



Behaviour and Sanctions Policy

Important Note

Unless otherwise stated, all Policies of St Hilda's School apply to the school in its entirety. This comprises all staff and pupils in the Early Years Foundation Stage (EYFS), the Junior School (Key Stage 1) and the Senior School (Key Stage 2).

REVIEW DATE: May 2018

REVIEWED BY: Dan Sayers (Headmaster)

SIGNED:

D. J. Sayers

DATED: 31.05.18

INTRODUCTION

This policy has been developed with reference to:

- ❖ Behaviour and Discipline in Schools (2014)
- ❖ Equality Act (2010)
- ❖ Article 12 of the UN Convention
- ❖ Education and Inspections Act 2006
- ❖ DSCF Circular 10/98 Section 550A of the Education Act 1996: The use of Force to Control or Restrain Pupils
- ❖ 550A of the Education Act 1996 (inserted into that Act by S4 of the Education Act 1997)

SCHOOL AIMS:

St. Hilda's School is an independent day school for pupils between the ages of rising 3 to 11, irrespective of race, religion, culture or disability. Christian teaching is essential to the life of the school and our core values are those of tolerance, respect for others, integrity, industry and achievement. Our aim at St. Hilda's is to achieve the highest standard of education in a happy, safe and purposeful working environment, instilling in all pupils a love of learning, independent thinking and good manners. We strive to nurture each child's individuality, developing talent and ability to the full.

St Hilda's School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional wellbeing of all pupils is key to their development. We aim to teach trust and 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 teamwork and leadership through our extensive programme of extra-curricular activities.

St Hilda's School is an inclusive community. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

SCHOOL MORAL CODE:

- St Hilda's School aims to instil a sense of personal values within the framework of a Christian community
- There is zero tolerance of bullying or other anti-social behaviour
- We recognise that problems may have underlying causes - which the school will do its best to counter

St Hilda's School community of Governors, staff, parents and pupils adhere to an established routine and code of conduct, rather than merely to lists of rules. St Hilda's School sees education as a partnership. The school staff is 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. Pupils are expected to follow the school's Aims and Central Principles and Class Rules and to understand what is expected of them. They should also appreciate why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at St Hilda's School, particularly the vulnerable. Harassment and bullying will not be tolerated. The school operates a strict Preventing and Tackling Bullying Policy which is available to view or download from the website. The school is committed to promoting equal opportunities for all, regardless of race, gender or sexual orientation, physical disability or learning difficulty.

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

RESPONSIBILITIES:

Headmaster

The Headmaster has day-to-day responsibility for maintaining discipline including rules and provision for them by:

- Promoting self discipline and proper regard for authority
- Encouraging good behaviour, good manners and respect for others, and preventing all forms of bullying amongst pupils
- Ensuring that standards of behaviour are acceptable
- Regulating the conduct of pupils

All staff are expected to encourage the pupils' good behaviour and respect for others, as well as to apply rewards and sanctions fairly and consistently. Well-planned, interesting and demanding lessons make a major contribution to good discipline. Staff are charged with using their best endeavours to ensure that these are of a consistently high standard. The school has an adopted code of conduct in asking pupils to respond to instructions by giving a firm 'and stop', waiting for silence before continuing with the lesson.

Standards of behaviour:

The school requires high standards of behaviour. Its ethos is to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons is required.

It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour depending on the nature of the class and content of the lesson, but behaviour that does not allow constructive teaching and learning is not acceptable. All staff have a duty to ensure that such behaviour is not tolerated.

Through regular discussions at staff meetings, teachers seek to apply all standards consistently and fairly. Pupils causing concern are always included on the agenda in discussion at weekly staff meetings.

Discipline is firm but reasonable. Pupils are encouraged to develop self-discipline in their work and behaviour. Where this fails, there are a range of sanctions to meet the variety of situations which can arise. Any concerns about a pupil will be communicated to her Form Teacher.

Rewards and sanctions

Rewards and sanctions will always be imposed in a way which is fair, non-discriminatory and in proportion to the good behaviour or offence.

Records

Records of all sanctions imposed upon pupils, together with notes and minutes of meetings with parents and staff, are kept on the child's file, in a confidential sealed envelope.

RECOGNITION OF GOOD WORK AND PLEASING ATTITUDE

The school believes that it is important to acknowledge and praise good work and a pleasing attitude. A system of housepoints, Headmaster's stickers and Commendations is implemented throughout the school. This seeks to recognise and reward girls who have made a positive contributions in a variety of ways.

Housepoints

These are awarded in recognition of good work, effort or sustained commitment. They can be given in all areas of school life, including extra-curricular activities.

The Deputy Headteacher keeps a record of housepoints awarded. The three girls who have achieved the most housepoints for their house during any week are awarded a badge in Assembly. The highest of these is appointed pupil of the week. Staff will also send girls directly to the Headmaster to record an outstanding piece of work or other achievement, resulting in the awarding of a Headmaster's gold sticker.

Headteacher's Commendations

These are awarded at the end of each half term for a pleasing attitude, hard work and achievement. Certificates are presented in a special Assembly.

Prizes

Achievement and effort prizes are awarded to four girls in each year group. These are awarded at Sports Day and Prizegiving in June.

Year prizes are awarded to 'net contributors', i.e. conscientious and caring girls who have shown some degree of academic achievement and a high level of commitment to the school. Additionally, prizes may be awarded to other girls who have made special effort during the year.

SANCTIONS

Sanctions should be applied when rewards have failed, or where it is necessary to show appropriate disapproval.

All staff will seek to ensure that punishments are proportionate to the offence and should enable pupils to make amends wherever possible. As far as possible the sanction applied will be constructive.

The following sanctions may be used in the school in appropriate cases:

- Completion of work at home or extra work (in school or at home)
- Carrying out useful tasks to help the school
- Minus mark. These are deducted from the child's housepoint total and announced in assembly
- Removal from the group/class or particular lesson
- Withdrawal of break or lunchtime privileges
- Withholding participation in educational visits or sports events which are not essential to the curriculum
- Fixed and permanent exclusion

All parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

In applying sanctions, especially those with serious consequences, the school undertakes to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

The school keeps a register of sanctions imposed upon pupils for serious misbehaviour, this is kept in a sealed confidential envelope on the pupil's file.

EXCLUSIONS

Only the Headmaster can exclude a pupil. Pupils may be excluded for one or more fixed periods or, may be excluded permanently.

Fixed periods

For serious but relatively minor breaches of the school's behaviour policy, pupils can be excluded for one or more fixed term periods not exceeding 45 school days in any one school year.

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, or if an exceptional 'one-off' offence has been committed, e.g.:

- Serious violence, actual or threatened against a pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Intent to do criminal damage or actual criminal damage
- Bringing the school's reputation into disrepute

A pupil is subject to school discipline in all respects while engaged in a school trip.

Drug related exclusions

Any decision to exclude in a drug related case will be based on the criteria laid out in the school's Drug Policy.

Alternatives

Before resorting to exclusion, the school will normally try the following alternative solutions. For example:

- A restorative justice process – whereby the harm caused to the 'victim' can be redressed
- Internal exclusion (removal from class, but not the school site)

Appeals

Parents are entitled to appeal to the Board of Governors against any exclusion. A letter stating the intention to appeal should be sent to the Chair of the Board of Governors and copied to the Headmaster. A hearing will be set up as quickly as possible, but within 10 days at the latest.

The Chair of the Board of Governors' decision is final.

Continuing Education

The school will continue to provide education for a pupil who remains on roll and, in the case of an exclusion of more than 15 days, the school will consider:

- How the pupil's education will continue
- How her problems might be addressed in the interim
- Reintegration post exclusion.

CORPORAL PUNISHMENT AND RESTRAINT

In accordance with the law there is no corporal punishment allowed by the School. The prohibition applies to all members of staff, including those acting *in loco parentis*, such as unpaid, volunteer supervisors. Under the Education and

Inspections Act 2006 (Chapter 7 No. 93), teachers may use 'physical intervention' to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child herself). The following list provides some examples of where physical intervention could be used.

To prevent a pupil from:

- Committing a criminal offence
- Causing personal injury to themselves or damage to property
- Engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time

These include:

- A pupil fighting another
- A pupil attacking a teacher
- Acts of vandalism, rough play, running in a corridor or misuse of objects which might cause personal injury or damage to property
- Refusal by a disruptive pupil to leave the classroom

Staff will always try to defuse and calm a situation through other strategies before using force and any force used will be the minimum needed to achieve the desired result.

Staff will keep a record of any occasions where physical intervention is used. Parents/Carers must be informed on the same day or as soon as reasonably practical.

Parents will be informed and given an opportunity to discuss the incident with a senior member of staff. The Headmaster has authorised all teaching staff to use physical intervention in the above circumstances.

Physical Contact with Pupils and "Reasonable Force"

Like all schools, St Hilda's School reserves the right for staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 (Chapter 7 No. 93) and Use of reasonable force Advice for headteachers, staff and governing bodies, (Department of Education, July 2013) enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)*
- *Causing personal injury to any person (including the pupil themselves)*
- *Causing damage to the property of any person (including the pupil themselves)*
- *Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise*

Particular examples of where it may be necessary for staff to use reasonable force might include:

- *removing disruptive children from the classroom where they have refused to follow an instruction to do so*
- *preventing a pupil behaving in a way that disrupts a school event or a school trip or visit*
- *preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others*
- *preventing a pupil from attacking a member of staff or another pupil, or stopping a fight in the playground*

The staff of St Hilda's School will never use force as a punishment. This policy is strictly upheld.

The 2006 Act also defines to whom the power applies as follows:

- Any teacher who works at the school
- Any other person whom the Headmaster has authorised to have control or charge of pupils

All staff at St Hilda's School are aware of the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they 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. They will deal specifically with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- *The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used*
- *The chances of achieving the desired result by other means*
- *The relative risks associated with physical intervention compared with using other strategies*

Every member of staff will inform the Headmaster immediately after he or 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 a regime for managing that individual pupil's behaviour can be agreed as necessary.

It is important to note that there are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples include:

- Holding the hand of the younger child at the front/back of the line when going to Assembly
- When comforting a distressed pupil

- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To administer First Aid

BEHAVIOUR SUPPORT SYSTEMS

The school has a number of programmes and techniques for supporting behaviour management. These are:

Involvement of Parents

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing the Headmaster or Deputy Headteacher. Parents are also encouraged to support good behaviour and positive habits in their children.

Parents and Guardians who accept a place for their child at St Hilda's School undertake to uphold the school's policies and regulations (including this policy) when they sign the Parent Contract. 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/private study.

The school is always happy to consider suggestions from parents and aims to be responsive to these.

Unexplained Absences

The school will always telephone the child's home on the first day of an unexplained absence in order to make sure that an accident has not occurred.

Involvement of Staff

The working of the school's policies and procedures with regard to pupil behaviour will be discussed regularly at staff meetings. Staff will also be called upon from time to time to identify problems that may account for any bad behaviour, as well as to suggest possible courses of action. Training in behaviour management of pupils will be provided to staff as required.

Involvement of Pupils

Article 12 of the UN Convention on the Right of the Child allows children who are capable of forming views the right to express those views. Opportunities are given from time to time in Assemblies, Form time and PSHCE lessons to discuss the school's programmes to reinforce self-discipline and positive work/ behaviour patterns.

Consultation

The Headmaster will seek the widest possible agreement for this Policy and will report at least annually to the Board of Governors on its implementation.

Equal opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities (Pupil) Policy.

PUBLICATION

This Policy is available to all parents and prospective parents. The school will also consider translating the Policy as necessary to parents whose first language is not English.

LINKS WITH OTHER POLICIES

The Policy should be read in conjunction with the following:

- The School Improvement and Development Plan
- Drugs Policy
- Admissions and Attendance Register Policy
- Data Protection Policy
- Preventing and Tackling Bullying Policy
- Complaints Policy

COMPLAINTS

The school hopes that parents/guardians will not feel the need to complain about the operation of its Behaviour and Exclusion Policy and that any difficulty can be sensitively and efficiently handled before it reaches an advanced stage. However, the school does operate a Complaints Policy (which applies equally to the Early Years Department). This is available on the school website and hard copies are also available on request. The school undertakes to investigate all complaints and to notify parents/guardians of the outcome of investigation within 28 days, but as soon as is practicable. St Hilda's School maintains records of complaints for three years after a pupil has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Early Years Department of St Hilda's School, parents should also be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. The Ofsted leaflet: "Complaints to Ofsted about Schools: Guidance for Parents" reference 140086 (April 2014) is available from www.ofsted.gov.uk.

This policy will be reviewed annually, by the Senior Management Team, in line with the school's review schedule for policies.

