

Behaviour, Discipline, Sanctions and Exclusion Policy

Twyford is a School:

- Where we promote an enduring love of learning.
- Where each child is respected as an individual.
- Where we engender a clear appreciation of the traditional ethical and spiritual precepts of our Christian foundation.
- Where children feel safe and unconditionally valued.
- Where excellence is identified and where each child may extend themselves.
- Where staff are our most cherished resource.
- Where pupils engage with technology as a means of extending systematic enquiry.
- Where there is a partnership between staff, pupils, parents and governors.

Written By:	DHPO – D Britt	November 2022
Reviewed By:	DHPO – D Britt Head of Pre -Prep DHO – J Burnett	December 2023 September 2024 June 2024 January 2025
Approved By:	Headmaster – A Harvey A&PC Comm	January 2024 June 2024

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EYFS	Early Years Foundation Stage

This Policy is for the whole School, Early Years Foundation Stage.

(To be read in conjunction with the Safeguarding Policy).

Contents

1. Introduction	3
2. School Ethos	4
3. The School's Moral Code	4
4. Roles and Responsibilities	4
5. Standards of Behaviour	5
6. Rewards and Sanctions	6
7. Corporal Punishment	14
8. Support Systems	14
9. Involvement of Parents	15
10. Involvement of Staff	15
11. Involvement of Pupils	15
12. Consultation	15
13. Equal Opportunities	15
14. Recording	16
15. Publication	16
16. Review	16

1. Introduction

In accordance with the Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (32)(3)(a) of the Education (Independent School Standards) (England) Regulations 2015 all independent schools are required to have policies on pupil discipline and exclusion, which are to be made available to all parents and prospective parents. This Policy has been developed upon the document *Behaviour and Discipline in Schools (2014)*.

In any well-run community there must be underlying discipline and if the pupils are well directed and purposeful the discipline, whilst being ever present, is not overtly obvious - more of an emphasis on self-discipline.

Expectations of good behaviour are high and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is the School's intention to promote good behaviour as a priority, encouraging restorative justice wherever possible, and using sanctions only where absolutely necessary.

This policy reflects the School's stated aim of enabling all its pupils to develop the habits of self-discipline and the attributes of a good citizen. It reinforces the Values and Expectations that are published in classrooms. The spirit of the School's approach is to be positive when and wherever possible, believing that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Rewards will always have a greater effect on influencing behaviour than sanctions. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers.

Particular consideration will be given to those pupils with special educational needs and/or disability (SEND), as well as those for whom English is an additional language (EAL) when considering behaviour, discipline and sanctions.

Aim:

Our aim is that through this policy we motivate children to:

- Work hard
- Behave well
- obey the school rules
- treat all members of the community with respect
- show self-respect

All rewards and sanctions must be applied fairly and consistently. None of the School's punishments will be degrading or humiliating.

2. School Ethos

Twyford School is expected to be a place where:

- all individuals are respected and their individuality valued
- pupils are encouraged to achieve
- self-discipline is promoted and good behaviour is the norm
- rewards and sanctions are applied fairly and consistently
- bullying, disruption and harassment are not tolerated
- early intervention is the norm
- there is an emphasis on self-discipline.

3. The School's Moral Code

Twyford School is a Church of England School (designated as a school of special religious character by the DfE) and has Christian values at the heart of its Values, Code of Conduct and Expectations of Pupils (see Prep School Parents' Handbook and Pre-Prep Parents' Handbook). The School's policies reflect the highest moral standards and, in particular, bullying or anti-social behaviour will not be tolerated. However, it is acknowledged that problems are likely to have underlying causes, which will be taken into account and which the School will do its best to counter.

4. Roles and Responsibilities

4.1 The Headmaster

The Headmaster's role is to determine the detail of the standard of behaviour acceptable to the School. He has the responsibility for maintaining day-to-day discipline in the School, which will include making rules and provision for enforcing them. Support for staff faced with challenging behaviour is also an important responsibility of the Headmaster.

The Headmaster is expected to:

- promote self-discipline and proper regard for authority among pupils
- encourage good behaviour and respect for others, and prevent all forms of bullying
- ensure that the standard of behaviour is acceptable
- regulate the conduct of pupils

4.2 The Deputy Head – Pastoral and Operations (DHPO)

The DHPO is responsible for maintaining good discipline around the School and monitoring the discipline records. He will advise staff as appropriate and organise any school-based sanctions. He will also maintain records of sanctions and of any bullying behaviour and incidents. Bullying that occurs in boarding will be indicated as such in any records.

4.3 Head of Boarding

The Head of Boarding deals with minor discipline matters in the Boarding House. Any bullying behaviour is passed up to the DHPO and Headmaster and recorded appropriately.

4.4 Head of Prep-Prep

The Head of Pre-Prep is responsible for maintaining good discipline and behaviour in Pre-Prep, and is the practitioner with responsibility for managing behaviour in the EYFS setting. She will advise staff as appropriate and organise any school-based sanctions. She will keep the Headmaster informed of any serious breaches of discipline and will keep records of sanctions and behavioural issues.

4.5 All Staff

All staff are expected to encourage good behaviour and respect for others in pupils, and to apply all rewards and sanctions fairly and consistently. Staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Well planned, interesting and demanding lessons make a major contribution to good discipline.

Heads of Departments/Heads of Year are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Department are well thought out and of a consistently high standard.

4.6 Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

4.7 Parents

Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. They will be encouraged to work in partnership with the School to assist in maintaining high standards of behaviour.

5. Standards of Behaviour

The School demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the School. The school promotes good behaviour implicitly through staff modelling what is expected and explicitly through Assemblies, Chapels, PSHE lessons, form discussions, tutor time etc. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

Punctual attendance at School and lessons is required.

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

Through regular discussions at staff meetings the School endeavours to ensure that staff apply all standards consistently and fairly.

As pupils move through the School there will be a smooth transfer of appropriate supportive information between teachers so that pupils may have continuity of care and encouragement. This will include a full understanding of the best ways of promoting good behaviour in particular pupils,

and an encouragement of a 'clean slate' approach. Pupils will have opportunities to get to know their next teacher before the end of the previous year.

Any action or behaviour (including online) that brings the School into public disrepute or which intimidates or causes harm to other pupils will be viewed as a breach of School rules. It is important to state that this will be viewed in the same way whether this takes place on or off the school site and extends to holidays, as well as term time.

Child on Child abuse

We are alert to issues of child-on-child abuse, that include bullying, but also that specifically relate to sexual violence and sexual harassment between children. More is said about this in the School's Safeguarding Policy. The unequivocal message is that all staff should treat child on child abuse as a safeguarding matter that needs to be reported as soon as possible to the DSL (or deputies in his absence) using the systems used by the school.

6. Rewards and Sanctions

6.1a Rewards Pre-Prep

Within Pre-Prep, rewards are given to pupils for a variety of reasons, including to those who demonstrate the School Values and Learning Qualities.

Home/School communication

Parents are informed of their child's achievements through a range of means. This could include a Tapestry Observation (EYFS), an email, feedback during the end of handover or at Parents' Evening. In Nursery and Reception, parents are encouraged to fill out a 'Proud Cloud' or 'Weekly Wow' when a child has made progress or achieved something at home. In Years 1 and 2 parents can email the Form Teacher news of their child's successes.

Learning Qualities and Characteristics of Effective Learning (EYFS)

Nursery and Reception recognise and celebrate when children are using any of the Characteristics of Effective Learning (Playing & Exploring, Active Learning and Creative Critical Thinking). Soft toys representing each of these characters are available for the children to have on their tables or workspace.

Year 1 and Year 2 recognise when children have demonstrated a particular Learning Quality (Tenacity, Collaboration, Independence, Curiosity and Creativity) in their learning. The children receive a stamp with the character picture on their work or in their reading diary. Stickers are available for staff to give to children to spark conversation at home.

The Characteristics of Effective Learning are displayed in Early Years Classrooms and the Learning Qualities are displayed in all classes. Pupil names are placed on each character as the children demonstrate these qualities in their learning.

Each half term, class teachers can put forward pupils from their class who have consistently demonstrated skills from any of the five Learning Qualities.

House Points

Pupils are awarded house points from Reception. The Year 2 House Captains collate the weekly totals and announce the house winner during the Friday Celebration Assembly. Every half term the House Cup is awarded to the house with the highest total.

House Points are awarded for:

Working hard and demonstrating the Learning Qualities

Persistently demonstrating behaviour expectations

Personal achievements such as achieving targets

Demonstration of the School Values (Honesty, Friendship, Respect, Responsibility and Kindness).

Golden House points (five points) are awarded to pupils for an exceptional achievement.

Golden Book

Reception to Year 2 teachers can put forward one or two children per class for academic, personal achievements or consistent demonstration of Learning Qualities and School Values. The names written in the Golden Book are read out during the Friday Celebration Assembly and the pupils receive a golden sticker.

Head of Pre-Prep Award

Awarded to pupils from any year group for academic, personal development or behaviour which is significantly above the expectations or for applying above and beyond effort to uphold the school values or Learning Qualities.

Cups (awarded at 4 intervals during the academic year: Autumn 2, Spring 1, Spring 2 and Summer 1)

Cups/plates are awarded to Year 2 pupils who have demonstrated excellent effort and/or progress in a range of areas including:

Rainbow – for demonstrating the School Values

Well done – for a personal achievement, academic or personal development

Progress – for personal progress in one or more areas of learning

Hard Work – for focus and motivation

Maths – for motivation and enjoyment within mathematical development

Music and Dance – for a significant contribution to music or dance opportunities

Swimming – for effort and perseverance during swimming lessons

Sports – for effort and perseverance in sport including integrity and teamwork

Pupils in Reception and Year 1 also have the opportunity to be awarded cups for effort and achievement with our Learning Qualities:

Let's go Leo Lion -independence

Creative Charlie Chimp – creativity

Friendly Felix Frog – collaboration

Curious Chloe Chameleon - Curiosity

Enthusiastic Ellie Elephant - Tenacity

Form Prizes (End of Summer Term)

These are awarded to two pupils from each class (Nursery Oaks – Year 2) at the end of the academic year to recognise personal development in their learning.

6.2a Sanctions

The behaviour expectations for Pre-Prep pupils corresponds with their age and stage of development. When infringements of these expectations occur, the processes followed is therefore also appropriate for their age and development. These are:

Level 1 behaviour – low level negative behaviour

A child's behaviour will be brought to their attention by the adult in charge. Pupil will be encouraged to re-focus on the task and will be reminded of the class rules and/or strategies taught through PSHE.

Level 2 behaviour – mid level negative behaviour

An adult will intervene and the pupil may be guided away from the situation. The pupil will be encouraged to think about the choice they made (with adult support if required) and the consequences of their actions. Parent may be informed during the end of day handover or via email/phone call if the child is collected by a different adult.

Level 3 behaviour – high level negative behaviour

A child will be immediately removed from the situation and given space to calm down. Behaviour of the child will be addressed including the impact on themselves and others. Parents will be informed of their child's behaviour and if it persists, parents may be invited to a meeting to discuss a collegiate approach to support the pupil in moving beyond the behaviour.

Level 4 behaviour – High level dangerous/threatening/physical behaviour

A child will be immediately removed from the situation and given space to calm down. Support will be requested from either the Deputy Lead Pastoral or Head of Pre-Prep. Behaviour of the child will be addressed including the impact on themselves and others. Parent will be informed and may be invited in for a meeting so an action plan can be put in place to support the pupil in moving beyond the behaviour.

Sanctions for negative behaviour are given careful consideration and may result in any of the following:

Removal from clubs or activities

Support from the Deputy Lead Pastoral or Head of Pre-Prep for low/mid-level behaviours that persist without improvement

Withdrawal of school privileges, including Golden Time

Letter of apology or explanation for behaviour from the miscreant

A report card to be signed by a pupil's teachers

Community tasks (providing they are of a safe and hygienic nature and not in any way demeaning)

Formal letter to parents (Headmaster and Head of Pre-Prep only)

Fixed term exclusion (Headmaster and Head of Pre-Prep only)

Permanent exclusion (Headmaster only)

6.1b Prep School Rewards

The School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. This is the most effective way of promoting the welfare of children, and of signalling desirable behaviour. It is likely to also reduce the likelihood of bullying and undesirable behaviour. The School's Rewards and Sanctions have begun a review at the end of the Autumn Term 2023 with a view to bringing in an amended system in Autumn term 2024.

Examples are:

Plus Points

These are awarded to individuals for hard work, good behaviour and high standards and go towards the totals of House Points. Plus points should not be given to groups of children, and should be awarded in order to recognize performance that is significant rather than routine.

- The criteria against which a Plus will be given for a piece of work or good behaviour etc should be made explicit to the children by the teacher. The criteria against which a piece of work will be judged will not be the same for all children and will reflect the differentiation of the task and outcomes for different abilities of children.
- Wherever possible, Plus points should be given when a child reaches or achieves a particular target that has been set for them or which they have set for themselves in agreement with the teacher. Children may well have different targets and certainly this will be the case for different groups. Targets

must be attainable while, at the same time, presenting a meaningful challenge. The teacher should ensure that each child is stretched just a little each time unless the specific aim is to build the child's confidence in the task by repetition and consolidation of skills or knowledge, in which case a Plus could be given for the amount of work done.

Sent Up Good (SUG)

A pupil may be 'Sent Up Good' if their work or behaviour is significantly above that which is usually associated with them. A pupil who is Sent Up Good sees the Headmaster at break on a Friday to receive his congratulations. An SUG should only be awarded when a child's performance in a specific task has been remarkable for surpassing the level for which a Plus would normally be given. It is expected that a pupil would receive an SUG only very occasionally – perhaps no more than once or twice in any term. Three House Points will be recorded for this.

6.2 Sanctions

Day-to-day discipline is the responsibility of all the staff and the implementation of high standards by the staff does much to ensure that there is no need for overt discipline throughout the School. Discipline and punishment are ultimately the responsibility of the Headmaster. Many infringements are of a minor nature requiring simple remedial action by the teacher or the member of staff. For slightly more serious misdemeanours, a "minus point" may be given and if necessary, an entry into CPOMS is written and/or parents informed. The tutor will see the Minus report from iSAMs and will converse with parents if necessary.

The DHPO or Head of Pre-Prep will be consulted if the offence is more serious and he/she may bring it to the Headmaster's notice. Persistent offenders will be mentioned at the weekly staff meeting.

Examples of sanctions are:

talking privately to the pupil

- a warning for the first offence
- Pre-Prep sanctions may also include: stickers, pupils placed on the thinking cloud or raincloud, comments in Home-School Diary, etc.
- minus point (not the removal of plus points)
- letters of apology or explanations for behaviour from the miscreant
- a report card to be signed by a pupil's teachers
- community tasks (providing they are of a safe and hygienic nature and not in any way demeaning)
- telephone call/email to parents by tutor or form teacher
- Detention (with a Deputy Head)
- withdrawal of school privileges
- withdrawal from school day (internally supervised)
- early to bed for misdemeanours related to dormitory conduct (Head of Boarding)
- formal letter to parents (Headmaster and Head of Pre-Prep only)
- fixed term exclusion (Headmaster and Head of Pre-Prep only)
- permanent exclusion (Headmaster only)

Signatures

In the Prep School, a system of signatures is used. Signatures indicate minor infractions which can accumulate, triggering meetings with key pastoral figures in a pupil's School life (and contact with home at each of these juncture) i.e. 5 signatures in a half-term would mean a pupil having to meet

with their Head of Year and an email about this meeting being sent home. For further accumulations, meetings with the DHPO or Headmaster can also take place. Signatures are recorded in the back of a child's day book.

Minuses

These are given for poor behaviour or attitude and are more serious than a signature. When the Minus is given the teacher must make it clear to the child then and there what the Minus is for. Sometimes it is helpful for the child to repeat the reason back to the teacher. This helps make the situation concrete for the child. A Minus results in a House Point being deducted from their House total. It does not result in a child's Plus Points being reduced. A Minus should not be given for academic underachievement.

Recording Pluses and Minuses

Pluses and Minuses should be recorded meticulously. Pupils will be motivated by recognition of their good work and behaviour. Recording punishments fulfils a regulatory requirement. They should be immediately entered on the information management system (iSams) by the teacher awarding them. A record on CPOMS may also be necessary, depending on the behaviour.

The class teacher or teacher in charge at that time will address most minor behaviour problems (signatures are used for minor infractions, as above). Where appropriate, incidents or consistently inappropriate behaviour will be discussed with the pupil's tutor in Years 7 and 8 or form teacher in Years 3, 4, 5 & 6. Certain individuals' behaviour may be mentioned at a staff meeting or in the pastoral notices section in the staff morning email. Serious offences are initially dealt with by the Head of Pre-Prep or DHPO and will be referred to the Headmaster where appropriate.

The National Minimum Standards for Boarding Schools are very specific in its guidance, and all staff will ensure that they rigorously follow this. While the National Minimum Standards refers to boarders, we consider that these guidelines should be applicable to all pupils, whether they are boarders or not: 'No unacceptable, excessive or idiosyncratic punishments are used by boarders or staff, including any punishment intended to cause pain, anxiety or humiliation, corporal punishment, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline, requirement to wear distinctive¹ clothing as a punishment (or night-clothes by day as a punishment), use or with-holding of medical, optical or dental treatment, deprivation of sleep, fines exceeding two thirds of the boarder's available pocket money provision, or locking in a room or area of a building.'

It may be appropriate to send a child out of a classroom room for a brief time in order to maintain classroom discipline. The child remains the responsibility of the teacher and should only be withdrawn from participation for a short time - long enough to 'cool off' but not so long that they are disadvantaged with regard to the work being done. The teacher must always ensure the child rejoins the class before the end of the lesson and must ensure that the child has received clear instructions on any work that they still have to finish, or prep that has been set.

It is not School policy to publicly ridicule a child, although reference to misbehaviour may be made to others in the peer group or at morning assembly. Initiation rites and ceremonies that may embarrass, or cause anxiety to pupils are absolutely forbidden at Twyford School.

6.3 Serious Offences & Exclusions

Serious offences are those that may have a significant impact on the individual pupil or others in the School. Examples include:

- extreme or persistent bullying, racism or harassment (online or offline)
- stealing
- extreme or persistent violence, actual or threatened, against a pupil or member of staff
- sexual abuse, assault or activity
- smoking, illegal drugs (possession and/or use) or alcohol (consumption or possession)
- significant vandalism
- going out of bounds (especially out of the Boarding House at night)
- persistent misbehaviour when normal disciplinary measures have failed
- carrying an offensive weapon

It may be necessary to act within the terms of this policy should there be an allegation against a member of staff that is proven to be unfounded and malicious. As stated in the Twyford School Child Protection Policy: 'If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the head teacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.'

The Headmaster may punish these offences with a fixed term exclusion (permanent in the case of drugs or sexual activity) but each case will be examined on the circumstances. In most cases the period of exclusion will be 2 - 5 days.

The Headmaster decides what specific punishment will be imposed in all circumstances described above. A fair hearing is given before action is taken, with a member of staff present (usually the child's tutor/form teacher or DHPO/Head of Pre-Prep). If the Headmaster excludes a child, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the Chairman of Governors.

Responsibilities of the School

If the School commences an investigation which may lead to a fixed term temporary exclusion or to permanent exclusion the Headteacher must inform the parents without delay.

This will ideally be done by telephone and the telephone call will be followed by a letter within one school day. The letter will include information about:

- the nature of the offence and the results of any investigation to date;
- that the sanction of a fixed term temporary exclusion or permanent exclusion may be imposed;
- the parents' right to state their case to the Headteacher and if that is not satisfactory then to an Appeal Panel;
- whom they should contact to do this, (the Chair of Governors,) and the latest date that the parent may give a written statement to the Appeal Panel;

- the parents' right to see their child's school record under the Education (School Records) Regulations 1989. Under these regulations, the Headteacher must comply with such a request within 15 school days, although in exclusion cases compliance should be prompt;
- telephone number for the Advisory centre for education is 0300 0115 142 or www.ace-ed.org.uk

The decision to exclude for a fixed term will be notified to the parent in writing with reasons. If the School determines that a child should be excluded for a fixed period, the Headteacher will provide the parent in writing with information as to:

- the period of the Temporary Exclusion;
- the arrangements, such as setting work, to allow the child to continue their education during the Temporary Exclusion.

The correspondence will be easily intelligible and in plain English.

Appeals

If parents or guardians wish to appeal the exclusion then they must do so in writing to the Chair of Governors, within one week of the letter notifying the parents or guardians of the exclusion. The Chair of Governors will establish an Appeal Panel to consider the appeal. This Appeal Panel will consist of three members including an independent person to act as Chair of the Panel.

The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. The Headmaster will not be a member of the Panel but will be asked to present the supporting facts and materials. All letters and documents relied on by the Headmaster shall be made available to the parents or guardian prior to the hearing. The parents or guardian or their representative may ask questions of the Headmaster or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or guardian or their representative, or in the absence of the Headmaster.

At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The exclusion is confirmed
- The exclusion is rescinded
- The exclusion be rescinded and replaced with an alternative sanction.

The recommendation shall be communicated to the Chair of Governors, the parents or guardian and the Headmaster.

Every child has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know.

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 period temporary exclusion or to convert it into a permanent exclusion, the Headmaster will write again to the parents with the reasons for this decision.

Before resorting to exclusion, the School will normally try alternative solutions (for example, a restorative justice process – whereby the harm caused to the 'victim' can be redressed).

In extreme circumstances the child's case may be referred by the Headmaster to the Chair of Governors, who must then consider whether or not the child remains in the School, having first

considered reports from the Headmaster and relevant staff and having taken into account any views put forward by the child's parents. 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.

Parental co-operation forms part of the contract between the School and all parents of pupils at the School. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

6.4 Educational Visits

The Headmaster will not allow pupils to participate in an educational visit or school trip (including during the holidays) if their behaviour at School indicates that the pupil's presence on the trip will be prejudicial to good order and/or safety. Any serious offence whilst on an educational visit will result in the pupil being sent home at the parents' expense.

6.5 Application of the Policy

The Headmaster reserves the right to adjudicate on any individual case of misbehaviour which may arise and to apply the above procedures, taking into account any special circumstances which may be relevant.

6.6 Appeals

Parents are entitled to appeal to the Governing Body against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body at the school. The Governors' decision is final.

7. Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The School policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Physical Restraint

All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996, and Department for Children, Schools and Families (2010) *The Use of Force to Control or Restrain Pupils. Guidance for schools in England*. Teachers in our school do not hit, push or slap children. Teachers in our school do not threaten physical punishment. Staff only intervene physically to restrain children to prevent them injuring themselves or others, engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headmaster and recorded in the child's personal file. The child's parents are informed on the same day or as soon as reasonably practicable. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable (in the School's Physical Intervention Policy).

8. Support Systems

The School has a number of programmes and techniques for supporting behaviour management: such as chapels, assemblies, PSHE lessons, House meetings. All pupils have a form teacher and tutor (in Years N to 6 the form teacher is the tutor. In Years 7 & 8, the tutor is usually someone other than the form teacher). The School has an independent listener (Mrs Greenleafe) and a school listener, who is also a trained counsellor (Mrs Winter-Moore).

9. Involvement of Parents

Parents will be involved in discipline cases as appropriate. Parents will be informed when the Headmaster considers it appropriate. Parents are also encouraged to support good behaviour and positive habits in their children.

10. Involvement of Staff

The working of the School's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with pupils in form/tutor group time.

Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour and to suggest possible courses of action. Training in behaviour management will be provided when required.

11. Involvement of Pupils

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views.

The School Councils (Pre-Prep Council [Reception to Year 2], the Prep School Council [Years 3, 4 5, 6, 7 & 8]) will be involved in giving their views on all matters, including those pertaining to discipline, where appropriate.

12. Consultation

The Head will seek the widest possible agreement for this policy and will report on behaviour in the School at least annually to the Governing Body on its implementation.

13. Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, pregnancy or maternity, race, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, special educational needs or disability.

14. Recording

Pastoral Incident records are collated on CPOMS and are monitored by the DHPO and DSL.

A copy of all discipline records is kept on file. The overwhelming majority of disciplinary offences are “in house” and, as such, are not mentioned on School transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the School to record the transgression(s) on the transfer report.

15. Publication

A copy of the Behaviour, Discipline and Exclusion policy is available to all parents and prospective parents of pupils at the School. It is on the School website and the intranet and a copy can be obtained from the School Office on request.

16. Review

The Headmaster, in consultation with the staff, will undertake regular reviews of the policy and procedures.