

EHTM - PREP PUPIL DISCIPLINE AND EXCLUSIONS POLICY

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Aims

- To develop a whole school behaviour policy supported and followed by the whole school community; parents, teachers and children.
- By applying positive policies we aim to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property. School Rules are displayed in all Class and Form rooms and the boys are taken through aspects of them in assemblies each term.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To ensure that pupils with special educational needs are given equal opportunities to access the curriculum and that reasonable adjustments are made.
- To ensure that appropriate support systems are in place when pupils encounter difficulties
- To ensure that disciplinary action is taken against pupils who are found to have made malicious accusations against staff.

School Rules

These school rules have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. They have been written in consultation with all members of teaching staff and boys and are regularly reviewed. The rules are displayed clearly in the Homework Diary.

BE KIND

Think about other people's feelings
Take care not to hurt others when playing
Don't bully or stand by and allow others to bully someone
Be inclusive; allow others to join games and activities
Apologise if you upset someone

BE POLITE

Remember to say please and thank you
Hold doors open for others
Raise your hand if you want to say something in class, don't call out or interrupt
Respond to requests and instructions from teachers straightaway
Remember your table manners at lunch

BE RESPECTFUL AND CONSIDERATE

Always tell the truth
Think of others before yourself
Walk sensibly around the school and line up quietly for lessons
Look after your own and other people's belongings
Take care of your school surroundings
Wear your uniform with pride

BE THE BEST YOU CAN BE

Work hard in lessons
Don't distract others
Have a positive attitude and give everything a go

Positive Discipline

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. Verbal and written praise are given as often as possible by all teachers to all children.

The Eaton House The Manor Positive Discipline Procedure is based on Good Shows, Housepoints and certificates, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

All children are placed into one of four Houses, with siblings generally remaining in the same House. Children are awarded Housepoints for thoughtfulness, being helpful, good work etc. Each House's points are counted up at the end of the week, and a running total announced in assembly. At the end of each term a cup is presented to the House with the most points and to the individual pupil who has been awarded the most points. Good Shows (3HPs) are awarded by the Headmistress to pupils who demonstrate excellent work. The Headmistress or Senior Deputy sees pupils on teacher's recommendations. We hope that the senior boys (Head Boy and House officials) will encourage members of their House to try their best in every aspect of school life.

In some areas, certificates celebrating achievement will be awarded although this is left up to individual staff to adopt. In sport and performing arts, achievement is praised and publicly rewarded through the awarding of School Colours. Art, Music and Drama actively encourage pupils to practise good behaviour and achieve excellence through exhibiting work and performance. Children's acts of kindness are recognised and rewarded with Kindness certificates. Any Grades that are passed are delivered to School and the relevant boys names are read out to recognise their achievements.

At the end of each term there is Prize Giving. Prizes are awarded for effort and achievement. There are a wide range of cups and awards for academic and non-academic areas.

Children are encouraged to display their achievements in and out of school, in assemblies, and their work is displayed on boards throughout the school.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Continued positive behaviour and effort is often rewarded with positions of responsibility in Year 8.

Sanctions

Sadly, there will be times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the Form Teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes (though not for more than half of the allocated time), moving to sit alone, sending work home, letters of apology, loss of responsibility and removal of House Points. Boys who lose one or two housepoints discuss this with their Head of House.

Lunchtime Detentions are usually the strongest form of disciplining a Junior boy and should be given only after careful thought and consideration. Losing three house points in a week warrants a lunchtime detention as does serious instances of poor behavior. Lunchtime detentions are supervised by the Assistant Head Paul Russell on Friday lunchtimes. A record is kept.

After School Detentions are usually the strongest form of disciplining a Senior boy and should be given only after careful thought and consideration. Losing five house points in a week or a very serious incident of poor behaviour warrants an after school detention. All detentions are given by the Headmistress, and only after the boy's parents have been informed. All details of incidents leading to the detention are recorded. Detentions are held after school, generally on a Friday, from 4.00-5.00pm

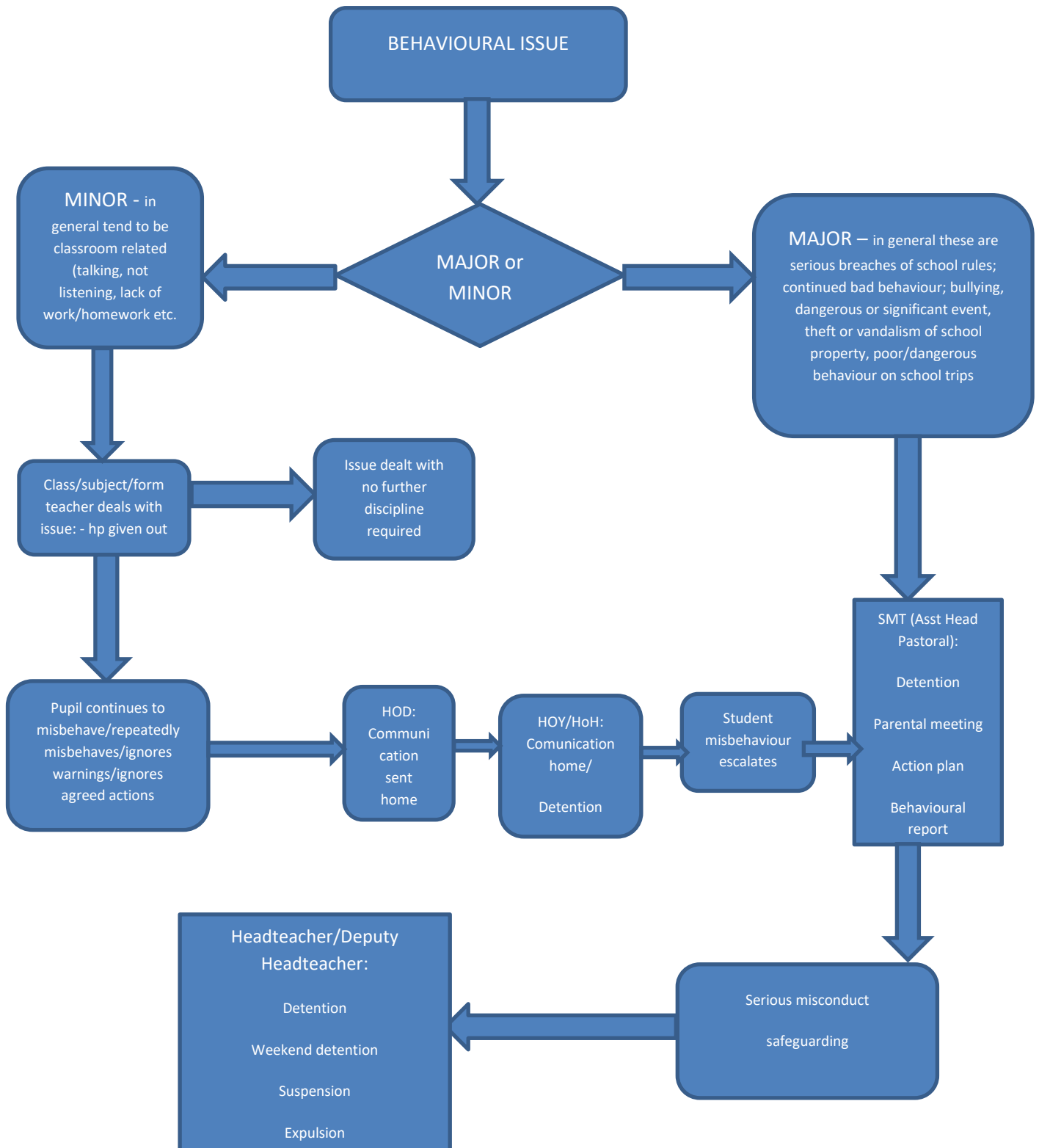
Saturday Morning detentions are given only in exceptional circumstances, most likely if a boy continues to misbehave having recently had a Friday after school detention. They are supervised by the Headmistress.

Parents are always kept informed of their son's behaviour via informal meetings with teachers, or where necessary, formal meetings with the Assistant Head Pastoral or the Headmistress. If problems are persistent or recurring, children may then be placed on a school behaviour contract which both parents and pupil sign or daily or weekly report system (Home/School Diary) to monitor their behaviour with parents' support.

Major breaches of discipline may include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. It is the responsibility of the Headmistress/Assistant Head of

Pastoral to apply the appropriate sanctions which may include suspension or permanent exclusion.

BEHAVIOURAL MANAGEMENT MODEL



Procedures for dealing with Minor Breaches of Discipline

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class
- Move the child from the group to work on his own
- Repeat work
- Miss part of playtime
- Remove child from the class – send to Assistant Head or Deputy Head.
- Parental involvement
- Behaviour contract or daily report or weekly report
- Action plan put in place (Asst Head Pastoral, Head of Well-Being, SEND, HOY/ Form tutor)

If the incident is of a more serious nature, it should be recorded in the Pastoral Behaviour Log.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Assistant Head or Headmistress as to future conduct; parents informed
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the pupil continues to persist in serious misbehaviour, the flow diagrams in Appendix 1 and Appendix 2 provide examples of the processes that may be adopted

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Intervention which Requires Physical Restraint

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary.

The child should be removed from the situation as soon as possible and taken to the Assistant Head pastoral/Headmistress who will take immediate action to involve parents.

The incident should be documented.

The Headmistress will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological services etc.

Corporal punishment.

Corporal punishment is unlawful in all circumstances. The School Standards and Framework Act 1998 states that the corporal punishment of a child cannot be justified by virtue of the position of a teacher or any other person who has lawful control or charge of a child being *in loco parentis*, ie in the place of the parent.

The ban on corporal punishment applies to all schools. Corporal punishment is defined as doing anything to a child, for the purpose of punishment, which would constitute battery.

However, anything done to avert an immediate danger of personal injury or damage to property would not be considered to be corporal punishment.

Intervention Strategies for Unauthorised Items

If you believe, or it is reported to you, that a pupil may have brought unauthorised items into school or there is a suspected theft, you must report the matter immediately to the Assistant Head Pastoral. In very serious incidents the Head Teacher and Principal will also be notified.

Action will then be taken, as follows.

1. The pupil will be seen in the presence of another member of staff and told that an accusation has been made.
2. The pupil will be asked to empty his pockets, bags, etc. in front of an appropriate member of staff and a witness. This may also extend to the pupil's locker.
3. If a pupil refuses, he will be detained and the parents will be contacted. The police may be contacted.
4. Parents will be informed of the accusation and the results of any subsequent search.
5. If any items are discovered found, the pupil will be questioned further by the Head Teacher and Assistant Head Pastoral with the parents and a witness in attendance. If the pupil's parents cannot be contacted, the interview will take place and they will be informed as soon as possible. The pupil will be asked to write his account of the situation if able to do so.
6. A decision as to whether the police should be called will be made in conjunction with the Head and parents. The decision will be influenced by:
 - a. the item found
 - b. whether other pupils are involved
 - c. other wider circumstances.

At all points, the school reserves the right to inform the police if it deems it to be appropriate. Although each incident will be treated separately, the school is likely to take action in addition to any legal proceedings. The school will consider exclusion, and this will probably be permanent.

With incidents of drug and alcohol please refer to the schools drug and alcohol policy.

Behaviour Modification Policy

At Eaton House The Manor, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

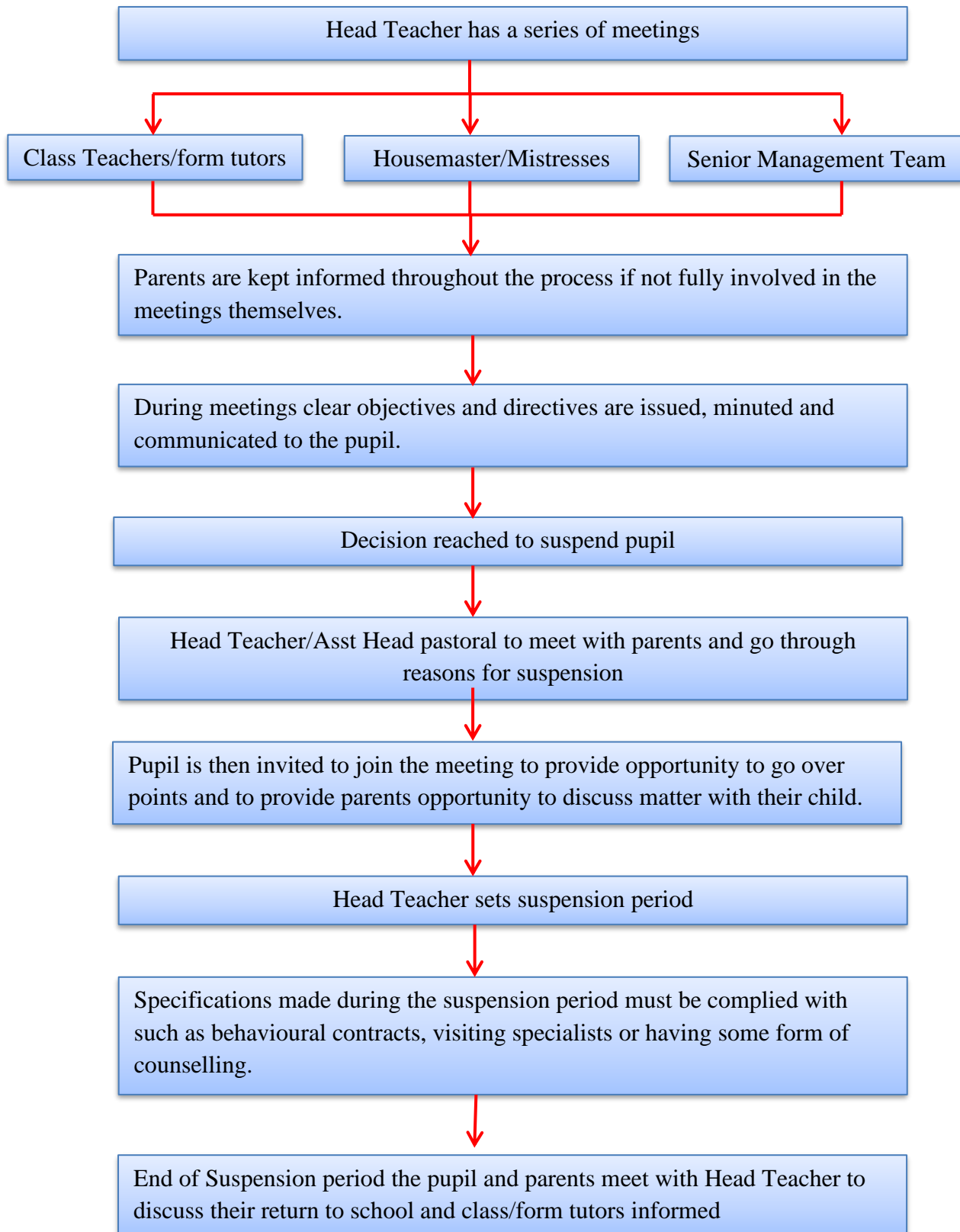
- Change in classroom organisation
- Using different resources
- Differentiated work and tasks
- Rewards of House Points
- Use of certificates
- Sharing good behaviour with other children/other classes
- Good Shows
- Involving parents at an early stage to make an action plan together
- Behaviour contract/Behaviour Report
- Pupil entered in to Pastoral Mentoring System

By using a reward system, and reinforcing good behaviour, we help children to move forward positively.

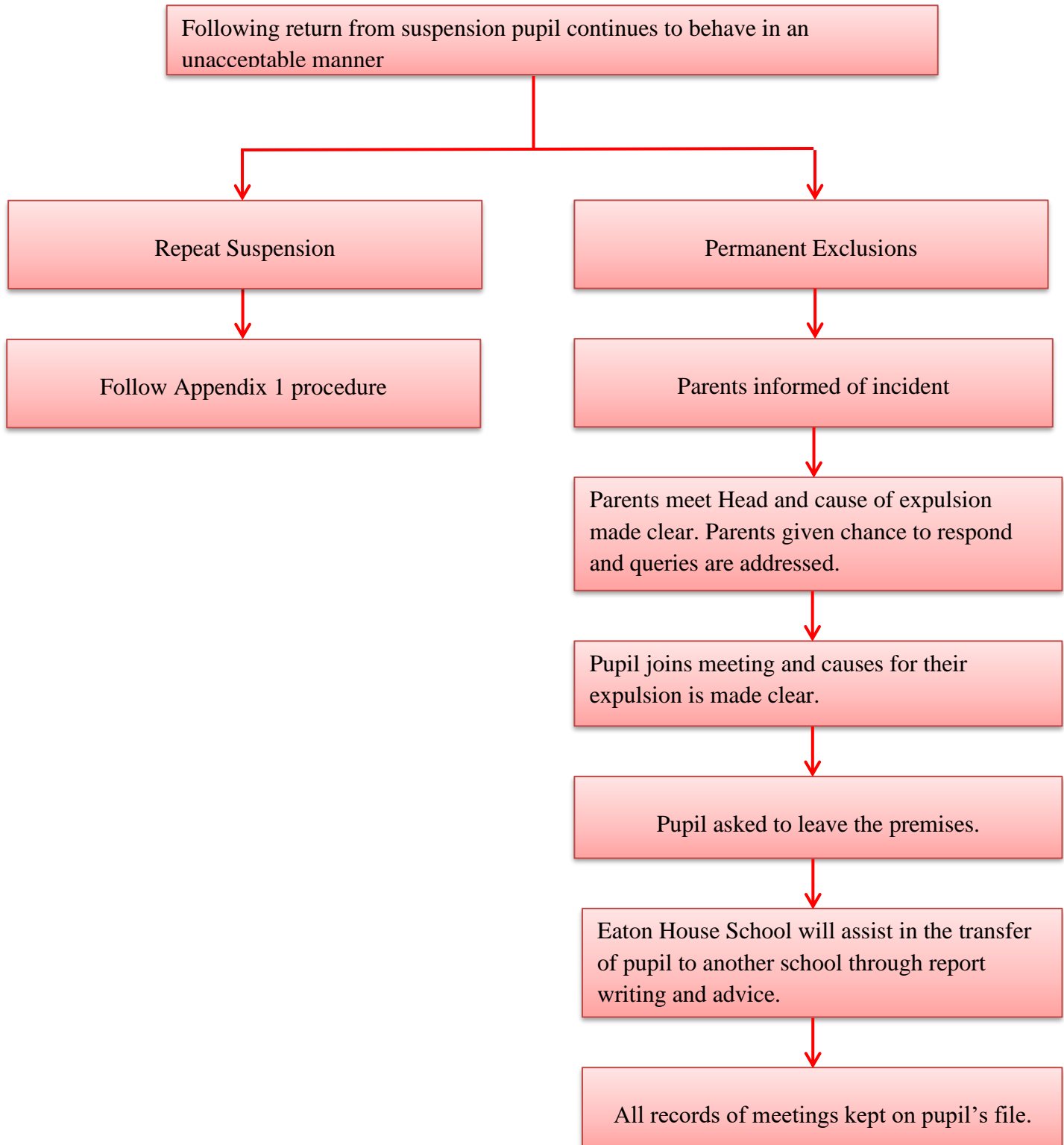
Suspension

Suspension from school will be as a direct result of several acts of poor behaviour or, in some cases, will be as a direct result of one major action of misbehaviour. Before suspension is reached a pupil will normally have gone through various stages of the discipline policy. If the pupil continues to persist in serious misbehaviour, the flow diagrams in Appendix 1 and Appendix 2 provide examples of the processes that may be adopted.

Appendix 1



Appendix 2



Linked Policy

Safeguarding and Child Protection Policy

Anti-Bullying Policy

Equality of Opportunity Policy