviour *Plan and Log (Complete 'Comments Record') *Positive Reflection Diary – reviewed daily <p>Suspension if appropriate</p>
<p>Stage 4</p>	<p>Exclusion</p>	<p>Managed by Head in consultation with the Managing Council</p> <p>Fixed term exclusion – length is dependent on the severity and frequency of the incident/s and the child's ongoing behaviour and will increase as a response to serious and persistent inappropriate behaviour</p>

Appendix 4

RESTORATIVE MEETINGS

When to Hold a Restorative Meeting

Not every incident needs to be resolved with a restorative meeting.

You should hold a restorative meeting when:

- Trust is broken
- Behaviour has fallen below minimum standards
- Tempers have frayed
- Manners have disappeared
- Something has been said that should not have been.

Questions you can ask

Q1. What happened?

Q2. What were you thinking at the time?

Q3. What have you thought since?

Q4. Who has been affected?

Q5. How have they been affected?

Q6. How can we do things differently in the future?



STAFF RESTORATIVE SCRIPT CARD



RESTORATIVE SCRIPT:

1. What happened?
2. What were you thinking?
3. Who was affected?
4. How have they been affected?
5. What needs to happen to make things right?
6. How can we do things better in the future?

If a child finds it difficult to open up:

- Use scales: 'on a scale of 1-10 how angry were you?'
- Offer some time. 'I can see you are not quite ready to talk, would you like a minute or two?' 'I can see you are still upset, would you like to meet tomorrow when you have had some time?'
- Offer support: 'Would you like Mrs Y to sit with you to support you with the answers?'
- Demonstrate best practice: Answer questions yourself and set a good example.
- Paint a picture, 'Imagine if you were Jonathan who needed to get to his guitar practice at lunch, how might you feel?'

How to lead a Restorative Meeting

- Do not sit behind or on your desk
- However irritated you are with their behaviour, focus on the outcome you want.
- Reserve enough time for the meeting.
- No need for lots of notes.
- Leave the door open.

- Feel free to answer the questions yourself too.
- Try to avoid judgemental language, it will only get a defensive response.
- Resist any interruptions
- End the meeting on a positive note.

Involving Parents

Parents have a huge role to play in supporting a school with behaviour.

If a student is not meeting your expectations that a call home should be made.

When a student surpasses your expectations or makes good progress since your last conversation then a call home should be made.

Always inform the Head if you contact parents about a child's behaviour.

The learning partnership

