

# **Elmhurst School**

## **Policy for Promoting Good Behaviour**

**(including discipline & exclusion procedures)**

## **POLICY FOR SCHOOL DISCIPLINE & EXCLUSION**

### **Aims**

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers and children, based on a sense of community and shared values
- By applying positive policies 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)
- 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

### **Code of Conduct**

- All members of the school community are asked to respect each other
- All children are expected to respect their teachers, other adults and fellow pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children should walk (not run) when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents may lead to exclusion (See Exclusion)
- Foul or abusive language must not be used
- Children are expected to be punctual
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem

- Children should wear the correct school uniform. Jewellery or inappropriate clothing should not be worn.

This code of conduct has 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.

### **Incentive Scheme**

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

The Elmhurst scheme is based on House Marks 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.

Each House's positive marks are counted up at the end of the fortnight or period, and the winning House, and the performances of the others, announced in assembly. A board will show the progress of all the Houses through each term. A House Assembly will be held on the Wednesday following each announcement. Positive contributors can then be praised – and the whole team's performance discussed and analysed. We hope that children will identify with other members of their House and emulate the positive aspects of those who have achieved in any aspect of school life.

Also individual certificates celebrating achievements may be awarded throughout the year, for example, when a Reception child is able to achieve one of the Early Learning Goals, achievements in reading etc.

The Jennifer Bevan Award is used weekly (a class at a time to reward a boy who has really tried hard in mathematics).and similarly a Literacy award is given each week to a boy who has achieved well or tried hard in English. Most sporting contests have Man of the Match awards – not necessarily for the best player.

Incentive stickers are available for boys in Reception – Year 3. In addition, each class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in and out of school in assemblies.

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.

Assemblies take place each Friday and on other occasions to celebrate boy's work, effort and behaviour.

### **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. A Behaviour Policy must state these boundaries firmly and clearly.

At Elmhurst, we operate a 'Behaviour Pyramid'. Minor breaches of discipline are generally dealt with by the class teacher, in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. More serious concerns or repeated incidences of these breaches of discipline will be dealt with by the relevant Head of Department or Deputy Head. This will likely involve communication with parents where appropriate.

Parents will indeed be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a system to monitor their behaviour more closely with parents' support.

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 consequences/punishments.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology and loss of responsibility.

Along with the House Mark System we also have 'Negative Marks' that can be given when our Code of Behaviour is disregarded, or attitudes to work are unsatisfactory. Negative Marks are deducted from the House Team's overall totals. Therefore an offending boy is letting other boys in his House down, as well as letting himself down. We hope that this will prove a greater deterrent. If a boy receives three 'Negative Marks' in one fortnight or period he may be given a detention for all the playtimes on the Monday of the House Point announcement. These detentions will be supervised – and boys will be given work of a productive nature.

If a boy is given five Negative Marks in a fortnight or period – or three Negative Marks on consecutive fortnights or periods – the Head discusses each one with him before informing his parents of the exact reasons for these. That boy will then be further punished by withdrawal of a privilege – e.g. his place in a Sports team, attendance at clubs or on a school trip etc.

Major breaches of discipline include physical assault/aggressive behaviour, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is rare, though the severity/frequency of the problem will determine the procedure for dealing with it. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

### **Procedures for Dealing with Major Breaches of Discipline**

- A verbal warning by the Head as to future conduct
- Withdrawal from the classroom or lesson for a stipulated time
- A letter to parents informing them of the problem

- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then temporary exclusion may be implemented
- Permanent exclusion and the recommendation of an alternative school

### **Lunchtime Supervision**

At lunchtime, supervision is carried out according to a comprehensive duty rota and duty staff are expected to maintain order and ensure the welfare of all boys. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to explain his actions to his class teacher or to the Head. The Caretaker and other duty staff members should keep note of children who continually misbehave.

The Supervisor and Assistants must be treated with the respect expected by all adults at Elmhurst. With this in mind, Teaching Assistants and Dinner Staff should be spoken to using their title and surname. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Head. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the playgrounds at lunchtime for a fixed time. This will be followed, if necessary, by further action.

### **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 always attending Parents' Evenings and by developing informal contacts with school
- By appreciating that learning and teaching cannot take place without sound discipline
- By remembering that staff try to deal with behaviour problems patiently and positively

### **Care and Control of Children**

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/her own
- Repeat work
- ‘Negative Mark’
- Miss playtime (but must be supervised)
- Setting targets for improved behaviour/attitudes
- Remove child from the class – place with Head/Head of Department or in another class
- Parental involvement
- Regular report/update of behaviour/attitude to parents
- Sanctions as in discipline policy

Serious incidents are always investigated fully by the Head. His investigation will take into account all points of view and involve interviewing all relevant witnesses – with or without parental presence, depending upon the incident or need to act swiftly. The Head will then record his judgement and action. The full report will then be sent to the parents of the boy(s) concerned.

### **Incident Report File**

This is used to keep records of:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

### **Challenging Behaviour**

Challenging behaviour can take the form of:

- Verbal abuse

- Physical abuse
- Assault
- Defiant refusal
- Absconding

### **Intervention**

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary (See Physical Restraint Policy.)

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team (Head or Heads of Department) who will take immediate action and involve parents if necessary.

Children misbehaving in lesson time should never be sent from the classroom unsupervised.

The incident should be written up so that the situation can later be fully discussed with the Head.

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

### **Behaviour Modification Policy**

At Elmhurst, 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.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. The school will take account of any Special Educational Needs or disability of the boy/s concerned.

A wide range of rewards, as previously listed, are used to reinforce positive behaviour. These can also include:

- Change in classroom organisation
- Using different resources
- Using small steps forward for each child
- Rewards of stars/smiley faces on work, on charts and in special books
- Use of certificates, special stickers for such things as listening, being kind, helpful etc
- Sharing good behaviour with other children/other classes

- Showing assembly/Celebration Assembly
- Involving parents at an early stage to make any plan of action together

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

## **EXCLUSIONS**

Only the Head can exclude a pupil. Recommendations for exclusion can only be made by a member of the SMT.

A pupil may be formally excluded from the school, on either a temporary or a permanent basis, if it is proved, on the balance of probabilities, that the pupil has committed a very grave breach of school discipline or a serious criminal offence. Permanent exclusion is reserved for the most serious offences e.g.:

- serious violence, actual or threatened, against a pupil or member of staff;
- sexual or serious verbal abuse or assault;
- supplying an illegal drug; and
- carrying an offensive weapon.
- persistent bullying

The Head will act with procedural fairness in such cases.

Parents will have the right to request a review of the decision to exclude by the Principal. If they are unhappy with the Principal's decision, they will have the right to request a review of the decision to exclude by an independent panel. The pupil will remain away from school pending the outcome of any such review.

### **Exclusion of a pupil in other circumstances**

Parents may be required, during or at the end of a term, to remove the pupil either temporarily or permanently from the school if, after consultation with the pupil and/or parent(s) the Head is of the opinion that by reason of the pupil's conduct or progress the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the school, or if a parent has treated the School or members of its staff unreasonably.

The Head will act with procedural fairness in all such cases, and will have regard to the interests of the pupil and parents as well as those of the School.

Where removal is required, parents have the right to request a review of the decision by the Principal. If they are unhappy with the Principal's decision, they will have the right to request a review of the decision by an independent panel. The pupil will remain away from school pending the outcome of any such review.

### **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; and
- 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; and
- non-compliance with uniform regulations.

### **Parental Co-operation**

Parental co-operation 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.

### **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 15 days, the school will consider:

- how the pupil’s education will continue;
- how his/her problems might be addressed in the interim; and
- reintegration post-exclusion.

## **CORPORAL PUNISHMENT AND RESTRAINT**

In accordance with the law there is no corporal punishment allowed by the school. However, if authorised by the Head, a teacher, or other member of staff, may use ‘reasonable force’ to prevent a pupil from:

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

The Head has authorised all teaching staff to use reasonable force in the above circumstances (see Physical Restraint Policy.)

## **EQUAL OPPORTUNITIES**

All rewards and sanctions must be applied fairly and consistently and in accordance with the school’s equal opportunities policy.