

HEMDEAN HOUSE SCHOOL



POLICY ON BEHAVIOUR, DISCIPLINE AND EXCLUSIONS

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REVIEW: Spring 2016

DISTRIBUTION: Website, Governing Body and Policy Folders

Statement of Policy

The purpose of this policy is to state clearly what the School (including Early Years and Out of School Care) expects of its pupils in terms of behaviour, how the staff encourage and reward good behaviour and what the consequences are for a pupil who breaches the boundaries of acceptable behaviour.

By setting out a whole-school approach to managing behaviour and discipline, the policy aims to help school staff to manage pupil behaviour more effectively and, in turn, to reduce the likelihood of fixed period or permanent exclusions from school.

The role of parents in influencing and shaping behaviour is acknowledged to be a critical factor in managing behaviour in school, and when the School has concerns about a pupil's behaviour we will always inform the parents.

Day-to day behaviour management in Early Years is the responsibility of the Head of Nursery and the Reception Teacher, each has established procedures for rewarding positive behaviours and discouraging negative behaviours. The Head is kept informed.

Behaviour management in After School and Holiday Care is the responsibility of the qualified member of staff on the day. The Head is kept informed.

Why we are concerned about behaviour

Good behaviour is a necessary condition for effective learning and teaching to take place, and an important outcome of education which society rightly expects. All citizens in schools or in the wider community need to understand and accept boundaries of acceptable behaviour and the associated patterns of rewards and sanctions.

Promoting Good Behaviour

Our overall aim is to maintain good order within the School, so that staff and pupils feel comfortable and secure and are able to carry out their teaching and learning activities to the best of their abilities. The key to achieving this is in the quality of relationships within the School – both the professional relationships between teachers and the ways in which pupils and teachers respond to one another.

Where teachers treat pupils courteously, respect their ideas, value their individuality, and listen carefully to what they have to say, pupils learn by example and are much more likely to respect teachers and to behave sensibly and considerately themselves.

Positive Behaviour Management in the Early Years

Promoting good behaviour is particularly important with very young children; applying rules consistently and respecting individual children's levels of understanding are vital parts of behaviour management. Young children learn much by the example set by adults around them hence the behaviour of everyone who works with children must be such as to promote trust in their relationship with children and to provide a positive role model.

Good behaviour is always rewarded with praise or sometimes a sticker. Happy faces are used from reception upwards and these contribute to House points. Positive reinforcement of behaviour should be specific and immediate; straightforward praise, giving positive instructions,

distraction and redirection may all contribute to this.

The ways of dealing with unacceptable behaviour must be used consistently by all the staff working with young children; these may include:

- Giving a verbal reprimand, quiet and personalised;
- Giving a warning of the consequences;
- Removing the child from the situation, e.g. sitting on the “thinking step”;
- Removing privileges;
- Ignoring recognised attention-seeking behaviour.

Any incident which is a cause for concern will be recorded and reported to parents; this includes incidents where physical intervention has been required in order to reduce the risk of harm to the individual child concerned or to others.

We do not use any form of corporal punishment.

The School Rules are included as Appendix A to this policy

Underpinning the rules on behaviour is a set of moral values, which is important to the School and to the community it serves; these values include honesty, trust, fairness, respect and concern for others, respect for property, politeness and self-discipline.

Some Factors Influencing Pupil Behaviour

Quality of leadership
Pastoral care involving all staff
Suitability of the curriculum for each individual
Preparation of lessons
Enthusiasm of teachers
Use of wit and humour by teachers
Variety of teaching methods and flexibility in their application
High expectations of teachers and pupils
Respect for cultural diversity
Quality of assessment and record keeping
Physical environment of teaching areas
Displays of pupils’ work
Making good use of resources

Rewards

Pupils are likely to achieve more, to be better motivated and to behave better, when teachers commend and reward their successes and emphasise their potential. Highlighting pupils’ weaknesses and shortcomings can be detrimental.

Praise can be delivered in formal and informal ways, by giving happy faces, credit marks, commendations or just by saying “Well done”; it can be awarded to individuals or groups for the steady maintenance of good standards as well as for particular achievements of note.

A letter may be sent to parents commending their child or extra privileges may be granted to a group of pupils to mark genuine and significant positive behaviour.

Teachers aim to educate all students to take responsibility for their behaviour and to recognise the consequences of their actions. When unwanted behaviours occur or when an individual student recognises that he/ she needs support, teachers will enter into a dialogue with the individual(s) concerned, discussing with the student(s) the reasons why specific aspects of behaviour may be inappropriate. This may involve some of the following:

- moving an individual to another seat to facilitate learning / good behaviour
- removing an individual from the classroom to speak privately with him/ her
- mentioning concerns to relevant Senior Leader / Form Tutor
- talking to other teachers and / or students
- making an appointment with an individual for further support / discussion at a later time
- moving an individual to another classroom away from her usual learning group
- withdrawing an individual from a particular practical activity to ensure the safety of others
- placing an individual on report for a specified period of time for work / behaviour to be monitored throughout the day
- talking to the individual concerned ensuring that the behaviour is labelled and not the child

Standards and expectations of behaviour and achievement in all areas of School life are high at Hemdean House School. The students are generally highly motivated and are keen to work with the staff to realise their full potential and we are delighted to be able to recognise and celebrate their achievements within out outside the classroom. The School aims to foster respectful and open relationships between all members of the community and to develop positive relationships for learning between students and their teachers.

Sanctions

Even the most sensible and well-adjusted children can at times be mischievous, over-exuberant or disruptive. The most sociable and well-mannered groups can become excitable or difficult to control. Therefore there is a need for sanctions and punishments to register disapproval of unacceptable behaviour and as a last resort to protect the necessary authority of teachers, the stability and security of the school community and thus safeguard the health and safety of all.

Teachers should try to understand the reasons for misbehaviour in order to be discriminating in their use of sanctions; a pupil's special educational needs or learning difficulties or disability may need to be taken into consideration. Teachers should be vigilant for signs of deterioration in pupils' work, behaviour or physical appearance, and to find unobtrusively effective ways of letting pupils know their concerns.

Teachers who are good listeners will help pupils to articulate negative feelings they may otherwise show through aggressive behaviour. The disapproval of a respected teacher or peer may be the most powerful sanction and one that may have the greatest effect.

Removal of privileges can be a valuable sanction in that it can indicate a shortfall in the development of a sense of responsibility by an individual or a group of pupils.

Within the classroom a simple rebuke, the withholding of praise, the repetition of work or the issuing of a sad face or an order mark are appropriate sanctions; more serious misdemeanours should be referred to the Head or Deputy Head. Any child who interferes with the educational opportunities of others must be sent out of the classroom and set to work outside or sent to the

Head or Deputy Head, as appropriate.

The Head or Deputy Head may give a lunch time or after school detention, put a pupil on report, telephone or request an interview with parents. Parents are informed if a pupil has been excluded from a lesson or is to be kept after school. Wherever possible, specific tasks should be set for a detention, preferably tasks which benefit the school community in some way especially if the detention is for poor behaviour.

Whoever invokes a sanction should always make sure that the pupil concerned is brought to understand why what they have done is unacceptable, and how they can put it right; teachers too should also have opportunities to learn from what has happened.

Where appropriate, pupils are expected to apologise and may be asked to write a letter of apology to the aggrieved person; counselling may be offered to both victim and perpetrator and parents may be called into school. Details of serious incidents are recorded and statements may be taken from those directly involved and any witnesses.

Particularly serious misdemeanours may hold a significant risk to the perpetrator or others in the school community, and these risks must be assessed when deciding on an appropriate sanction.

A pupil may be put 'on report' and their behaviour will be monitored in every lesson the report form is returned to the Head at the end of the school day. Any misdemeanours are discussed and praise is given if the pupil has had a good day.

From time to time a student may need additional support with his/ her learning or homework. Staff are generous in giving their time either during lunchtime or after school. If staff are arranging to see a student after school they must inform SMT. Detentions may be set for persistent offenders providing that other strategies have been tried and have proved unsuccessful.

The school may contact parents for their support in specific circumstances

Procedure for action for inappropriate behaviour by students in the classroom

Action by class teacher:

- for low-level disruption or lack of co-operation it is essential for staff to deal calmly with problems, shouting is seen by students as a loss of control and whilst some may be upset by it others will be amused and will try to make it happen again.
- At each stage the student needs to be warned of what the next stage will be. Explain that it is their choice as to whether or not it happens as it is dependent on their response.

It is vital to carry out any warning given or control will be lost.

- Calmly and clearly request co-operation, allowing appropriate time for the student to respond. It is helpful to assume that they will comply and not to watch over them at this point or it can lead to a battle of wills.
- Repeat the request if necessary and warn that you will have to remove them from the immediate vicinity if they do not comply in a time limit.
- Move the student within the room/playground/Hall etc. as appropriate.

- If it is clear that a student is too upset to co-operate offer them the opportunity to cool off/have time out by going for a drink of water. Make it clear to the student that they should go and have their drink and then return straight to the classroom. In the event of the student not returning please contact the office and alert a member of staff of a missing student.
- If disruption continues move to section B

B For significant disruption or serious incident

If disruption continues or for serious incidents (e.g. violence, swearing at a teacher), a student should be sent to student reception immediately. Log this incident .

The SMT needs to be informed in order for the appropriate consequence to be put in place. For this to be fully effective parents are to be invited in to school to secure their full involvement. Thereafter the consequence is reviewed with parents in the context of the individual's particular set of circumstances. Possible consequences include:

1. Loss of privileges at lunch time with time spent doing duties for the School organised by and under the supervision of teachers as opposed to free time at lunch
2. An extended programme of reporting on behaviour and work in each and every class as tabulated in a report form signed by staff and evaluated by the Head
3. Arranging for the student to be removed to an alternative classroom, under supervision of a different teacher should inappropriate behaviour re-occur.

In the event of a student refusing to leave the room, the member of staff telephones the school office to ask for assistance. Where there is no telephone or mobile phone, choose a sensible student and give her a note to go to the office to ask for help.

Exclusion

Where a very serious or criminal incident has occurred, such as a theft, or an assault or racist abuse, or where a protracted series of moderately serious incidents have occurred, a fixed-term exclusion from school may be considered or in the extreme case a permanent exclusion. A fixed-term exclusion may be internal, isolating the pupil from their peers, or an external exclusion, where the pupil does not come into school.

Types of exclusion

- Working in seclusion/isolation for all or part of the day
- Removal from the school by the parent
- A day spent away from School
- One to five-day suspension
- Permanent exclusion

In the event of potentially criminal incidents, the Safer Schools Officer from the police force must be contacted for advice and support. Parents of both victim and perpetrator must be informed and detailed records must be kept.

The authority to exclude a pupil resides with the Head and exclusion is seen as a last resort or be used where the behaviour is so serious that exclusion is the only appropriate response. The duration of a fixed-term exclusion should always reflect the seriousness of the circumstances and any aggravating and mitigating circumstances. The School Council should be informed of any potentially criminal incident in school or of a decision to exclude a pupil.

There should be evidence that the school has taken all reasonable steps to avoid excluding the pupil, that allowing the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to others at the school, and that the exclusion has followed on from procedures in the school's policies on behaviour.

Behaviour which warrants permanent exclusion includes:

Serious actual or threatened violence;

Sexual abuse;

Selling drugs;

Persistent disruptive behaviour which is detrimental , placing others at serious risk.

Usually permanent exclusion will only be used following several fixed term exclusions/suspensions.

Reading Borough Council has produced a document giving a Sanctions Framework for its maintained schools, and this is included as Appendix B with this policy. It should prove to be helpful when determining which sanction to apply in different circumstances.

Monitoring

Pupil behaviour is discussed regularly at staff meetings; if this policy is effective there should be no deterioration in the general behaviour of the pupils and exclusions should be avoided.

Records are kept of commendations and detentions given and details are kept of any specific incidents of unacceptable behaviour or exclusions.

Changing patterns in behaviour are monitored in this way and consideration given to any necessary modifications of this policy.

Appendix A

SCHOOL RULES

Rules exist to support the values which the school upholds and in order that the school can function successfully in providing a high standard of education for all pupils within a caring, safe and secure community.

- ◆ Pupils should be punctual for lessons and for the start of school (8.45 a.m.).
- ◆ A late mark will be given if a pupil is not present for registration; persistent lateness will be subject to sanctions.
- ◆ Pupils must not interfere with the educational opportunities of others.
- ◆ Pupils must be tolerant of the ways of their peers but they are expected to report instances of bullying so that both perpetrator and victim can be counselled appropriately.
- ◆ School uniform (as listed elsewhere) must be worn by all pupils; (blouses and shirts must be tucked inside waistbands).
- ◆ Long hair must be tied back, off the face; any hairbands used should be blue or black in colour.
- ◆ Make up of any description, including nail polish, is not to be worn in school or when on educational trips out of school.
- ◆ Possession of chewing gum of any type is forbidden in school. Breaking this rule results in an automatic detention.
- ◆ Pupils must not eat or drink when walking through the school; there are specified places for this.
- ◆ Juniors and seniors may eat a snack in designated areas during the morning break, but at lunchtime all junior pupils must be seated at their desks, use a lunch mat and be responsible for clearing up any accidental spillages; seniors may eat at the picnic tables in the summer, but otherwise should be seated in their form rooms for lunch. Fizzy drinks are not allowed in school.
- ◆ Pupils must carefully dispose of rubbish in the bins provided; the dropping of litter will result in an immediate detention.
- ◆ For reasons of health, safety and security pupils are not allowed to wear any jewellery in school, however one pair only of small, plain studs worn in the ear lobes will be tolerated. No other piercings are allowed.
- ◆ The possession of any drug, including alcohol or tobacco, will result in severe sanctions. (See School Drugs Policy) The same sanctions apply to pupils in possession of flammable materials.
- ◆ Large sums of money should not be brought to school, but if it is unavoidable, these may be handed to the form teacher for safe-keeping. Senior pupils may hand a purse in to the office.
- ◆ Pupils from Year 6 upwards may, if their parents wish it, bring a mobile phone to school

but it must be switched off and handed in to the office on arrival in school and collected at the end of the day. Any phone seen or heard in school will be confiscated and only returned to a parent.

We ask for your support in helping your children both to adhere to these rules and to understand our expectations in standards of behaviour described on the next page.

EXPECTED STANDARDS OF BEHAVIOUR

We believe that in order for children to develop responsible behaviour, they should be given responsibility within a framework of clearly stated boundaries of acceptable behaviour and that teachers should act firmly and promptly where any pupil breaches these boundaries.

It is important that everyone involved in the school community - pupils, parents, teachers and Council members - understands and accepts the set of values which the school upholds.

These values are:

- acting considerately and courteously towards others;
- respecting the rights and property of others;
- taking personal responsibility for one's own actions;
- telling the truth;
- helping those less fortunate and weaker than ourselves;
- making the most of one's own talents and abilities;
- ensuring that every pupil has an equal opportunity to achieve their full

potential.

Consistent good conduct, pleasing work or effort or making a valuable contribution to the community is always rewarded with praise: Happy Faces (infants and juniors), Credit Marks (seniors) or, in exceptional cases, Commendations, may be given.

We are also united in our rejection of the following undesirable actions:

- cheating or deceit;
- unkindness or bullying;
- dishonesty;
- irresponsibility;
- lack of effort or commitment;
- depriving other individuals of their rights.

Unacceptable behaviour in any of the above respects is always challenged and Sad Faces or Order Marks may be given if warnings are not heeded. Sanctions for misconduct may involve Detentions after school until 4.30 p.m., or a pupil being "On Report" for a week or more. In extreme cases, after involvement of parents and/or the School Council, a pupil may be excluded from lessons or excluded from school for an appropriate period. Very serious or criminal misconduct is likely to result in the pupil being withdrawn from school by the parent, required to leave the school by the Head, or permanently excluded by the Head.

EXTRACT FROM OUR HEALTH AND SAFETY POLICY DOCUMENT

Pupils are expected

- ◆ To exercise personal responsibility for their own safety and that of other children with whom they associate. (The extent of this responsibility will depend upon the age and maturity of each individual child.)
- ◆ To observe rules of dress consistent with safety and/or hygiene, e.g. footwear and jewellery.
- ◆ To observe safety rules and, in particular, the instructions given by teaching staff in an emergency.
- ◆ To be aware of the evacuation procedure.
- ◆ To use and not misuse items provided for his/her safety.
- ◆ To exercise due care on the school drive and be aware of the movement of cars.
- ◆ Pupils who have permission to cycle to school must wear a safety helmet and must lock their bicycles in the designated place; they should not ride their bicycles within the school grounds.

Parents / Carers

- ◆ Have a duty to provide the school with up-to-date telephone numbers, including an emergency contact telephone number and changes of address.
- ◆ Must inform the school of any special educational need, psychological or medical condition, medication or ongoing treatment, which may affect their child at school.
- ◆ Should exercise due care when parking or dropping children outside school and observe road markings.
- ◆ May not bring their cars onto school premises without permission.
- ◆ Should refrain from smoking on the school premises.

Appendix B Hard Copy only – see Policy folders