

## SHERRARDSWOOD SCHOOL

### POLICY ON BEHAVIOUR AND DISCIPLINE

#### 1

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

It aims to promote an environment in which everyone feels happy, safe and secure and applies on school premises and during school hours while pupils on visits or trips, at school events or other occasions related to the school, and on any occasion when the pupils are the responsibility of the staff.

This policy applies when pupils are off site because study leave or work experience arrangements are in place. When pupils are travelling to and from school they are considered to be representing the school and therefore the school rules apply. This includes 6<sup>th</sup> formers who remain subject to school jurisdiction even if off site, for example a lunchtime exeat, or in transit to another school/college as part of the consortium.

The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week and term where such misconduct prejudices the good order and welfare of the school or its pupils. See policies on anti bullying, equal opportunities.

1.2 The school has a number of rules; our behaviour policy is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate and polite way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

#### 2 Rewards

2.1 We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- letters of praise are sent home
- teachers give children house points (Lockleys);
- we distribute merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school (Mimram); these are then converted into commendations
- all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work (Lockleys mainly).
- Annual Subject and year group prizes (Mimram and Lockleys)

- Posting examples of excellent work on the school's website so that the community can celebrate success
- 'Star of the Week' celebrated in a weekly assembly (Lockleys)
- 'Commendation Awards Assembly' Termly (Mimram) and various prizes are awarded
- End of Year Commendation Lottery with prizes (Mimram)

(Also see separate Key Stage and Department Policies)

- 2.2 The school acknowledges all the efforts and achievements of children, both in and out of school through the school's established formal and informal reward systems.

### **3 The role of the class teacher**

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the relevant line manager.
- 3.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **4 The role of the headmistress**

- 4.1 It is the responsibility of the headmistress, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headmistress to ensure the health, safety and welfare of all children in the school.
- 4.2 The headmistress supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The headmistress keeps records of all reported serious incidents of misbehaviour.
- 4.4 The headmistress has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headmistress may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **5 The role of parents**

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- 5.3 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headmistress. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 6 The role of governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headmistress in adhering to these guidelines.
- 6.2 The headmistress has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headmistress about particular disciplinary issues. The headmistress must take this into account when making decisions about matters of behaviour.

## 7 Sanctions:

Behaviour which may warrant sanction includes the following as examples:

- 7.1 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. (see separate Key Stage and Department Handbooks).

These may include:

- **Staying in** to complete work, either at break or for part of a lunch time
- **Repeating** or redoing work not of the required standard
- **Confiscation** of items forbidden in school
- **Detentions:** lunchtime, after school or Saturday morning
- **Community Service** to offer the student the opportunity to make good their misconduct by performing work of benefit to the community: mounting work, litter picking, etc
- **Emergency removal from the class:** this is rare but may occur following uncontrolled physical or verbal abuse which causes serious disruption to a lesson and is not susceptible to the normal channels of control or classroom management. the 'On Call' system should be used.
- **Educational Visits:** misconduct on educational visits may lead to punishment once the pupil has returned to school, ranging up to permanent exclusion for a very serious offence. However, the need for immediate action during the visit, especially if it is residential or overseas, means that other immediate responses may need to be taken. These might include on-site community service, restrictions to the pupil's activities and privileges, confiscation of illicit items. A pupil may be returned to school early or a parent may be required to come and collect them.
- All teaching staff, including supply teachers, unqualified and student teachers and midday supervisors are empowered by the Headmistress to reprimand children. Further sanctions must follow department procedures in line with whole school procedures and midday supervisors and any volunteer staff are required to seek advice and assistance from relevant senior staff.

- 7.2 The class teacher discusses the school rules with each class. Every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-

social behaviour, the class teacher / Pastoral team Leader discusses these, where appropriate, with individuals and, on occasion, with the whole class.

- 7.3 The school does not tolerate bullying of any kind. (see Anti Bullying Policy).
- 7.4 Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **Ancillary powers of staff:**

Consistent with the provisions of the Education and Inspections Act (2006) it may be necessary for staff in exceptional circumstances to search students for items such as stolen items, substances of abuse or items which would be harmful to others.

In exceptional circumstances it may be necessary for staff to physically restrain a student. Staff at Sherrardswood School will look to act in a manner consistent with DCSF guidance on the use of force to control and restrain pupils. Staff are not expected to put themselves at risk, and may reserve the right to decline to physically restrain a pupil. However, the Education and Inspections Act specifies that staff can use reasonable force to restrain a pupil where this is necessary **such as** to prevent the pupil hurting themselves or others, prevent damage to property, or prevent serious disruption of the good order of the school's operations. This power is delegated by the Headmistress to all teaching and support staff, including supply and student teachers, lunchtime supervisors and adult volunteers assisting on educational activities.

Where circumstances have forced a member of staff or other designated adult to use such physical restraint, a member of the SLT must be informed immediately and a record made and passed to the Headmistress.

### **Referral for Police Action:**

In cases of serious offences, the Headmistress will make a decision as to whether the matter should be reported for additional police action.

## **8 Fixed-term and permanent exclusions**

- 8.1 We do not wish to exclude any child from school, but sometimes this may be necessary.

What Behaviour Merits Exclusion?

Examples of such behaviour include

- Drug abuse
- Alcohol abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist abuse
- Sexual misconduct

- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

In extreme and exceptional circumstances, the headmistress may exclude a child permanently. It is also possible for the headmistress to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 8.2 If the headmistress excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headmistress makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- 8.3 The Governing Body itself cannot either exclude a child or extend the exclusion period made by the headmistress.
- 8.4 A governors' committee will be convened to consider any exclusion appeals.
- 8.5 When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and consider whether the child should be reinstated.
- 8.6 If the governors' appeals panel decides that a child should be reinstated, the headmistress will comply with this ruling.

## **9 Drug- and alcohol-related incidents**

- 9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term or permanent exclusion and the police and social services will be informed.
- 9.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 9.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary or permanent exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headmistress.
- 9.5 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **10 Monitoring and review**

- 10.1 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headmistress records those incidents in which a child is sent to him/her on account of bad behaviour. A record of any incidents that occur at break or lunchtimes is kept: lunchtime supervisors give written details to relevant staff.
- 10.2 The headmistress keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

- 10.3 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality, gender, pupil with disability or vulnerable pupil, so that no child is treated unfairly.

## **11. Complaint**

Where a parent or a pupil wishes to have further clarification as to the reasons why a punishment was set, or query the punishment, the member of staff concerned should be approached in the first instance. If this does not resolve the matter, the class/form teacher should be approached. If this does not resolve the matter, the relevant assistant Head in Lockleys or Department Head in Mimram should be consulted. As a last resort, matters can be dealt with by the Headmistress or through the school's formal complaints procedure.