
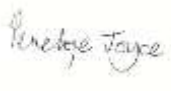


Behaviour, Discipline and Exclusions Policy

(including Rewards and Sanctions)

Leehurst Swan School



Approved by:	 Headmaster  Chair of Governors	Date: 17/11/2020
Last reviewed on:	17/11/2020	
Next review due by:	17/11/2022	

This policy applies to the whole school including EYFS and is available on the school website for parents to access.

1 Aims and Expectations

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected in a happy, safe and secure environment where mutual trust is encouraged, and that each person is treated fairly and well.
- 1.2 Our school expects and encourages 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.
- 1.3 The school does not tolerate bullying of any kind. If we discover that acts of bullying or intimidation have taken place, we record these and act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate all instances of bullying, we do everything in our power to ensure that all children attend school free from fear.
- 1.4 This policy aims to help our children to become positive, responsible and increasingly independent members of the school community who have an in-depth understanding of the rule of law.
- 1.5 We treat all children fairly and apply this behaviour policy in a consistent way in accordance with the School's policy on Equal Opportunities for all, regardless of race, religious belief, sexual orientation and physical disability.
- 1.6 **The School rejects all forms of corporal punishment.** No member of staff must strike, use improper language or administer corporal punishment of any kind.

2 Rewards and Sanctions

- 2.1 The school has several methods of reward and sanction. The school recognises that regular reinforcement of good behaviour by rewards is a significant aspect of a happy, purposeful and positive environment. Regular breaches of school rules and misdemeanours do need to be kept in check, however, and for this reason a corresponding system of control is in place.

2.2 Day-to-Day Management of Behaviour

a) For pupils in Reception, Year 1 and Year 2

At all ages, rewarding children is far more important than imposing punishments and that is particularly the case in Reception and Key Stage 1 therefore, any good act, whether it be for kindness, manners or achievement is rewarded with the award of a Merit which is recorded on a chart in the classroom. In rare instances, a child may lose their playtime for a more serious issue/offence so the teacher can talk through the misdemeanour and help them understand the consequences of their actions.

b) For pupils in Years 3 to 11, the following card system applies for rewards and sanctions:

Each pupil carries a card about their person, kept in his or her blazer. When a teacher wishes to award a pupil with a Merit this is recorded by initialling a box on the child's card.

If a pupil has behaved in a way which requires a sanction, or they have completed work to a poor standard or, in some cases, not at all, a minor or major demerit may be awarded. Sanctions are recorded directly onto the school system.

On a weekly basis, form tutors record the scores for each individual pupil onto the school system. When a pupil reaches a net score of 100 Merits, they are eligible for a reward and they take their completed merit card to the Headmaster.

In Years 3 to 6 the pupil is presented with a Leehurst Swan Star Badge of Achievement in school assembly when they reach a 100 Merit boundary. Depending on the unit of 100 they will receive either a bronze, silver or gold badge. When a star badge has been awarded the Headmaster will send a postcard home to celebrate this achievement.

In Years 7 to 11, a pupil achieving 100 Merits is praised by the Headmaster and is awarded a reward for their efforts depending on the number of Merits gained. The Headmaster will also send a postcard home when a boundary of 100 has been achieved. At the end of the academic year, the top six pupils, 'The Super Six', in Years 7 to 11 with the greatest number of Merits will be rewarded with a day trip to a theme park or similar.

2.3 Other Rewards

In addition to Merits, work of a high standard may be sent to the Headmaster for a commendation and will be presented a certificate in assembly.

2.4 More Serious Disciplinary Offences – Prep and Senior School

A **Major Demerit** is awarded to a pupil who commits a single offence that deserves more than one demerit. In addition, whenever a child receives five demerits during a term this equates to the equivalent of a **Major Demerit**.

If a member of staff issues a Major Demerit, he or she must inform the Head of the relevant section of the fact that it has been issued and nature of the offence. The pupil's Form Tutor also needs to be informed when such a punishment has been issued. **Major Demerits** are given for serious misbehaviour which might include physical violence, use of bad language, stealing or disrespectful behaviour towards a member of staff. On receiving a first major demerit (or 5 demerits) a pupil will be put into lunchtime detention. Subsequent major demerits within a one-term period will lead to more severe punishments being given. A pupil's major demerit and demerit tally is zeroed at the start of each term, but a record is kept of serious misdemeanours. An escalated scale of consequences attributed to major demerits awarded within one term is below:

- 1 Major Demerit = Lunchtime detention with Form Tutor and email home
- 2 Major Demerits = Tuesday night detention with the Pastoral Co-ordinator or Head of Department.
- 3 Major Demerits = Friday night detention with a member of the SLT and pupil placed on report
- 4 Major Demerits = Saturday morning detention with Headmaster and pupil excluded from representing the school for the remainder of the term.
- 5 Major Demerits = One day Internal Exclusion and pupil placed on Headmaster report for remainder of term.

In some incidences a serious offence may be referred to the Headmaster for further action. In cases of serious breaches of discipline, a pupil may be given a **Saturday Detention** by the Headmaster, and the possibility of an **Internal, Fixed Term or Permanent Exclusion** will be considered. Details of exclusions are included in Section 8 of this policy.

2.5 More Serious Disciplinary Offences – Reception and Key Stage 1

If the behaviour of a pupil is not addressed by the standard methods of correction, the Pastoral Head of KS1 will contact the parents of the pupil and ask them to come into school. A plan will be developed to help the pupil to change their behaviour, which may entail providing one-to-one supervision of the pupil throughout the day. However, the Headmaster reserves the right to impose a **Fixed Term of Permanent Exclusion** if he feels it is in the best interests of either the pupil involved or the other pupils in the school. Details of exclusions are included in Section 8 of this policy.

2.6 “On Report” (Prep and Senior Schools)

Any pupil whose work, attitude, organisation or behaviour has been consistently unsatisfactory may be placed “On Report” to support them to break that cycle of behaviour. Being “On Report” involves the pupil carrying a Report Form to each class, giving it to the teacher at the beginning of a lesson, and having it signed by the teacher at the end of the lesson. The pupil will take the completed Report Form home at the end of each day for his parents to sign and he will then return it to school the next day for checking by the Form Tutor.

2.7 Management of Poor Behaviour or Work

The sanctions listed in the previous section are in place to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. All sanctions are recorded on the school database.

- We expect pupils to listen carefully to instructions in lessons and to pay attention. If they do not do so, we warn them about this and, if they persist, we

award them a minor sanction and ask them either to move to a place nearer the teacher, or to sit on their own.

- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task during their free time and minor sanctions may be awarded alongside this action.
- If a pupil is deliberately disruptive in class, the teacher reprimands him/her. If a pupil misbehaves repeatedly, we isolate the pupil from the rest of the class until he or she calms down and can work sensibly again with others. Members of staff should follow the procedure below to deal with a disruptive pupil:
 - Warning
 - Demerit
 - Removal from class and sent to Reception
 - A lunchtime detention is given to catch up with work
- If the behaviour of a pupil in class or around the school involves the misuse of any item of personal belongings, then the member of staff dealing with the incident may confiscate the offending item for a fixed period. In certain circumstances this may be returned directly to the pupil's parents rather than to the pupil with an instruction that the item should not be brought to school again.
- In cases of persistent serious breaches of discipline or if a pupil is guilty of repeatedly poor behaviour that disrupts, upsets or endangers others, the Pastoral Head of the relevant section of the school contacts the pupil's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the pupil. At this point appropriate sanctions may include a Saturday detention, withdrawing the pupil from a forthcoming school trip or from an event(s) at which he or she may be representing the school or a fixed term or permanent exclusion depending on the nature of the offence and the history of the situation (see section 8 below).
- If a pupil is guilty of a serious breach of school discipline, he or she is awarded one of our major sanctions and in some cases may be asked to leave the school. Examples of serious breaches of the rules and regulations include:
 - Drug abuse including bringing drugs onto the school premises – permanent exclusion;
 - Alcohol and tobacco abuse including bringing these onto the premises – fixed term external exclusion;
 - Theft;
 - Bullying;
 - Physical assault/threatening behaviour;
 - Fighting;
 - Racist or Sexist abuse;
 - Sexual misconduct – permanent exclusion;
 - Damage to property.

2.8 Homework

Leehurst Swan School places a great deal of value in homework and it is important that set tasks are completed to a high standard and handed in on time. If a pupil does not bring in their homework, they are given a demerit but given until the next day to provide this to the subject teacher or form tutor. If the homework is not handed in on the following day, the pupil will be kept in during their lunch break to complete the set task by the subject teacher or form tutor that set the task.

2.9 Recording Rewards and Sanctions

In the Prep and Senior Departments, the total number of merits and demerits are recorded on the school's Management Information System; on a weekly basis. Form Tutors enter the total number of merits and demerits which have been entered onto the pupil's card in the preceding week. They should use this opportunity to monitor the disciplinary record of pupils in their classes. The number of merits and demerits awarded to each pupil is sent out as part of his or her report.

In Reception and Key Stage 1, the class teachers keep a weekly record of how many merit points have been awarded to each pupil. If a pupil misbehaves, merits are never taken away; rather, the pupil misses some of his or her playtime, or if the misdemeanour were more serious, the pupil will be sent to the Head of Prep who will contact his or her parents. Poor behaviour is always discussed with a pupil and he or she is reminded of the school rules; where skills allow, a pupil may be asked to write a letter of apology during the missed playtime. Where necessary, parents are informed of the misdemeanour and on occasions of more serious offences, the pupil is sent home.

3 The Role of the Form Tutor

- 3.1** The form tutor discusses the school rules (Pre-Prep and Prep) or pupil code of conduct (Seniors) with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the form tutor discusses these with the whole class during form time.
- 3.2** The Form Tutor has a responsibility to monitor the rewards and sanctions obtained by each pupil in his or her charge. If he or she has cause for concern about a pupil then a discussion is held with the appropriate Head of Section about suitable means of helping the pupil. If the pupil does something that is commendable the tutor should implement a suitable reward and keep a record of it so that it can be reported to parents at the most suitable juncture.
- 3.3** The Form Tutor is responsible for supervising the lunchtime detention after a pupil has received a major demerit or five minor demerits.

4 The Role of the Teacher

- 4.1 It is the responsibility of each teacher to ensure that the school rules are enforced inside and outside their class, and that his/her class behaves in a responsible manner during lesson time.
- 4.2 The class teachers in our school have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.
- 4.3 The teacher treats each pupil fairly and enforces the school sanction system consistently. The teacher treats all pupils in his/her class with respect and understanding.
- 4.4 If a pupil misbehaves repeatedly in class, the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the teacher will discuss the pupil's behaviour at the relevant weekly staff meeting and seek help and advice.
- 4.5 The teacher reports to parents about the progress of each pupil in his or her class, in line with the whole school policy. The teacher may also contact a parent directly if he or she has concerns about the behaviour or welfare of a pupil, but this will usually follow a discussion with the relevant form tutor.
- 4.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in 2012 DfE document 'Use of Reasonable Force'. Teachers in our school are not permitted to hit, push or slap children; **The School rejects all forms of corporal punishment.** Staff only intervene physically to restrain pupils or to prevent injury to a child, or if a child is in danger of hurting him or herself. The actions that we take are in line with government guidelines on the restraint of pupils.

5 The Role of the Headmaster

- 5.1 It is the responsibility of the Headmaster to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all pupils in the school.
- 5.2 The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 5.3 The Headmaster keeps records of all internal, external and permanent exclusions. He reports on instances that are causing concern at governor board meetings.
- 5.4 The Headmaster has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a pupil. A permanent exclusion will only take place after the Chair of Governors has been notified.

6 The Role of Parents

- 6.1** The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.
- 6.2** We expect parents to support their child's learning, and to co-operate with the school, as set out in the contract. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 6.3** If the school must use reasonable sanctions to punish a pupil, parents must support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class tutor. If the concern remains, they should contact the Head of the relevant section of the school. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The Role of Governors

- 7.1** The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headmaster in carrying out these guidelines.
- 7.2** The Headmaster has the day-to-day authority to implement the school's Behaviour, Discipline and Exclusions policy, but Governors may give advice to the Headmaster about disciplinary issues. The Headmaster must take this into account when making decisions about matters of behaviour.

8 Internal, Fixed-Term and Permanent Exclusions

- 8.1** If a pupil has been guilty of unacceptable behaviour the Headmaster may conclude that exclusion is a suitable punishment. This would only be the case if the sanctions listed in Section 2 of this policy were inappropriate because of the nature of the offence or because of the repeated nature of misbehaviour being exhibited.
- 8.2** Only the Headmaster (or the acting Head) has the power to exclude a pupil from school. The Headmaster may exclude a pupil for one or more fixed periods. A first exclusion would normally be Internal for one or two days, subsequent exclusion would be external for several days up to a week. The Headmaster may also exclude a pupil permanently. It is also possible for the Headmaster to convert an internal or fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.3** If the Headmaster externally excludes a pupil for a fixed term, he informs the parents immediately, giving reasons for the exclusion and informs the Governing Body that he has done so.

- 8.4 The Headmaster consults with the Chair of Governors before making a permanent exclusion. The Headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- 8.5 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headmaster.
- 8.6 A sub-committee of three panel members of the Governing Body will be set up to consider any exclusion appeal on behalf of the Governors. Panel members must have had no prior involvement or knowledge of the circumstances that involved the decision to exclude the pupil.
- 8.7 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.
- 8.8 If the Governors' appeals panel decides that a pupil should be reinstated, the Headmaster must comply with this ruling.
- 8.9 If a parent is still unhappy with the outcome, they may make a complaint under the Complaints Procedure.

9 Monitoring

- 9.1 The Headmaster monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a record of incidents of misbehaviour. A sanctions record is kept on the school's Management Information System onto which all punishments are recorded and the reason for the punishment having been given. Details of specific serious incidents are kept separately by the Headmaster and in an individual pupil's file.
- 9.3 It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

10 Review

- 10.1 This policy is reviewed on a regular basis but is also updated whenever a new initiative is introduced to manage pupil behaviour of any kind.
- 10.2 The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Appendix A

Guidance on Sanctions

The examples in the table below are to provide guidance to staff members and is not a comprehensive list of all behaviours which may warrant a minor or major demerit.

Single demerit offences	Major demerit offences
<ul style="list-style-type: none">• Low level disruption <i>after warning</i>;• Pushing in lunch queue;• One-off incidents of teasing, name calling;• Throwing food in lunch hall;• Chewing gum;• Eating while travelling to and from lessons;• Answering back rudely (not questioning politely);• Rough behaviour in playground;• Entry to out of bounds areas within school premises including being inside without permission at break and lunch;• Lying to a member of staff;• Borrowing games kit without permission;• Hiding another person's property;• Use of commonly used swear words including crap, bloody hell, Jesus Christ etc.• Uniform infringement.• Failure to abide by school guidance on social distancing or mask wearing.	<ul style="list-style-type: none">• Phone about person during day without prior permission (+ 1-week confiscation);• Damage to property;• Verbal bullying where there is evidence that this has been done on a consistent basis;• Fighting;• Striking another pupil;• Over familiarity towards a member of staff in the form of hugging or suggestive comments;• Defiance towards a member of staff and refusing to do as instructed;• Swearing (as a rule swear words with an 'i' or 'u' in, merit a major demerit).