



Chesham Preparatory School

BEHAVIOUR, DISCIPLINE AND EXCLUSIONS POLICY

Note: This policy applies to the Early Years Foundation Stage as well as to the whole school.

Introduction

In approving this policy the governing body has consulted the Headmaster and staff at the School. This policy is made with reference to the DfE non-statutory advice **“Behaviour and discipline in schools – Advice for headteachers and school staff (January 2016).**

The governors and Senior Management Team are also aware of their duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils.

It will be reviewed annually or earlier if necessary.

The School’s moral code

The governors and staff are determined to foster and maintain high standards of behaviour in all children at all times in an atmosphere which encourages good behaviour to emerge naturally rather than demands it to be imposed. Good behaviour and respect for other people, reflected in the School motto “Each for all and all for each” will ensure emotional and physical wellbeing and allow the development of the skills and talents of each individual.

This policy aims to:

- promote and maintain good behaviour;
- ensure pupil safety;
- protect the environment;
- teach pupils self-control and subsequently take responsibility and be accountable for their actions;
- teach pupils that actions and choices have consequences;
- allow pupils to develop and to demonstrate positive abilities and attitudes.

A behaviour policy should be an integral part of a curriculum that teaches appropriate and relevant social skills to all pupils, thus allowing them to participate fully in the life of their home, school and local community. (*See Policy for PSHE.*)

Behaviour management in the Early Years Foundation Stage (EYFS) setting

The Headmaster has overall responsibility for behaviour, discipline and exclusions within the School. Within the EYFS setting, responsibility for behaviour and discipline is delegated to the Head of EYFS.

It is the School's policy and practice that the use of corporal punishment is not to be used or threatened under any circumstances. This applies in the EYFS and throughout the School from Year 1 up to Year 8.

The policy in practice

Teaching and learning

The School sets high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the School. Punctual attendance at school and at lessons is required. Any absence from lessons must be explained and unexplained absence will be followed up by the Deputy Head. It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson, but behaviour that does not allow constructive teaching and learning is unacceptable and all staff have a duty to ensure that such behaviour is not tolerated. Through regular discussions the School endeavours to ensure that the staff apply all standards consistently and fairly.

Classroom routines

Through the day-to-day management of the pupils and their classes, all staff will support and encourage the pupils to behave in a positive manner that is sympathetic to the School's aims and ethos. Staff will implement appropriate measures and procedures to encourage high standards of behaviour within the classroom so that all pupils have an equal access to the teaching and learning experience while at school.

Behaviour outside the classroom

High standards of behaviour are expected throughout the School day and especially during "free time" such as at breaktimes and lunchtimes. All pupils are expected to abide by the school rules and to behave in a manner that is sympathetic to the School's ethos and values. All staff share the responsibility for supervising the children and contribute towards this supervision whether officially on duty or not. (*See Supervision of Pupils Policy.*)

Pupils are expected to abide by the rules relating to breaktime play, access to classrooms during free time, physical contact games and movement around the School and should always be aware of the safety and welfare of others around them. Good behaviour is rewarded regularly and promoted through assemblies, drama activities, the PSHE policy and scheme of work, through the House system and through form time and tutor meetings.

Bullying

Bullying behaviour (*see Anti-bullying Policy*) is not tolerated and when it occurs is dealt with swiftly and firmly. Incidents of bullying can attract strong sanctions, including temporary and permanent exclusion.

Rewards for positive behaviour

The School rewards system does not exclude staff from the use of their own reward systems to encourage good behaviour.

The rewards used by the School are:

EYFS and Years 1-2	Stars and stickers, Gold Book entry, Golden time, certificates, Headmaster's awards, House points (Years 1-2 only not EYFS)
Years 3-4:	House points, stickers, stamps, Gold Book entry, certificates, recognition in assembly, Headmaster's awards
Senior School Years 5-8:	House points, certificates, recognition in assembly, bronze, silver and gold badges, Senior Prefect promotions, Head Boy and Head Girl positions, Headmaster's awards

Sanctions

Sanctions should be 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 should enable pupils to make reparation where possible. Any sanction applied should be as constructive as possible; examples might include:

- the completion of work at home or extra work to be completed in school or at home (lunchtime detention takes place twice a week);
- the carrying out of useful tasks to help the School;
- the removal from the group/class or particular lesson to a different supervised place;
- the withdrawal of break or lunchtime privileges;
- the removal from participation in a particular school-related event;
- the losing of Golden time is used in EYFS and Years 1-2 as the main sanction.

Consequences (known as Levels)

Level 1

For minor indiscretions beyond a simple "ticking off".

This will result in a punishment deemed appropriate by the staff member involved. It may include any of the sanctions above or others deemed appropriate at the time.

These are recorded in a child's pastoral file on CPOMS.

Level 2

For persistent indiscretions, rudeness, unkindness, minor physical assaults, deliberate acts of naughtiness, regular failure to hand in work, breach of school rules, or for several Level 1's in a short period of time.

This will result in a phone call home and may result in:

- detention in school hours (an immediate step following a Level 2 warning).
- prevention from the participation in an educational visit or sports event which is not essential to the curriculum.

These are recorded in the 'Detention and Level 2' file and the child's pastoral file.

Level 3

For bullying, theft, assault, violence, persistent Level 2 warnings relating to behaviour, of drugs, assault, vandalism, or ongoing and continued offences of bullying.

This would usually result in fixed term or permanent exclusion.

These are recorded in the individual's CPOMS record and the 'Serious Sanction Level 3' file.

All rewards and sanctions must be applied fairly and consistently. None of the School's punishments will be degrading or humiliating.

Roles and responsibilities

Every member of the school community is responsible for contributing to and upholding high standards of behaviour.

The Headmaster

The Headmaster's role is to determine the detail of the standard of behaviour acceptable to the School, to the extent that this has not been determined by the governing body. The Headmaster has the day-to-day responsibility for maintaining discipline in the School, which will include making rules and provision for enforcing them.

Investigations into incidents of serious misconduct

In situations of alleged serious misconduct the Headmaster will appoint an Investigating Officer (such as the Deputy Head, Head of Senior School or Head of Junior School), who will conduct a series of interviews with the individuals concerned. Written notes of these interviews will be taken and passed on to the Headmaster who will act as the Deciding Officer and determine the appropriate sanction to be applied.

The Headmaster is expected to:

- promote self-discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others and to prevent all forms of bullying among pupils;
- ensure that the standard of behaviour is acceptable.

The Deputy Head and the Head of Senior School are expected to:

- implement this policy and reinforce the standards expected of the children;
- remind the children of the code of conduct, school rules and expected standards of behaviour whenever appropriate;
- oversee the pastoral care of the children in Year 5 and above, having regard to the pupils in Years 3 and 4 in liaison with their form teachers.

The Senior Management Team is expected to:

- liaise with all staff in implementing and monitoring this policy;
- provide an overview of the success or otherwise of the rewards and sanctions system.

The Head of EYFS is expected to:

- oversee this policy within Nursery and Reception years;
- oversee transfer of children from one year to another;
- liaise with the Head of Junior School, the Deputy Head and form teachers on the transfer of children from Reception to Year 1.

The Head of Junior School is expected to:

- oversee this policy within Years 1 to 4;
- oversee the House Point system;
- oversee transfer of children from one year to another;
- liaise with the Head of Senior School, the Deputy Head and form teachers on the transfer of children from Year 4 to Year 5.

The Head of Senior School is expected to:

- oversee the House Point system;
- oversee the detention system.

All members of staff are expected to:

- encourage good behaviour and respect for others in pupils;
- apply all rewards and sanctions fairly and consistently.

Whilst the School has a robust policy and practice for complaints, disciplinary action will be taken against pupils who are found to have made malicious accusations against staff.

Exclusions

We are fortunate that in our school exclusions are most unlikely. The exclusion of a pupil would be a rare occurrence, but if there was a need to proceed in this way only the Headmaster can exclude a pupil. For serious breaches of this policy, pupils can be excluded for one or more fixed term periods or excluded permanently.

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 if an exceptional 'one-off' offence has been committed, eg

- violence, actual or threatened, against a pupil or member of staff;
- sexual abuse or assault;
- supplying an illegal drug or alcohol;
- carrying an offensive weapon;
- dissemination of offensive material or malicious gossip directly or via the internet or other media.

Alternatives

Before resorting to exclusion the School will normally try alternative solutions, for example:

- a restorative justice process whereby the harm caused to the 'victim' can be redressed;
- internal exclusion (removal from class, but not the site).

Inappropriate exclusion

The School does not see exclusion as normally appropriate in the following cases:

- minor breaches of discipline;
- poor academic performance;
- truancy or lateness;
- non-compliance with uniform regulations.

Appeals

Parents are entitled to appeal to the governing body against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governors. A hearing will be set up as quickly as possible, within ten days at the latest. The governors' decision is final.

Continuing education

The School will continue to provide education for a pupil who remains on roll and in the case of an exclusion of more than five days, the School will consider:

- how the pupil's education will continue
- how the pupil's problems might be addressed in the interim
- reintegration post-exclusion

Corporal punishment and restraint

In accordance with the law no corporal punishment is allowed by the School. However, the Headmaster has authorised all members of staff to use 'reasonable force' in certain circumstances, including but not limited to, the following:

- to prevent a pupil from committing an offence;
- to prevent a pupil from causing personal injury (including to themselves) or damage;
- to prevent a pupil from engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

(Refer to the School's Restraint Policy and Guidelines, which state in greater detail when physical intervention is deemed appropriate and necessary.)

Should any incident involve the use of reasonable restraint, this will be clearly noted on the incident form relating to that event and parents will be informed of the specific details.

Involvement of parents

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in serious discipline issues without first informing the Headmaster, Deputy Head or Senior Management Team as appropriate. Parents are also expected to support good behaviour and positive habits in their children in line with this policy. This forms part of the contract between the School and all parents of pupils at the School. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

Involvement of other agencies

The School will liaise with other agencies where required as appropriate to each individual case.

Involvement of Staff

The working of the School's policies and procedures will be discussed regularly at staff meetings. Staff will be involved in discussions with pupils in form time and/or assembly. Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour and to suggest possible courses of action.

Consultation

The Headmaster will seek the widest possible agreement for this policy, and will report at least annually to the governing body on its implementation.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy.

Publication

A copy of this policy will be made available to all parents and prospective parents of pupils at the School.

Policy reviewed: September 2020

Next review: September 2021

Person responsible: The Headmaster