



# Behaviour and Sanctions Policy

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

Staff responsible:	Head
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Related policies:	Admissions Policy Anti-bullying Policy Child Safeguarding Policy Complaints Procedure Equal Opportunities Policy Health & Safety Policy SEND Policy
This document also appears on:	Website

This policy was written with due regard paid to the DfE document 'Behaviour in Schools' (October 2022), KCSIE (September 2023), Equality Act 2010, Children and Families Act 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;
- that membership of this group is a privilege.

Bullying, harassment, victimisation and discrimination will not be tolerated.

This Behaviour and Sanctions Policy aims to:-

- ensure pupil safety;
- foster a caring, happy environment;
- teach pupils that actions and choices have consequences;
- allow a pupil to develop and demonstrate positive abilities and attitudes;
- encourage pupils to acknowledge their role in creating the atmosphere and ethos of Charlotte House Prep School.

When applying this policy we act according to the Equalities Act 2010 and are aware 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 PSHE & RHE 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 counsellor.

### **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 Form III and above 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 school 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 and punish anti-social behaviour.

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 a celebration 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 our Celebration Assembly on Fridays;
- Merit badges are awarded on Fridays for good work or for showing particular positive traits;
- Pre-prep classes also use Golden Time as a reward.

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 by an individual a Heads' Certificate is awarded in assembly. Each term the winning house is rewarded; the annual 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 PSHE & RHE 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. Communication with parents to inform them of 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. The Behaviour

Register is reviewed monthly by SMT and is available during governors' Education Committee and Board meetings.

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. Parents will have been informed by the form teacher or if appropriate the Head prior to these sanctions being actioned.

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. Staff training in this area is offered both internally through INSET and externally through courses.

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 in 3Sys and if appropriate in the Behaviour Register and/or the Bullying File. 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.

A fortnightly pupil concerns meeting enables all teachers to meet and discuss areas of concern relating to a pupil's behaviour.

## USE OF REASONABLE FORCE

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. This includes using reasonable force to prevent pupils hurting themselves or others, damaging property or causing disorder. The minimum force necessary would be used 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.

## PUPILS CONDUCT OUTSIDE THE SCHOOL GATES

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

Staff may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-related activity;
- travelling to and from school;
- wearing school uniform;
- behaving in a way which could adversely affect the reputation of the school.

If a member of staff becomes aware of incidents involving our pupils outside of school jurisdiction they should raise the issue with a member of SMT to agree whether the parents should be notified.

## 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.

### APPEAL

Where a pupil is subject to permanent exclusion, the parents are entitled to use Stage 3 of the Complaints Policy as an appeals process.



## 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

## Appendix C

### **Behaviour and Sanctions during times of major school disruption or closure.**

This Appendix is written with the following guidance in mind:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/899384/Checklist\\_for\\_school\\_leaders\\_on\\_behaviour\\_and\\_attendance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf)

We expect exemplary standards of behaviour from all our pupils, including during changed school routines, procedures and arrangements. These changes may be due to the covid-19 pandemic; enforced closure of the school due to adverse weather, fire or other force majeure.

Our expectations and guidelines are consistent across the school amongst all staff and pupils; we communicate them clearly; we monitor them and make any necessary improvements. Our usual sanctions apply where our high standards of behaviour are not met. Sanctions are always fair and proportionate: for example recognising the difference between an older pupil deliberately coughing, spitting or sneezing on someone, and a younger pupil accidentally doing so.

Pupils are expected to follow teachers' instructions and advice and staff will be explicit in explaining why these new instructions are so important to keep the school community healthy, for example during a pandemic. A list of new school routines thought necessary would be on display in classrooms to remind pupils of expected behaviour. The list (Keeping safe and healthy in school) used during the Covid-19 pandemic appears at the end of this appendix.

We expect pupils and staff to treat any online remote learning with the same high standard of behaviour as they would their classroom learning. Pupils, staff and parents have been made aware of the following guidelines for remote online learning:

- Zoom meets will be the main method of contact for the girls and their teachers.
- All Zoom lessons are initiated by Charlotte House Staff in order to be in line with our safeguarding procedures.
- Zoom meetings and lessons should take place in an open, shared, quiet space. For safeguarding reasons, pupils should be dressed appropriately, and, when possible, not be in a private area of the house (such as their bedroom).
- When using Google Classroom girls are allowed to write comments on the class stream which are directly linked to their learning. All comments and messages should be polite, courteous and respectful towards peers and staff. All girls in the class can read the stream but for private direct messages about their learning, pupils should use the private comment on the class work assignment.
- Girls will be expected to sit, listen and participate in the Zoom meets. If a girl continues to be disruptive during a lesson, despite being asked to stop, her video may be turned off and she will remain muted so she is not disturbing others; if this is the case the teacher will e-mail the parent after the lesson.



## Keeping safe and healthy in school

I will wash my hands for 20 seconds:

- when I arrive in school;
- when asked by an adult;
- before and after eating;
- after break time;
- after using the toilet.

When in my classroom, I will:

- listen to the teacher and follow their advice;
- ask permission if I would like to go to the toilet;
- try not to touch my mouth, nose or eyes;
- tell the teacher if I feel unwell;
- not share my stationery, drinks or food.

If I cough or sneeze, I will 'catch it, bin it, kill it'.

I will not intentionally or deliberately cough, sneeze or spit in the direction of any other person.

I will use the toilets and washbasins assigned to my class and will always follow the advice of my teachers about which areas of the school and garden to use.