



St Hilary's School

Behaviour, Discipline and Exclusions Policy including EYFS

At St. Hilary's School, we aim to create a happy, caring environment in which children develop self-confidence and independence and are encouraged to be considerate and show respect for others, while reaching their true potential.

This document details the aims, principles and strategies for dealing with disciplinary and exclusion issues at St Hilary's School. All rewards and sanctions are applied fairly and consistently and in accordance with the school's Equal Opportunities and Inclusion Policies. All parents and prospective parents are aware of its existence through the Parents' Handbook and the school website.

Aims:

To create an environment in which children feel safe and valued and that makes a positive contribution to their personal and social skills.

To ensure that all pupils have the right to access space and resources, allowing them to achieve their potential.

Code of Behaviour:

The school has developed a set of Rules which apply to all members of the school community.

- We are gentle, so we do not hurt anybody.
- We are kind and helpful, so we do not hurt the feelings of others.
- We work hard and are punctual, so we do not waste our own or others' time.
- We look after property, so we do not waste or damage things.
- We listen to people and we do not interrupt.
- We respect everyone and are honest.
- We move around the school quietly and sensibly; we do not run inside.
- We wear our uniforms with pride.
- We use good manners at all times.

We also follow our school Green rules, which are:

- Reduce, reuse, recycle.
- Save water.
- Save energy.
- Walk or use public transport.
- Encourage wildlife.



At St Hilary's, individuals are valued and encouraged to achieve within an atmosphere of care and respect for one another. Rewards and sanctions are applied fairly and consistently, and attempts are made to find the cause of any misbehaviour before applying sanctions.

All the children are encouraged to develop responsible attitudes and behaviour in an environment where there is a mutual concern and respect for all, through for example:

- Demonstrating good manners – including 'please', 'thank you' and 'sorry' to staff and each other;
- Holding the door open for each other;
- Listening to each other and accepting another's point of view;
- Not shouting out in class;
- Looking for opportunities to be helpful.

This code of behaviour is reinforced by the use of Circle Time, PSCHE lessons and Assemblies when pupils are rewarded for appropriate good behaviour, including during break times. We develop the children's self-reliance with an increasing degree of responsibility for their own learning and actions.

In lessons, behaviour must be of a standard that allows constructive teaching and learning to take place, and all staff have a duty to ensure that disruptive behaviour is not tolerated.

We provide opportunities for the children to acquire the knowledge, values, attitudes, commitment and skills needed to protect, sustain and improve the environment. We develop the understanding that their own actions, as well as the actions of others, affect the environment and therefore develop an appreciation of the impact the environment can have on the quality of people's lives. These skills are developed using Circle Time, PSCHE lessons and through our ECO representatives throughout the school. Those children making full use of this system and showing genuine kindness and concern for others can be given awards or House Points if this is judged appropriate. In KS2, children have an opportunity to work towards gaining 50 factors and achieving the 'Prince George Award.'

At the end of each break time in Reception to Year 6, the children line up in their classes in silence without talking as they walk off in a line. Children are often awarded House Points or another form of recognition for lining up in silence.

Involvement of Parents

Much work on behaviour is collaboration between pupils, staff and parents. At St Hilary's we believe that parents play an important part in promoting good behaviour and their support and involvement is encouraged. Parents are regularly informed about their child's behaviour both formally and informally, e.g. written reports, parents' evenings, conversations at the end of the school day, notes home, emails and the weekly Friday Notes. They are encouraged to foster close communication with class and form tutors in order to address any issues or concerns immediately and to retain a positive focus. We try to involve parents as soon as possible with any concerns regarding behaviour as this generally leads to a more consistent approach and more effective outcomes.



Rewards

a. Praise

The main system of 'rewards' consists of words of encouragement and praise. Every opportunity is sought to praise children, verbally and in writing, for good behaviour in and outside the classroom. In addition, good work and behaviour is shared, for example through:

- Children sharing their work with their peers – reading aloud or through display;
- Children showing their good work to another teacher or another class or to the Headmistress and/or Deputy Head;
- Celebration Certificates given out in Assemblies;
- Recognition of Abbey, TAR, DIY, Sawubona, PB and True Grit moments including 'True Friend' bands – these can be nominated by any member of staff and also by pupils who may nominate another pupil.

b. Class rewards

Teachers in every class have their own class reward system e.g. marbles in a jar, star of the day, etc. which they use to reward their own forms or classes for good lessons or consistent effort.

c. House Points

All children are placed in one of four houses, Blomfield (blue), Nightingale (yellow), Wyatt (green) or Oglethorpe (red). All teachers give House Points to pupils from KS1 and KS2 for their general behaviour and for effort and achievement in their work. The average score for each House is read out in assembly and this relates to the number of stars allocated on the House Board. At end of every term a total so far is given. At the end of the year, a trophy is awarded to the House which has scored the highest total of stars.

d. Pupil of the Week Awards

This is awarded in the Friday assembly to pupils in Reception to Year 2. This could be for excellent work in a particular area of the curriculum or for attitude and behaviour. This is also recorded in the weekly Friday Notes.

e. Commendations and Headmistress Award

Staff nominate pupils for a Commendation for excellent work or behaviour on a weekly basis. These are presented as a certificate at the Celebration Assembly each Friday.

Staff nominate pupils for the Headmistress's Award for work/behaviour that is outstanding. These are presented as a certificate and a special pencil at the Celebration Assembly each Friday.

Pupils who receive either of these rewards are recognised in the Friday Notes that are published to the parents on a weekly basis. Both of these awards are recorded in a special book.



f. Academic Awards

Children who learn to write neatly enough to use a pen in Year 2 upwards are given their 'Pen License'.

Regular certificates are given out in Key Stage 1 & 2 for consistent scores in spelling tests, and in Key Stage 2 for the learning of times tables, reading in both English and French and other areas of the curriculum.

g. Awards Ceremony

At the end of each academic year, there is a Year 2-6 Awards Ceremony. Prizes are awarded for effort and achievement in academic subjects, performing arts and sports. Prizes are also awarded for personal qualities and contribution to school life.

Sanctions

Our expectation of the pupils are clearly and publicly expressed through our 'School Rules' (see appendix): School Rules are discussed regularly in Assembly and during class time, so that all children know and understand them. They act as a guide to promote good behaviour and help to maintain a friendly atmosphere.

Although there may be minor differences in interpretation and members of staff organise their own classrooms and lessons so that effective learning is achieved, the sanctions are followed by staff so that the pupils are dealt with in a consistent manner. Pupils who behave inappropriately are initially dealt with by the teacher present at the time and then referred to the Head of Key Stage as appropriate. In exceptional circumstances, pupils may be sent to the Headmistress or Deputy Head.

In Key Stage 1, **Golden Time** is used as a positive reinforcement of good behaviour. As a reward for maintaining good behaviour, the children enjoy a weekly 20 minute session during which time they can choose from a selection of activities.

Sanctions for unacceptable behaviour include an individual being given a warning, followed by the child being informed that he/she has lost minutes of **Golden Time**. The time removed will be age appropriate and at the discretion of the teacher. No child will ever lose all of their Golden Time.

In Key Stage 1, children who repeatedly do not follow the school Code of Conduct or display unacceptable behaviour patterns can be given an Individual Behaviour Chart, after discussion with parents, which aims to reinforce positive behaviour choices. Ongoing issues regarding behaviour are raised in the weekly Record of Concern meeting and minutes are distributed accordingly to all relevant members of staff.

In Key Stage 2, class teachers operate a 'three strike' system. If a pupil misbehaves in a lesson they are given a clear verbal warning. If the behaviour reoccurs, the pupils name is written on the board under a sad face symbol. If there is a third instance of poor behaviour, a tick is written next to the name which signifies that the pupil loses 10 minutes of their next



playtime where they will be able to discuss their behaviour with the teacher. At this point the form tutor is informed. At the end of the lesson, the child's name is removed and they begin with a clean slate. Form tutors keep a record of the dates and lessons for which a tick has been given and when a child has received more than five in a given term a notification letter is sent to parents by the Deputy Head, requesting a meeting to discuss how the school and home can work together to address any specific issues.

In addition, ongoing issues regarding behaviour are raised in the weekly Record of Concern meeting and notes are added to the School Management System.

If there is serious misbehaviour or repeated poor behaviour, a number of sanctions may be imposed:

- In instances of real concern over behaviour, pupils will be referred to the Deputy Head who may put them on a Report card which is signed at the end of each lesson to indicate whether or not effort, behaviour, homework, etc. were satisfactory. The Report Form is signed by the Form Teacher at the end of each day and is then taken home to be signed by a parent each evening and returned to the Form Teacher the next day. Pupils are not normally placed on daily report for more than three weeks. Although seen as a sanction, the daily report also offers an opportunity for praise and encouragement by both teachers and parents, and can be, therefore, a very positive measure for dealing with problems.

If pupils make insufficient effort with their academic work they are required to repeat it, either at home or during a part of their morning break or lunch break at the teacher's discretion. A note will be written in the child's homework diary, so that parents are kept informed.

Very serious breaches of school discipline are dealt with immediately by the Headmistress or the Deputy Head in her absence, who automatically involves the parents. Violence of any sort will always be treated as a serious matter.

Behaviour Support Systems

Where appropriate, behavioural targets are discussed and agreed between teacher and pupil and where relevant, parents.

An Individual Support Plan is put in place to help children who require additional support. The Individual Support Plan is drawn up by the class teacher, child and parents, with assistance from the SENCO or Leadership Team, where necessary to ensure that special educational needs and disabilities are taken into account. Children are able to meet with their next form teacher prior to the beginning of the academic year in order to support the effective transition for pupils from one year group to another. 'A Taste of Year...' book is also given to pupils and is written by the year group above for them. Children who arrive mid academic year are closely monitored and ongoing discussions take place with parents during this transition time.



Involvement of Pupils

In accordance with Article 12 of the UN Convention of the Rights of the Child, St Hilary's involves the children in reviewing and setting the school's Code of Behaviour, for example through:

- Assemblies
- Circle Time
- Discussing and setting class rules
- House meetings
- PSCHE and RS lessons
- School Council meetings
- House meetings

In addition, when drawing up an Individual Support Plan, the views and needs of the child are considered. This includes any child with a disability. Where appropriate, the SENCO will ensure that the needs of pupils with special needs are properly taken into account and their participation in the consultation process is assured.

Exclusions

The Headmistress may exclude a pupil for a period of between 1 day and 1 week for very serious indiscipline or less serious offences where repeated action has proved ineffective. If exclusion is ineffective, the school may be forced to require the pupil to leave the school.

Only the Headmistress, in consultation with the Chair of Governors, may exclude a pupil, whose behaviour she feels, is seriously unsatisfactory. Pupils may be excluded for one or more fixed periods not exceeding more than 30 days in one school year or permanently.

A decision to exclude a pupil permanently is 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 an exceptional 'one off' offence has been committed, e.g.:

- Serious violence, actual or threatened, against another pupil or a member of staff;
- Serious abuse or assault;
- Cases of severe and persistent bullying;
- Supplying an illegal drug;
- Carrying an offensive weapon.

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.



Appeals

Parents are entitled to appeal to the Governing Body against an exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governors, at the school. A hearing will be set up as quickly as possible, but within two weeks at the latest. The Governors' decision is final.

Continuing Education

During any fixed-period of exclusion the school continues to provide education for a pupil, for example through work to be completed at home. The school considers ways in which to reintegrate the pupil post-exclusion.

Corporal Punishment and Use of Physical Restraint

In accordance with the law the school does not use corporal punishment and use of physical restraint.

The Headmistress, however, has authorised the staff to use 'reasonable force', when necessary, to prevent pupils from: (DFE July 2011)

- endangering themselves or other pupils and staff;
- causing serious damage to the premises and property.

Definition of Corporal Punishment

Corporal punishment means the intentional application of force as a punishment. This includes not only the use of the cane or other implement, but also other forms of physical chastisement intended as punishment (such as slapping, punching, pushing, prodding, throwing missiles and any other forms of rough handling).

The use of corporal punishment for all pupils at St Hilary's is not permitted.

Definition of Physical restraint

- Physical restraint is the positive application of force with the intention of controlling the pupil's behaviour in order to protect him/her from harming himself/herself or others or seriously damaging property.
- Physical restraint occurs whenever a member/s of staff, intentionally, using force, physically restricts a pupil's movement against his/her will.

St Hilary's does not advocate use of physical restraint and develops an ethos where the use of physical restraint will not be necessary. If it becomes necessary in exceptional circumstances to use physical restraint, it should be an act of care, not a punishment.

When might it be appropriate to use reasonable force?

- A pupil attacks a member of staff, or another pupil;



- Pupils fighting;
- A pupil is causing, or at risk of causing injury;
- A pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure himself/herself or others;
- A pupil absconds from class or tries to leave school;
- A pupil persistently refuses to obey an order to leave the classroom;
- A pupil is behaving in such a way that is seriously disrupting a lesson.

Procedures

- Before resorting to physical restraint staff will have tried all alternatives especially those which have been successful in the past in preventing the pupil's behaviour from becoming a danger to him/herself or others. Acceptable forms of restraint will be limited to the minimum force necessary to prevent the pupil from harming him/herself.
- Where the regular use of physical restraint is necessary with an individual, the strategies to be used will be devised and recorded in the individual pupil's planning document including in the Individual Support Plan (ISP). This should be done in conjunction with parents and, where possible, the child.
- Where it has been necessary to use physical restraint, the incident will be discussed with the pupil and his/her point of view recorded.
- Parents/carers will be informed when physical restraint has been used and will be given the opportunity to discuss the matter with the school.
- Staff will be given the opportunity to discuss with the Headmistress, and at staff meetings, incidents where physical restraint was employed and in particular, to identify whether any alternative strategy might have been equally effective.
- Staff training needs will be identified and suitable information and training provided as appropriate.

There is no legal definition of reasonable force but the following may be considered helpful:

“If the circumstances of the particular incident warrant it; the degree of force must be in proportion to the circumstances; the age, understanding and sex of the pupils.”

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