

POSITIVE BEHAVIOUR AND EXCLUSIONS POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by:

Policy approved by: Robert Berry – Director of Operations

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Reviewer's Signature:

Approver's Signature:



Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

Scope

This policy applies to all pupils, parents and staff at The Village Prep School including Early Years (EYFS). It has been written with due regard to Behaviour and Discipline in Schools Act (2016) and The Equality Act (2010).

This policy has been written with due regard to the duty of proprietors, under Section 7 of the Education (Independent Schools Standards) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils.

When pupils feel safe to express their views and be open to the views of others, they are more likely to take risks with their learning. We aim to encourage this as it will build their resilience, confidence and learning skills.

By giving pupils the skills to express themselves, listen to others, self-regulate their emotions and behaviour, and build and maintain positive relationships, an environment is created where students feel heard and learning is optimism.

Corporal punishment is not permitted at any Chatsworth Schools, at any time, for any reason.

In regard to the Children Act (1989):

- Corporal punishment is not permitted and never used
- Or threatened
- Nor any punishment which may adversely affect a child's well-being.

The School understands that rewards can be more effective than punishment in motivating pupils. The School is committed to promoting and rewarding good behaviour. See Appendix 1 for the School Rules and Appendix 2 for some of the ways in which good behaviour is rewarded.

The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve his/her educational outcomes. When it is considered a pupil's continuing disruptive behaviour is a result of an unmet educational or other need, The School will consider whether a multi-agency assessment is required and act accordingly.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Cyber Bullying Policy, Physical Restraint and Use of Reasonable Force Policy, and Disability Policies.

Policy Aims

- To promote good behaviour, self-discipline and respect;
- To promote an environment where everyone feels safe, valued and secure;
- To actively prevent bullying and cyber-bullying through education, raising awareness and the celebration of positive behaviour.
- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences.

- To create a school where children are happy, safe and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community.
- Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

We aim to provide:

- Good adult and peer role models of caring and co-operative behaviour.
- Reinforcement of positive attitudes to expectations.
- Recognition of a wide range of achievements.
- Acceptance by all students in school of a common responsibility for maintaining good discipline and promoting the school's basic guidelines.

Promoting Good Behaviour

As well as staff acting as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy and Politeness;
- Respect;
- Dress (uniform, cleanliness, any adornments, including make-up, hair);
- Lessons and punctuality;
- Property;
- Privacy;
- Safety;
- Technology.

Serious Misconduct

Serious misconduct will result in the pupil being sent home pending enquiries, after which the pupil may be returned to school on a behaviour and performance contract / report, internally suspended, externally temporary excluded, or permanently excluded or withdrawn by parents. The individual circumstances will determine the course of action by the school.

The Head and staff have the power to discipline pupils for their behaviour in school and in some circumstances, outside of school. This includes the power to impose detention and confiscate pupils property if required.

Confiscation of Property

If it is deemed necessary to confiscate a pupils property then pupils can expect:

- Items to be returned to the pupil or their parents after a given period. (E.g. items banned from school, such as mobile phones.)
- Items to be destroyed (E.g. pornography, tobacco, alcohol)
- Items to be handed to the police (E.g. banned substances, knives, weapons, stolen items)

For full information on confiscations, please refer to the Screening, Searching and Confiscating

Policy.

Administration of major punishments will be recorded in the Serious Misbehaviour Register with the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. The Serious Misbehaviour Register is reviewed regularly so that patterns in behaviour can be identified and managed appropriately.

Fixed Term and Permanent Exclusions Policy

Pupils guilty of serious misconduct may be liable to either fixed-term or permanent exclusion. In circumstances where a pupil's behaviour, while he/she is not at School (as defined below), damages or threatens, actually or potentially, the wellbeing of any member of the School community or the reputation of the School, the School may investigate the pupil's conduct. As a result of this investigation, if it is considered appropriate to protect the wellbeing of other pupils and the School's reputation, sanctions may be imposed proportionate to the seriousness of the misconduct.

When judging whether to exclude a pupil permanently or for a fixed-term, the School will take into account all the circumstances: these will include the age of the pupil, the seriousness of the offence, its impact upon the School and any member of The Village Prep School community (pupils and staff), and any extenuating circumstances raised by the pupil in his/her defence.

The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational needs and / or his / her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the School, that he/she remains at the School.

For the purposes of this policy "at the School" means each of the following:

- On School premises;
- anywhere where a pupil is engaged in an activity organised by School staff or anyone acting on behalf of the School; and
- whenever and wherever the pupil is wearing school uniform or other clothing which identifies him / her as a Village Prep School pupil, including when travelling to and from the school.
- in any other way that makes them identifiable as a pupil of the school.

"serious misconduct" means :

- violent or threatening behaviour
- indecent, offensive, abusive, bullying or harassing behaviour
- theft
- possession or consumption of illegal drugs at the school
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- cheating in examinations
- deliberate or reckless damage to property

- rudeness to a member of staff or other adult involved in or encountered in the course of an event organised by the School, or acting on behalf of the School
- serious misuse of School facilities
- repeated breaches of the School Code of Conduct
- breach of the Code of Conduct after a pupil has signed a behavioural or academic contract that is criminal; and/or illegal
- has or could have had a serious adverse effect on: (i) any part of the physical environment of the School; (ii) any aspect of the wellbeing of any member of the School community (pupils and staff); and/or (iii) the learning of the pupil himself or that of any other pupil; and/or harms the public image of the School.

To support a pupil receiving a fixed-term exclusion and who would thereby be at risk of permanent exclusion (in the event that he / she were to commit another breach of the Code of Conduct), the pupil will be required to sign a Pupil Contract in which he / she will agree to a number of targets for behaviour improvement and/or academic performance. This will be monitored by a member of the SMT. Failure to comply could result in permanent exclusion.

Every student has a right to confidentiality during the consideration of a possible exclusion; an investigation will be undertaken in the strictest confidence and the details only disclosed to those who need to know. This does not preclude the conclusion of an investigation being made public to the school community on completion of an investigation, if the person being investigated has been found to be culpable. The school expects that parents and any other persons involved in discussions about exclusion will also respect the provision for confidentiality. If the school decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed term temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parent with the reasons for this decision.

Where exclusion has taken place the parents will be notified immediately, followed by a letter. This will detail the following:

- Length of exclusion and whether it is temporary or permanent
- Reasons for the exclusion
- Parents' right to make representation to the Head. If they are not satisfied with the Head's decision, stage 3 of the School's complaints procedure (the panel hearing) will be used as a template for an appeal against a permanent exclusion. During an appeal process, an exclusion will remain in place, except at the discretion of the Head
- The student will be given work to do at home for the first five days of a fixed term exclusion

Malicious Accusations against Staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the School or a member of staff unreasonably.

The School will consider an allegation to be malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

Staff Training

Staff will receive annual training on this policy, so that they have a clear understanding of the systems and procedures, and their legal responsibilities.

Liaison with Parents, other Agencies and Schools

- The school actively encourages parents to keep in contact and to keep the lines of communication open. Parents will be kept informed of any serious behavioural issues regarding their child. If a Pupil Contract needs to be put into place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies (e.g. Child Protection Officer, Educational Psychologist, local authority START team case worker) to gain advice or to work in tandem to provide the best support for a pupil.
- When pupils make the transition between schools the Head will ensure that any behavioural issues are discussed with the appropriate member of staff from that school in order that the child can be supported and mentored appropriately when he/she arrives.
- The policy is available at all times on the school website.
- The policy will be reviewed annually. If any amendments are made at other times parents will be informed via the school's newsletter.

Interpretation

In this policy, the term "senior manager" means a School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Operations at the above address.

Appendix 1 - School Rules

Guidelines to pupils at School; we expect you to:

- Show respect for others and their property.
- Follow all instructions given by staff or other adults working with the pupils.
- Move quietly in and around school.
- Bring all the equipment and books that you need for each session.
- Be punctual.
- Be safe.
- Complete all assignments on time.

- Ask for help and support whenever you need it. It's OK to be proactive.

Classroom Guidelines

We expect you to work hard and

- Enter the room quietly and sensibly.
- Prepare for your lesson on arrival by having books and equipment out.
- Stand at the start of the lesson until invited to be seated by your teacher.
- Limit eating and drinking to break and lunchtime. (students are encouraged to drink water and should bring a sealable bottle for this purpose)
- Listen carefully to others without interrupting. Put up your hand when you wish to speak or add to the discussion in class.
- Treat the room and furniture and other people's belongings with respect.
- Leave the room tidy.
- Leave in an orderly way when you are asked.
- Respect the views of others.
- Mobile telephones/tablets and laptop should be switched off whilst in school, unless being used to assist learning and authorised. They remain the responsibility of the pupil.
- Chewing gum, alcohol, drugs or solvents are banned at all times.

Appendix 2

EYFS / Years 1-2

In our discipline we should be positive, encouraging and caring and to set an example through our own behaviour, appearance, punctuality and courtesy. We aim to cultivate responsibility and self-discipline in each pupil.

The fundamental relationship between staff and pupils should be a constructive partnership in learning; one which allows for mutual respect. Appropriate attitudes will be encouraged.

Good behaviour will be reinforced with the following rewards:

- Verbal praise to the individual
- Drawing attention among the group or class to the work or behaviour
- Positive comments written on child's work
- Award of a sticker for work or behaviour
- House points

Discipline must be tempered by sensitivity and tact and take account of a child's personal circumstances. Rules, orders and instructions should be clear.

Positive guidance techniques should be used, including:

- Re-directing children
- Early intervention
- Anticipation and elimination of potential problems

A collective staff vision is important in achieving these goals.

In the event that misbehaviour occurs, one of the following actions would be taken:

- A reprimand
- A warning of the consequences if the misbehaviour is repeated
- Temporary separation of a child from main group
- Missing part of playtime
- The loss of a privilege, e.g. doing a free-choice activity
- Persistent misbehaviour would require liaison with the child's parent or guardian
- In extreme cases, e.g. violence against another pupil or member of staff, the advice and support of the Head of the relevant section of the school may be sought.

Years 3-6

Aims

- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences. This will be done primarily through PSHE but where appropriate will be incorporated into any lesson.
- To create a school where children are happy and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community. Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

Incentives

Our policy at The Village Prep School is to use a positive attitude to discipline rather than simply issue punishments for bad behaviour. Praise and encouragement are seen as very important from an encouraging smile to a quiet word, a public word in assembly, written comments on work, or a visit to other staff, including the Head to show special achievements.

We use a system of house points. These are awarded for good work and behaviour. They are totalled every week for each house team, with the weekly and running totals announced in the celebration assembly on Monday.

Certificates for good work and behaviour are awarded in the weekly celebration assembly. In class pupils can be recognised for good attitude and behaviour through house points.

Our discipline at The Village Prep School aims to be firm and fair. While misbehaviour is checked immediately, the individual circumstances of each child are carefully monitored by tutors and pastoral staff so that staff are aware of any extenuating circumstances. The pastoral care system at The Village Prep School is an integral part of every child's daily school life. Its aim is to develop the social, moral, personal and educational wellbeing of the child through discussion, interaction and awareness of issues appropriate to the age of the child. This is normally lead by the form teacher but all teachers have a responsibility through their lessons to encourage and support students to be better citizens.

We believe that the better the rapport between pupil and staff, the less the students will 'step out of line'. An appropriate verbal rebuke or encouragement, together with an explanation the pupil clearly understands, is an important part of the discipline process.

However, there are occasions when it is necessary to correct bad behaviour or work. We aim for all staff to implement any sanctions consistently and to have the backing and co-operation of parents.

Sanctions

A behaviour chart that is consistent in format in each class is used to recognise particularly good behaviour and poor behaviour.

Poor work may be re-written at break so long as a pupil does not miss both breaks in a day and that missed breaks do not become the norm. Communication between staff is an important part of this process.

Children who are causing concern academically, physically or socially are discussed with the relevant member of the Senior Leadership Team; actions could include:

1. Talking to the pupil to better understand the reasons behind the behaviour
2. A relevant task or written punishment
3. Monitoring behaviour
4. Inviting parents to discuss the concerns raised

If a girl continues to give cause for concern regarding their attitude or behaviour, they may be put on report for period of time. During this period, the pupil is required to ask each member of staff to sign a record at the end of each lesson, indicating that her conduct has been satisfactory. 'On Report', is administered by Subject Teachers and Form Teachers after discussion with parents.

Any concerns regarding serious verbal or physical behaviour must be reported immediately to the Head.

Parents will, of course, be advised and involved in any disciplinary matters at the appropriate stage in order to make them aware of their child's behaviour in school and to work together to resolve the problem before more serious measures become necessary.

School Monitoring Reports

The School uses a variety of strategies and reports to help support students in their learning. Some reports are disciplinary while others are intended to support a pupil with a particular issue i.e. 'organisation'. The aim is to ensure that all individuals continue to make good progress. Generally, where a pupil is on report they will present this daily to their Form Tutor or mentor.

Lateness

Pupils arriving late after registration must sign in with the School Secretary. This will be recorded on the registration system for the teacher to see.

Uniform

Pupils coming into school with incorrect uniform will be given the option to borrow an item of uniform from school.

Smoking

Smoking is banned at all times. If a pupil is caught smoking on or off the school premises the parents will be informed and the pupil will be sent home immediately. This extends to any time that the student is on a bus operated by the school, waiting in a car park or other pick-up and drop-off points. The school reserves the right to consider with parents a disciplinary sanction where a child is seen smoking whilst in our school uniform or are attending a school function or event away from the normal school sites.

Criminal Activity

If a pupil is caught or suspected of being involved in any criminal activity, she will be sent home, with their parent(s) or Guardian(s) whilst the case is investigated. Where the situation would require the intervention of the police the school will not conduct any interviews or investigation without the prior consent of the police. Activities of a criminal nature may result in the pupil being asked to leave the school.

Illegal Substance Abuse

If a pupil is suspected of using any illegal substance, within school time, the school reserves the right to give the pupil involved a drug test. If tested positive for any Class A and/or B drugs, then the pupil will be dismissed instantly. If the pupil tests positive for cannabis, then the school will monitor his/her punctuality and general behaviour until a second random drug test is given (typically within a month). If the pupil tests positive for a second time, then she will normally be asked to leave the school.

Possession of an Illegal Substance or Alcohol

If any pupil is caught in possession of any illegal substances, including cannabis or alcohol, they will be temporarily excluded from the school immediately, whilst an investigation is conducted. Proven possession will result in the temporary exclusion becoming permanent. The school reserves the right to inform and involve the police or other services either to comply with the law or to act in the best interests of the child's health and welfare.

Mobile Phones

Mobile phones may not be used during the school day.

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