



ST PETER'S

PREPARATORY SCHOOL

Behaviour, discipline & exclusion policy

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(Director of Pastoral Care/Head of Upper School/Director of Learning Success)

Approved by Head:

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BEHAVIOUR, DISCIPLINE & EXCLUSION POLICY

1. OVERVIEW

Management of discipline in the school is the responsibility of the Head. Direct assistance is provided by the Director of Pastoral Care, Senior Master, Deputy Head and on a day to day basis, all staff. The Head of the Pre-prep has devolved responsibility for discipline in the EYFS setting. This policy applies to the whole school, including the Early Years Foundation Setting.

The school holds a copy of DfE Guidance 2014 *Behaviour and Discipline in Schools* and this has helped to shape our documentation. We recognise our duties under the terms of the Equality Act 2010, especially as regards pupils with SEND and we aim to make reasonable adjustment for these according to need.

In maintaining good behaviour and discipline at St Peter's, we rely on setting high standards of expectation and praising positive contributions rather than on authoritarian techniques. This consistent approach, depends on strong school leadership and classroom management, mutual respect, consideration, courtesy and common sense (the 3Cs). High standards of behaviour and discipline are therefore achieved because that is seen as the 'right thing to do', rather than through fear of punishment. We believe this actually teaches good behaviour. Additionally, staff model good behaviour and discipline to pupils, publicly highlighting and rewarding good examples.

Children's welfare, progress and behaviour are discussed weekly at staff meetings. This also provides opportunities to review and adapt practice as necessary, ensuring regular staff development and support. A review of organisation and facilities is also enabled through this process and through meetings of the H&S, and Operations committees.

At St Peter's we value (in no particular order):

- Happiness and fun
- Politeness and good manners
- Kindness and tolerance of others
- Persistence of effort and hard work
- Empathy
- Sharing
- Honesty
- Cooperation
- Academic, cultural, personal and sporting success
- Independence of thought

- Respect for other people's possessions
- Good communication

Our curriculum recognises and rewards these characteristics through the St Peter's School Bacculaureate® Award (St Peter's Qualities section).

Pupils will be expected to:

- conduct themselves around the site in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in prep at the time requested
- show respect for the working environment
- Follow the school rules.

2. REWARDS AND RECOGNITION

We strive to encourage the best performance in all our children, through a policy of recognising and praising good behaviour. Poor behaviour is not acceptable, but by concentrating on accentuating the positive we try to cultivate an atmosphere conducive to living and learning together. Children's efforts are rewarded and recognised as follows:

2.1 Rewards

A system of positive rewards is used throughout the school (EYFS - Stickers; Y1-Y8 - Bonuses) These are awarded for effort and as a result of a graded or assessed piece of work (see marking policy). Bonuses are collected each week during the Friday tutor session and good performances are acknowledged in assembly the next week. Stars/stickers may also be awarded to celebrate good behaviour in the Early Years. Good performance is highlighted by the Head during Tuesday and Friday assemblies.

In all years (R-8), House Points may be earned as a reward for commendable acts which are not academically focused. These are added to the total for the pupil's School House and celebrated in House meetings and assemblies.

Speech Day and Achievement Assemblies

Prizes are awarded termly and annually to pupils for outstanding effort and achievement, for outstanding endeavour and for success within the 7 areas of the St Peter's School Bacculaureate®, including St Peter's Qualities.

2.2 Good Citizenship

Excellent examples of good citizenship may be recognised in assembly by the presentation of a 'Community' or 'Nurture' award. Lesser examples can be recognised on a daily basis by being awarded house points.

2.3 Colours

Colours Policy (Years 6 and 8 only)

We are proud of all of the children who represent us and we value their contribution to the overall success of our school. Colours are awarded to pupils in Years 6 and 8 in recognition of outstanding contributions to Sport and Outdoor Education, Performing Arts and Creative Arts.

Traditionally, colours are awarded in the following areas:

Sport and Outdoor Education	Performing Arts	Creative Arts
Rugby Hockey Netball Football Squash Athletics Cricket Rounders	Drama Music	Design Technology Art

Colours will be awarded to a pupil if he or she fulfils **all** of the criteria below:

1. Performing to the highest level in his or her age group.
2. Maintaining the highest standards throughout the preparation period (i.e. rehearsals, building a portfolio, training sessions) and demonstrating excellent self-organisational skills (e.g. taking care of kit/props/instruments, punctuality, learning lines & cues, etc.)
3. Demonstrating outstanding teamwork and being an exemplary role model, especially for younger members of the school.
4. Showing and maintaining a desire to lead his or her age group.
5. Demonstrating exceptional St Peter's qualities in visits, matches, tours and community activities.

Important points to note:

- Colours are awarded at the discretion of the Head of Faculty.
- Only in exceptional circumstances will colours be awarded to pupils in Years 5 and 7.
- The school reserves the right to take away colours if standards fall below the expectations outlined above.

3. OUT OF BOUNDS

There are certain areas that are out of bounds to all pupils. (Those marked with an asterisk indicate where pupils are not permitted without permission or supervision).

- Front Door (Main House)
- Staff Room including Deputy Head's Office
- * Car parks (except for staff car park whilst moving around the school site)
- Lawns (if wet)
- Beyond zebra crossings
- Out of Back Gate
- * Sports Hall
- * Sports Hall Store
- * Stationery Cupboard
- Beyond the Natural Boundaries of the School, i.e. Fences, Hedges
- * Woodland walk
- * Workshop
- All Roofs
- "Child Free Zone" near back gate
- Adventure Playground unless supervised by staff
- * Research and Learning Hub/Science Lab/Art DT studio without staff authorisation

4. ENCOURAGING GOOD MANNERS

We have extremely high expectations of good manners and politeness at St Peter's. Children are encouraged to respect themselves, each other and staff, and to behave with common sense, courtesy and consideration at all times.

Examples of good manners should be highlighted regularly in assembly, in class and in passing, so that a culture of politeness is maintained throughout the school.

Pupils are expected to use Christian names at all times when referring to each other, or names that are acceptable to the other person. When pupils refer to Staff they should use Mr, Mrs or Miss/Ms plus surname. 'Sir' is also accepted for male staff. Any communication between staff and pupils should be conducted in a civilised fashion; the use of slang must be corrected, incorrect use of English should be pointed out. Hands should be out of pupils' pockets when talking to adults.

4.1 Dining Room

All staff should encourage the correct table etiquette at all times. Pupils should ask to leave the table and show high regard for accepted manners and behaviour. Pupils are encouraged to eat 'a little of everything' and to try unfamiliar food. Taster pots are available on request. What they may leave is at the discretion of the staff.

5. SANCTIONS AND SUPPORT FOR PUPILS

In a well-run school with a positive environment and extensive opportunities for purposeful activity, conduct is invariably good. Discipline, of course, has to exist. However, the majority of pupils will pass through the School without being involved in any serious disciplinary processes. The aim is to develop a happy School with a friendly, family atmosphere in which pupils grow up to act reasonably with consideration for others and by consent rather than by compulsion.

This approach is not a soft option - it is a much more difficult way than the imposition of an authoritarian regime where youngsters, through fear, do unquestioningly as they are told. Our personal standards and example are a major influence and it is particularly important that we do not appear to take the help and co-operation of the children for granted. Pupils should be shown the same respect, courtesy and thanks that one would give to an adult in similar circumstances. Good discipline and high standards generally within the School depend on all of us all the time. The form based structure of the School demands that, for the School to be successful, the whole staff must be concerned with maintaining high standards in all respects. In itself, such a positive attitude is probably the most important single contribution that each of us can make to the effective running of the School.

We operate a scheme called 'Good To Be Green' from EYFS to Year 4 inclusive. This involves children being given immediate feedback on their behaviour by use of a yellow or red card. Good behaviour is rewarded with 'Golden Time' at the end of the week.

Misdemeanours are categorised on a sliding scale, which is designed to be transparent and fair. Sanctions are applied according to the category of misdemeanour, bearing relevant circumstances in mind.

All sanctions of level 2 or above should be recorded in the Day Book sanctions log on Schoolbase. For 'lesser offences' it is recommended that tutors keep an informal note in their diaries in case of repetition. The Director of Pastoral Care makes regular checks of the sanctions log and can therefore follow up as required. Incidents lower than L6 can be recorded at the discretion of the member of staff.

Good communication with parents is key to the successful management of behaviour; tutors should be in regular contact, either face to face, by telephone, email or through the homework diary.

Level	Example Misdemeanour	Example Sanction	Action
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1	Running on a pathway, throwing paper; calling out; chewing gum; not following instructions; incomplete class work; no homework; lack of equipment.	A verbal reprimand explaining reasons and giving guidance so as to avoid repetition. Catch up club if required	Dealt with by staff at source. Senior Master informed if in Catch up club.
2	Persistent minor incidents; minor abuse of another child's possessions; continually off task	A formal reprimand. Clear exposition of what is wrong, required and expected.	Dealt with by staff at source. Consider making an informal record or log in sanctions log on Schoolbase if necessary.
3	Use of foul language or rudeness to staff or pupils	Some form of appropriate community service (e.g. litter picking, clearing in dining room, tidying resources etc.) Break time detention. Missing of activities. Cooling off period in safe place.	Dealt with by staff, also referred to form tutor for further action. Personal meeting with pupil. Record in log on Schoolbase. Tutor contacts parents and completes a communication email.
4	Physical abuse/Aggressive behaviours.	All of above plus incentive card to help modify undesirable behaviour. Possible lunchtime detention.	Refer to Head of Lower School (Y5 & below); Senior Master (Y6+). If immediately apparent that sanctions are not effective, refer to Director of Pastoral Care.
5	Bullying another pupil.	Director of Pastoral Care detention.	For bullying incident, initiate Bullying & Serious Incident protocols. Refer to Director of Pastoral Care.
6	Serious breach of conduct; abuse to a member of staff; repetition of L4/5 behaviour	Head's detention	Refer to DH/Head/DoPC
7	Behaviour resulting in serious danger to self or others. Reluctance to accept authority or to modify behaviour.	Suspension	Head/DH/DoPC
8	Committing an excludable offence (see exclusion policy). Repetition of L7	Exclusion	Head/DH/DoPC

(Levels 3 -8 would all involve communication with parents)

SUPPORT STRUCTURES FOR PUPILS CAUSING CONCERN

The following structures exist within the school to support pupils whose behaviour is causing concern. Referral to these areas of support is via the Director of Pastoral Care and in all cases parental involvement is essential.

Pastoral Support Plans

These plans are for pupils who require ongoing support to help improve their behaviours. They last for a term. Pupils are set targets and the school's interventions are stated.

Staff Mentoring

A team of staff mentors works within the school to support and encourage pupils who are not achieving their potential.

Placement on the SEN Register

Pupils on the register are monitored by the Director of Learning Success and appropriate interventions are put in place.

External Support

The use of external agencies, such as counselling or support services is always an option in cases of need. These have proven extremely useful in meeting the needs of children in need.

5.1 Restraint

Smacking, slapping or shaking is illegal. Practices which threaten or frighten children should not be used. It is permissible to take necessary physical action in an emergency to prevent personal injury to either the child, other children, an adult or serious damage to property.

Physical contact with pupils is sometimes appropriate for: care; instruction; restraint. Staff should always be able to justify resort to physical contact in any situation. The nature of the contact should be limited to what is appropriate.

Restraint should involve only the minimum force necessary to protect children at imminent risk from harming themselves or others, or inflicting damage to property. Incidents should be logged in the Record of Restraints file and reported to parents on the same day or as soon as reasonably possible.

Possible examples could be:

- A child with epilepsy suffers a fit
- Two children are involved in a fight and it is necessary to separate them
- A child has lost their temper, needs to be removed from the situation and refuses to heed repeated requests to that effect
- A child is attempting to run away from school (or may even be absorbed in a game) and is heading for an area which may result in them becoming harmed (road, fence etc.)

- A child is swinging a cricket bat at others and refuses to stop when asked
- A deaf child is heading for danger
- A pupil running on the path is in imminent danger of colliding with another person

5.2 Searching Pupils and their possessions

Pupils and their parents are made aware that some possessions are not permitted in school time, and some articles are banned. Where necessary, staff will search and confiscate banned items.

In such cases, it is always best to ask the pupil whether they have the item/s in their possession, as an honest response provides a good basis for a satisfactory learning outcome.

Items included in the list of prohibited articles include, but are not limited to:

- knives or weapons
- alcohol
- illegal drugs or allied paraphernalia
- 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. These include, but are not limited to:

Mobile phones

Laser pens

Other items as may be notified to parents and pupils from time to time.

5.3 Malicious Accusations

Accusations made by pupils against staff are investigated robustly. (e.g. See Safeguarding and whistleblowing policies). As stated, accusations found to be malicious will be dealt with similarly, although it is important to address the underlying reasons for the malicious accusation to have been made in the first place. Support systems can then be implemented accordingly. However, pupils who make malicious allegations against staff may be subject to temporary or permanent exclusion. A referral may also be made to the Police if there is reasonable cause to believe that a criminal offence may have been committed.

5.4 Managing Pupils' Transition

Pupils leaving or joining the school benefit from clear communication regarding their pastoral care, welfare, progress and development. There is an effective process in place to ensure that children moving from Junior to Senior year groups are comprehensively inducted and supported during the transition. Meetings are held with parents well in advance of the move, so they are able to provide appropriate help at home.

Exclusion

It would be a very rare event for a pupil to be excluded from the school, but it cannot be assumed that it would never occur and, as such, the school has a policy and procedure in place. As a general principle, exclusion of a pupil will only be considered as a last resort once a range of other strategies has been exhausted.

Breaches of School Rules which merit exclusion:

A non-exhaustive list of the sorts of behaviour that could merit suspension or exclusion includes the following:

- physical assault against pupils or adults;
- verbal abuse/threatening behaviour against pupils or adults;
- bullying, including through social media and other forms of cyber-bullying;
- abuse on grounds of race, religion/ belief, disability, special education needs (etc.);
- sexual misconduct, including in relation to indecent images;
- drug and alcohol misuse;
- damage to property;
- theft;
- persistent disruptive behaviour; and
- unreasonable or otherwise inappropriate parental behaviour.

Please note that exclusion may also be imposed by the School as a sanction for a series of minor misdemeanours.

AUTHORITY TO MAKE A DECISION

Exclusion is such a serious step that only the Head has the authority to exclude a pupil.

BEFORE MAKING A DECISION

The Head will undertake the following before reaching a decision about the possible exclusion of a pupil:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunity policies
- Allow the pupil to give his/her version of events
- Check whether the incident may have been provoked
- Consult others

The decision to exclude a pupil is entirely at the Head's discretion, taking account of the information available to her at the time the decision is taken.

The length of the exclusion period is entirely at the Head's discretion, taking account of the seriousness of the allegations. They will, however, attempt to make any period of temporary exclusion as short as is reasonably possible.

COMMUNICATING A DECISION TO EXCLUDE

The parents or guardians would normally be requested to call in to school for a meeting with the Head. She will use the meeting to advise them of her decision both verbally; this will be confirmed in writing. The Head will also attempt to review with the parents/guardians what can be done to support the pupil whilst excluded and to consider what steps need to be taken to support the pupil on his/her return to school (if appropriate).

If parents/guardians are unable or refuse to attend a meeting then they will be advised by telephone and in writing according to the immediacy with which the exclusion will take place and the availability of the parents/guardians.

SUPPORT FOR A PUPIL WHO HAS BEEN SUSPENDED

The school will make every effort to support a pupil who has been suspended. This may include:

- Setting and marking work whilst the pupil is excluded
- Liaison with the parents/guardians to prepare the pupil for return to school
- Planning and implementing a programme of educational arrangements that will best help the pupil's reintegration into the school at the end of the exclusion period

WHAT HAPPENS WHEN A PUPIL HAS BEEN PERMANENTLY EXCLUDED?

The contract between the school and the parent or guardian is terminated and the school is under no obligation to educate the pupil.

DISABILITY DISCRIMINATION

The school is committed to a non-discriminatory approach towards its staff and pupils. The Head will take full account of the needs of any pupil facing exclusion. Should such a pupil have Special Educational Needs (SEN) and/or have an EHC plan issued by the local education authority then the additional circumstances involved will be included in the decision-making process.

APPEALS AGAINST EXCLUSIONS OR SUSPENSIONS

The School will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with following the School's Complaints policy, and should be made in writing to the Head within one week of the pupil's exclusion.