



## **BEHAVIOUR AND SANCTIONS POLICY**

*Also see our Anti-Bullying and Child Protection Policies*

### **INTRODUCTION**

St. Edward's Prep aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust, mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

St. Edward's Prep is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aim to develop the whole person equipped to take his place in the modern world.

Staff must read St. Edward's guidelines on behaviour management and expectations during their induction process. St. Edward's behaviour and sanctions diamonds are displayed in all classrooms. Outstanding Behaviour to learn posters are also displayed in all classrooms.

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents must sign following their child's admission to a school

This behaviour and sanctions policy has been written according to the advice found within The Behaviour and Discipline in schools DfE (2014) paper and the Education Act 2002.

Our teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the Headmaster says otherwise) with responsibility for pupils, such as teaching assistants.

This policy is written with a view to safeguarding and promoting the welfare of children according to

(Independent School Standards) (England) Regulations 2010 and with regard to the school's duties under the Equalities Act 2010, making reasonable adjustments for pupils with special educational needs/disabilities.

### **CODE OF CONDUCT**

St. Edward's Prep community of the Proprietor, Board members, staff, parents and pupils adhere to a code of conduct, rather than to lists of rules. St. Edward's sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.



We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Rules and Regulations.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

### MONITORING CARDS

If a pupil is found to be consistently under-achieving or showing a tendency to misbehave he will be placed on a monitoring card. The tutor will produce the card and it is presented by the pupil at the beginning of each lesson. At the end of the lesson, the teacher in question will assess the pupil's performance during the lesson and record appropriate comments on the card. The card is taken by the pupil to the tutor every day so that the day's record may be reviewed. Targets are then set and resolutions made for the following day. The Monitoring Card will normally be operative for a period of one to two weeks. Experience has shown that this is a highly effective method of motivating children and a constructive way to help to address their social or academic difficulties.

### INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at St. Edward's Prep undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extra-curricular activities and prep. If a child continues to behave inappropriately a Behaviour Plan will be written by the tutor. The parents/guardians will be asked to come into school to discuss the plan with the Deputy Head, tutor and child concerned.

We expect parents to phone or email the school explaining a child's absence but we will always telephone the home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is the school's policy usually not to allow holiday to be taken during term time.

### INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, [e.g. via the School



Council, which meets regularly]. In addition to this, St Edward's also has a nominated 'listening ear', Mrs Janet Elwood, as a support system for pupils. Boys can ask to speak with her about any concerns and report incidences of bullying by posting forms in the 'Chatterbox' located outside of the front office.

### SCHOOL RULES AND REGULATIONS

The Deputy Head is responsible for issues concerning behaviour and informs staff of any issues that have arisen. Incidents involving inappropriate behaviour are recorded in a book kept in the staff room. Incident details are to be written by any member of staff and the Deputy Head will review the actions taken or to be taken. The school's Rules and Regulations are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. Copies of the Rules and Regulations are set out in the Parent Handbook and may change from time to time. Parents and Guardians undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Deputy Head and Headmaster undertake to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include: detention, withdrawal of privileges, assistance with domestic tasks, such as collecting litter, suspension for a specified period, removal or expulsion.

We try to keep sanctions to a minimum. Teachers are encouraged to address any unacceptable behaviour themselves on a direct basis with the pupil(s) who are giving cause for concern. If, having tried personal admonition, further action is necessary, write an informal note (e-mail) or chat to the pupil's Form Tutor outlining the issues. The next step is to bring it to the attention of the Deputy Head and staff at the weekly staff meeting under the Behaviour heading.

Teachers should be fair and consistent in their reactions to pupils who may exhibit aspects of undesirable behaviour. It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the pupil. Sanctions should be applied in an appropriate and consistent manner. When applying sanctions the age and gender of the pupil, any religious requirements affecting the pupil, any special educational need or disability that they might have, previous offences, his/her honesty over the incident and attitude to rebuke would all be relevant in making a decision. Additionally, it is important to:

- Explain clearly why the behaviour was unacceptable
- Be reluctant to punish groups unless responsibility is quite apparent
- Explain to the pupil how he/she might put things right and follow up the sanctions meticulously.
- Note that research indicates that detentions are much more effective when a specific task related to the 'offence' is set and not 'lines'.

Where a pupil or a group of pupils behaves poorly outside the school grounds and that behaviour is likely to bring the school into disrepute or to cause repercussions for the orderly running of the school, then St. Edward's reserves the right to take punitive action



against that pupil or group of pupils. Examples of such circumstances could include behaviour while travelling to and from school, while at away matches or while off site but in school uniform in a local town. The full range of sanctions may be considered for use in responding to such cases.

### TEACHING AND LEARNING

St. Edward's Prep aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

### COMPLAINTS

We hope that you and your child do not have any complaints about the operation of our behaviour policy; but copies of the School's complaints procedure can be sent to you on request.

### BEHAVIOUR MANAGEMENT AND DISCIPLINE

#### AIMS:

The concept of respect for self, others and property is intrinsic to the school ethos. The aim of this policy is to instil this in individuals with the intention that they eventually self-regulate for it. This should enable pupils to develop as individuals in a safe, caring environment with consistent boundaries and rules.

Guidelines on behaviour standards and management are explained during a teacher's induction process.

#### OBJECTIVES:

- behaviour management should be consistent throughout the school
- behaviour management should be predominantly positive
- behaviour management should comply with the structured guidelines below; however, staff discretion is essential

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

taking part in any school-organised or school-related activity

travelling to or from school

wearing school uniform

in some other way identifiable as a pupil at the school.

misbehaviour at any time, whether or not the conditions above apply, that:



could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

**PROCEDURES, REWARDS AND SANCTIONS** *(Please see Rewards & Sanctions Diamond and Outstanding behaviour for learning documents)*

Encouragement and praise of good behaviour should be used whenever possible via such actions as:

- house point system
- Pre-prep weekly Reward Assembly
- informing parents
- mention in newsletter
- mention in assembly
- Pre-prep Star of the Week and Prep Headmaster's Award commendations from Headmaster or Deputy Head in Friday's Reward Assembly
- reading out examples of good work
- positive comments for behaviour, work and effort
- highlighting positive aspects
- written comments on written work
- postcards home
- certificates of achievement, Man of the Match Awards
- colours
- Star of the Week and Headmaster's Award winners mentioned in weekly St. Edward's Update
- Speech Day prizes
- House Outings
- peer praise

However, in instances where positive reinforcement is ineffective, the following actions may be taken:

- verbal warning
- minus house point on the Class Dojo system
- Head of Pastoral Care calls all boys out at the end of the Monday Assembly and meets with them at break time and or lunch time on that day if necessary.
- break detention
- written consequence – letter of apology, essay etc. – given and monitored by staff member concerned
- Prep only – send to Deputy Head, during lesson time pupil to be accompanied by another pupil with note detailing offence. Consequences of such action may include written assignment, 'jobs' around the school, after school detention, time-out in another classroom, parental consultation



- Tutors prepare daily monitoring/motivation cards after discussion with SMT
- Monitoring/Motivation cards are to be discussed with tutor and a member of SMT at the end of each day
- If SMT believes inappropriate behaviour is persistent the child will be issued with a 'behaviour plan'. This will be compiled with the tutor and discussed with the parents/guardians.

The Deputy Head (Pastoral) and line managers should be made aware of any recurring issues concerning behaviour and discipline. Behaviour is a standing item on the weekly staff meeting agenda.

**NB** Any child sent out of a lesson for disciplinary reasons **MUST** be referred to the Deputy Head. Due to Health and Safety regulations, children sent out of classrooms on disciplinary issues **MUST** be accompanied.

#### Temporary or Permanent Exclusion

On the rare occasions where there are serious difficulties with a pupil's behaviour, where it is felt inappropriate for the pupil to remain in school for the safety of himself or others, then exclusion will be considered.

Exclusion of a pupil may take place if:

- In the opinion of the Headmaster a number of sanctions have been applied with no significant effect
- The boy in question by his continued poor attitude or behaviour is causing danger to himself or others
- The poor attitude or behaviour is disrupting other pupils' opportunities to learn
- The actions of the boy are considered criminal e.g. stealing, criminal damage, serious assault

Temporary or permanent exclusion will be a sanction only given by the Head in circumstances where no other sanction is appropriate.

There will be a full discussion with the pupil and with the parents about the incident after a complete investigation has taken place. Exclusion will be for as short a period of time as possible.

If parents do not agree with the decision to exclude, which would only be taken after consultation with parents, they may appeal to the Proprietor. It should be noted that, in the contract parents sign when their children are admitted to St. Edward's, there is a clause giving the Headmaster and Deputy Head the right to exclude in extreme circumstances. Please see attached.

#### Anti-bullying:

St. Edward's has a comprehensive Anti-bullying Policy which should be read in conjunction with this document.



### The Teacher's Role

Teachers play a key part in fostering good standards of behaviour, developing good relationships between adults and pupils at the school and thus supporting the school's Anti Bullying Policy. The school's expectations are set out at Staff Induction when a new teacher joins the school. They are also to be found in the Staff Handbook. This will be done in the following ways:

Having high expectations of pupils in their behaviour and achievement in lessons.

Providing consistent classroom management of the pupils in lesson times.

Modelling good behaviour in their own conduct and manner towards the pupils wherever they may come into contact with them. Such behaviour modelling will be a significant factor in preventing pupils from adopting bullying behaviour in their conduct to one another.

Asserting good values of conduct on the sports field.

Discussion of issues with tutees during one to one and group tutorial sessions.

**Please note, at St Edward's corporal punishment is neither used nor threatened.**

### The Parent's Role

In all cases where the behaviour policy of the school determines sanctions against a pupil, parents will be informed and kept up to date with proceedings. Where necessary, other agencies shall be informed as appropriate.

### Use of Physical Force

All staff should be aware of Section 550A added to the Education Act 1996 which confirms that: where necessary, reasonable force can be used to control or restrain pupils; restraint should be 'by reasonable, non-injurious means'. There is a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil.

They will fall into three broad categories:

where action is necessary in self-defence or because there is an imminent risk of injury;

where there is a developing risk of injury, or significant damage to property;

where a pupil is behaving in a way that is compromising good order and discipline.

There is no legal definition of 'reasonable force'. Therefore, it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

In cases where staff may find themselves dealing with a difficult pupil, they are encouraged to use the following strategies:

Remain calm and measured.

Do not antagonise, or humiliate, or insult a pupil.

Give clear reasons why the pupil's conduct is unacceptable.

Explain the consequences of the pupil's refusal to co-operate.

Avoid any action which might exacerbate the situation.

Allow the pupil to give his or her version of the incident.



Disagree agreeably: prevent the incident from escalating.  
Summon the support of a nearby colleague if necessary.  
Ensure there are witnesses where possible.  
Keep talking to defuse the situation.  
Use physical intervention only when all other methods have failed.  
The older the pupil, the less appropriate is the resort to force.  
Immediately following any such incident the member of staff concerned should tell a member of SMT and provide a written report as soon as possible afterwards. The Headmaster will inform parents, as appropriate, of the incident.

#### Confiscation of pupil property

The Education Act 2006 gives teachers the power to confiscate pupil property so long as three conditions apply:

1. The person acting in this way has the appropriate authority, which any paid teacher does.
2. The confiscation was on school premises or while the pupil was under the school's control.
3. The confiscation was reasonable.

The Act lays the burden of proving that the confiscation was reasonable on the teacher, not the pupil or the parent. Teachers should, therefore, use this power carefully and with common sense. An obvious example is in relation to mobile phones. It would probably be adjudged reasonable to confiscate a mobile phone that was being used during a lesson to send or receive texts or play games, but it would probably not be reasonable or proportionate to keep that phone after the end of the school day on which it was confiscated.

#### Malicious Allegations against Staff

In accordance with the school's Complaints Policy, St. Edward's will investigate all allegations against staff and will follow appropriate procedures in doing so. Where investigation reveals that a pupil has made malicious or unfounded allegations against a member of staff, the school will take disciplinary action against that pupil and the full range of sanctions will be considered in such cases.

Reviewed December 2015 by Deputy Head

Signed

Headmaster

Proprietor

Date: Dec 2015

Review date: Dec 2016

**A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE**



- 1 **School Discipline:** The Parents hereby confirm that they accept the authority of the Headmaster and of other members of staff on the Headmaster's behalf to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the School community as a whole. The School's disciplinary policy which is current at the time applies to all pupils when they are on School premises, or in the care of the School, or wearing School uniform, or otherwise representing or associated with the School.
- 2 **Investigative Action:** A complaint or rumour of misconduct will be investigated. The Pupil may be questioned and his belongings may be searched in appropriate circumstances. All reasonable care will be taken to protect the Pupil's human rights and freedoms and to ensure that his Parents are informed as soon as reasonably practicable after it becomes clear that the Pupil may face formal disciplinary action, and also to make arrangements for the Pupil to be accompanied and assisted by a parent, education guardian or a teacher of the Pupil's choice.
- 3 **Procedural Fairness:** Investigation of a complaint which could lead to expulsion, removal or withdrawal of the Pupil in any of the circumstances explained below shall be carried out in a fair and unbiased manner. All reasonable efforts will be made to notify the Parents or education guardian so that they can attend a meeting with the Headmaster before a decision is taken in such a case. In the absence of a parent or an education guardian, the Pupil will be assisted by an adult (usually a teacher) of his/her choice.
- 4 **Divulging Information:** Except as required by law, the School and its staff shall not be required to divulge to Parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which the Headmaster has acquired during an investigation.
- 5 **Drugs & Alcohol:** The Pupil may be given the opportunity to provide a urine sample under medical supervision if involvement with drugs is suspected, or a sample of breath to test for alcohol consumed in breach of School discipline. A sample or test in these circumstances will not form part of the Pupil's permanent medical record.
- 6 **Terminology:** In these Terms and Conditions "**Temporary Exclusion**" means that the Pupil has been sent or released home for a limited period either as a disciplinary sanction or pending the outcome of an investigation or a Governors' Review. "**Withdrawal**" means that the Parents have withdrawn the Pupil from the School. "**Permanent Exclusion**" means that the Pupil has been required to leave ("**asked to leave**") the School permanently in the circumstances described below. "**Released home**" means that the Headmaster has consented to the Pupil being away from School for a specified period of time. "**Exclusion**" means that the Pupil may not return to School until arrears of Fees have been paid. "Exclusion" may also be used as a general expression covering any or all of the other expressions defined in this clause.
- 7 **Sanctions:** The School's current policies on sanctions are available to Parents in the Parents Handbook and on request before they accept the offer of a place. These policies



may undergo reasonable change from time to time but will not authorise any form of unlawful activity. Sanctions may include a loss of house points, a requirement to undertake menial but not degrading tasks on behalf of the School or external community, detention for a reasonable period (which may be at break time), withdrawal of privileges, gating, rustication or suspension, or alternatively being removed or expelled.

- 8 **Permanent Exclusion:** The Pupil may be formally excluded from the School 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 breaches. The Headmaster shall act with procedural fairness in all such cases. The Headmaster's decision shall be subject to a Proprietor's Review if requested by a Parent. Parents will be given a copy of the Review procedure current at the time. The Pupil shall remain away from School pending the outcome of the Review.
- 9 **Fees after Permanent Exclusion:** If the Pupil is permanently excluded, there will be no refund of the Acceptance Deposit or of Fees for the current or past terms, but the unspent balance of any lump sum prepayment will be refunded without interest. There will be no charge to fees in lieu of notice but all arrears of Fees and any other sum due to the School will be payable.
- 10 **Removal in other Circumstances:** Parents may be required, during or at the end of a term, to remove the Pupil, temporarily or permanently from the School if, after consultation with the Pupil and/or Parent, the Headmaster 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 and/or the community life offered by the School, or if a Parent has treated the School or members of its staff unreasonably. In these circumstances, Parents may be permitted to withdraw the Pupil as an alternative to removal being required. The Headmaster shall act with procedural fairness in all such cases, and shall have regard to the interests of the Pupil and Parents as well as those of the School.