



# Behaviour and Sanctions Policy

*This policy applies to all sections of Charlotte House School including EYFS.*

Staff responsible:	Head
Last review/update date:	September 2017
Review cycle:	Annually
Reviewed by Committee:	Education Committee
Approved by Board of Governors:	November 2017
Next review date:	October 2018
Related policies:	Admissions Policy Anti-bullying Policy Child Safeguarding Policy Complaints Policy Equal Opportunities Policy Health & Safety Policy SEND
This document also appears on:	ISI Portal Website

This policy was written with due regard paid to the DfE document 'Behaviour and Discipline in Schools' (2014)

## INTRODUCTION

Charlotte House School encourages pupils to adopt high standards of behaviour, and high moral standards. We aim to promote trust and mutual respect for everyone and as such corporal punishment is never used or threatened in any section of the school including EYFS. 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. This policy also relates to the Early Years Foundation Stage.

It is a primary aim of our school that every member of the school community feels valued and respected. The primary aim of this policy is to seek that pupils understand the need for good behaviour; that they are an important part of the school and that membership of this group is a privilege. Bullying, harassment, victimisation and discrimination will not be tolerated.

This Behaviour Policy Aims to:-

- Seek pupil safety
- Help foster a caring, happy environment
- Teach pupils that actions and choices have consequences
- Allow a pupil to develop and demonstrate positive abilities and attitudes
- Encourages pupils to acknowledge their role in creating the atmosphere and ethos of Charlotte House Prep School

When applying this policy we are mindful that expectations of behaviour may need to be adjusted for children with special needs such as girls on the autism spectrum or those with dyslexia.

### **CODE OF CONDUCT**

Charlotte House School 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 both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect everyone to treat each other with consideration and good manners and to respond positively to the opportunities and demands of school life.

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.

Support systems are in place to encourage pupils to behave appropriately at all times.

We recognise that transitions within school and to other schools can present as times of difficulty which may manifest as behavioural difficulties. We support pupils particularly at these times through our PSHEE programme and liaise with other schools which pupils have previously attended or are moving on to.

### **INVOLVEMENT OF PARENTS, GUARDIANS AND CARERS**

Parents, Guardians and Carers who accept a place for their child at Charlotte House School 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/dress and appearance, standards of academic work, extra-curricular activities and homework.

The school works collaboratively with parents, guardians and carers so children receive consistent messages regarding how to behave at home and at school. Parents are made aware of

any concerns about a child who misbehaves repeatedly or if an issue is deemed serious enough to warrant it.

We expect parents, guardians and carers to support the school in encouraging good behaviour and we undertake to inform parents immediately if we have concerns about their child's welfare or behaviour. At this point if appropriate we may suggest that external agencies become involved e.g. child psychologist, child councillor, etc.

### **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. The pupils themselves contribute to the writing of the Form Rules. We also have a School Council with elected representatives from each Form who are involved in discussions on relevant whole school issues. In the spring term of 2017 the whole school community formulated a set of shared rules. (See appendix B)

### **SCHOOL RULES AND REGULATIONS**

The school's handbook and regulations are designed to encourage positive behaviour. Details of expected behaviour are set out in the Parent Handbook and may change from time to time. Parents and Guardians undertake to support the authority of the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole. The girls helped formulate three key rules which the school community are expected to follow. (See appendix B)

This policy aims to help children to become positive, responsible and increasingly independent members of the school community. These expectations are reinforced by staff whenever possible. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. This policy also relates to the Early Years Foundation Stage.

In accordance with the Equality Act 2010, reasonable adjustments to the behavioural expectations are made for children with Special Educational Needs or disabilities where appropriate.

### **PUPILS MAKING MALICIOUS ACCUSATIONS AGAINST STAFF**

Pupils who are found to have made malicious allegations are likely to have breached school behavioural policies. The school will therefore consider whether to apply an appropriate sanction, which could include a temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

### **INCENTIVES**

The school actively promotes, encourages, praises and rewards children for good behaviour, kindness, good manners and special effort in a variety of ways:

- teachers congratulate children; we try to give at least twice as much praise as reprimand;

- targets are set for individuals or groups, as appropriate, by class teachers;
- teachers give children house points;
- girls who produce an excellent piece of work or who show commendable behaviour are sent to the school office to collect a sticker and have their name put in the Excellence book. Names are read out in assembly each week and they are included in the newsletter.
- girls who have received awards, certificates or achievements out of school have these presented in assembly
- Merit badges are awarded on Fridays for good work or for showing particular traits

There are four houses – Kingfishers, Woodpeckers, Robins and Goldfinches. House points are awarded for effort and achievement. Each week the House Captains total up the scores, which are read out in Assembly. We try to encourage a working ethos of pride in one's own achievements and working together towards a common goal. Each week the winning house is displayed in the Lobby. When 50 Housepoints are collected a Heads' Certificate is awarded in assembly. Each term the winning house is rewarded; the overall winner is awarded a cup at Speech Day.

Prizes are awarded for attainment and effort on Speech Day for a variety of reasons and curriculum areas.

### DISINCENTIVES & SANCTIONS

Each child in the school is made aware of the standard of behaviour and commitment to work that we expect. If there are incidents of anti-social behaviour, the class teacher can discuss these with the whole class during 'circle time' or PSHEE whilst ensuring no humiliation of children takes place. Sometimes it is necessary to remind children that they have overstepped the boundaries of acceptable behaviour. Minor misdemeanours are dealt with on the spot, quickly and firmly, by the member of staff, the form teacher is notified when this has been necessary. Any incidents occurring at break or lunchtimes will be referred to the form teacher in the first instance.

The following sanctions may be applied:

1. Names are recorded on the board (3x = further sanction)
2. Removal from the group (eg to sit on their own but still within the classroom))
3. Withdrawal of break privileges
4. Note in planner to inform parents of the poor behaviour
5. Carrying out a useful task in the school (eg picking up litter)
6. Remaining close to the teacher on duty at break times

Please note Sanctions 3 – 6 are recorded in the Behaviour Register, found in the Staff Room. This is then transferred to individual pupil files and trends are monitored.

If a child misbehaves repeatedly:

- Letter of apology from pupil
- Withholding participation in any school trips or sports events
- Withdrawal from a particular lesson or peer group and sent to a member of the Senior Management Team
- Interview with the Head
- The child is put on a daily feedback report which is completed by the teachers and shared with parents.

All of these must be recorded on the sanction list. At this stage parents should have been informed by the form teacher or if appropriate the Head.

For serious misdemeanours such as severe or persistent bullying exclusion may be necessary. Such an exclusion would normally be for not less than 24 hours and not more than five days. Please refer to Appendix A of this policy for information concerning permanent exclusion.

### **THE ROLE OF THE HEAD**

It is the responsibility of the Head to consider the health, safety and welfare of all children in the school. She supports the staff in implementing the policy, by setting the standards of behaviour, and keeps records of all reported serious incidents of misbehaviour.

The Head undertakes to monitor any sanctions, checking they are applied fairly and, where appropriate, after due investigative action has taken place. No staff may use any form of corporal punishment.

### **MONITORING**

The form teacher records any serious classroom incidents. The Head records any incidents reported to her and monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy via the Education Committee and, if necessary, makes recommendations for further improvements.

The Behaviour and Bullying file is available at every governors meeting.

### **PHYSICAL RESTRAINT**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time.

Every member of staff will inform the head immediately after he/she has needed to restrain a pupil physically. The school will always inform a parent when it has been necessary to use physical restraint and invite them to the school, so that we can, if necessary, agree a programme for managing that individual pupil's behaviour in the future.

## COMPLAINTS

Should there be any complaints concerning the operation of our behaviour policy, the concerned party would be directed to our complaints policy.

## SUSPENSION, REMOVAL AND EXPULSION POLICY

A pupil may be formally expelled from the School if it is proved on the balance of probabilities that the pupil has committed a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches.

Parents may be required to remove a pupil permanently from the School if, after consultation with the parents, the Head is of the opinion that:

- (a) by reason of the pupil's conduct, behaviour 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
- (b) the parents have treated the School or members of its staff unreasonably.

If a pupil is suspended this means that she is sent or released home for a limited period as either a disciplinary sanction or pending the outcome of an investigation or pending a Governors' Review.

The decision to expel, suspend or require the removal of a pupil is a very serious decision and will only be taken by the Head, in consultation with the Chair of Governors.

The School will follow a range of strategies to manage behaviour and expulsion or required removal will be seen as a last resort. The main categories of misconduct which may result in such a sanction include but are not limited to disciplinary offences such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Vandalism or computer hacking
- Persistent attitudes or behaviour which are inconsistent with the School's ethos
- Theft or blackmail
- Possession or use of an illegal drug on school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment

The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion, suspension or required removal needs to be considered, the School will facilitate that a pupil with a disability or special educational needs and 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.

The procedure followed by the School in cases where a sanction of expulsion, suspension or removal may be imposed by the Head is summarised below:

- the Head will ask the Deputy Head to investigate the complaint or rumour of a serious breach of the School rules;
- the Deputy Head will report his/her findings to the Head.

At this stage no further action may be deemed necessary.

If further action is required:

- the Head will convene a disciplinary meeting with the pupil and her parents/guardians.
- the Head will decide on the appropriate sanction (if any);
- the Head will write to the parents, normally within 24 hours of the meeting, giving her decision with reasons;
- If the parents/guardians do not attend the meeting a second date will be offered. If neither meeting is attended the Head will write to the parents notifying them of the decision;
- in the case of a suspension the Head will inform the Chair of Governors of her decision and they will agree or otherwise to the appropriateness of this course of action;
- in the case of a suspension the letter to parents may detail any terms or conditions agreed for the pupil's return;
- in the case of an expulsion, a suspension for more than 11 days or a required removal the letter will explain how to request a Governors' Review of the decision;

## REVIEW

Parents are entitled to appeal against the decision and request a Review by the Governors of the Head's decision to expel a pupil, suspend a pupil for more than 11 days or require a pupil's removal. The parents must write to the Bursar within seven days of the Head's decision being notified to them or longer by agreement.

The Head will advise the parents of the procedure (current at that time) under which a Governor's Review will be conducted by a panel of three Governors (including an independent member if requested).

The Parents will be entitled to know the names of the Governors who make up the review panel and may ask for the appointment of an independent panel member nominated by the School and approved by the parents (approval not to be unreasonably withheld).

If the parents request a Governors' Review, the pupil will be suspended from School until the review procedure has been completed. While suspended, the pupil shall remain away from School and will have no right to enter School premises during that time without written permission from the Head.



Appendix B

School rules as agreed by the School led by the School Council:

To be independent

To be thoughtful

To be the very best you can