



**DANESHILL SCHOOL**

**BEHAVIOUR AND EXCLUSIONS POLICY &  
PUPIL SANCTIONS RECORD**

**This policy applies to all parts of Daneshill School including the Early Years Foundation Stage, although the EYFS Policy documents are more detailed in outlining specific principles relating to Early Years pupils.**

**Updated: Sept 2016  
Review date: Sept 2017**

## **INTRODUCTION**

Daneshill School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust, 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 team-work and leadership through our extensive programme of extra-curricular activities.

Daneshill School is an inclusive community. We welcome pupils from a variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aim to develop the whole person equipped to take their place in the modern world.

This policy has been drafted to comply with the DfE non-statutory advice document “Behaviour and Discipline in Schools” (2014).

## SCHOOL ETHOS

The School has a very happy atmosphere which can be attributed to the sensitive and sensible way in which the staff teach the children. The enthusiasm for the children to be successful creates a stimulating environment that is conducive for learning.

The success of the School's curriculum should be measured by the involvement of our pupils in a wide variety of activities. All achievement should be valued as significant. Our aim is to produce well-rounded, enthusiastic learners who will make a strong contribution to their senior schools both as good citizens and as pupils who are prepared to work hard in order to achieve success.

At its heart, Daneshill is a 'family school' and this means more than us being parent-friendly with approachable staff, or child-centred in our teaching, or having a family at the helm. What we mean by 'family school' is that our community *behaves* like a family. A family is built on love and respect for one another – and so is Daneshill.

The School promotes attitudes of mutual respect and responsibility. Daneshill's religious affiliation is to the teaching of the Church of England. The School promotes equality of opportunity regardless of gender, race or ability.

## BEHAVIOUR

We have high expectations of our pupil's behaviour. Our **school ethos and code of conduct** have a significant impact upon our approach to whole school behaviour. Namely, we encourage our children to take responsibility for their words and actions. We teach them to understand the impact of both positive and negative behaviour. Excellent attitudes and behaviour are built upon positive pupil/teacher relationships and coaching and discussion about how behaviour might be improved. Most behavioural issues at the school are minor and dealt with by our sanction system and coaching from staff. The **Tutor** is responsible for their tutees' behaviour and their role is to mainly support and guide out children. Our aim is to always model and expect positive behaviour to pre-empt the necessity for any sanctions. Tutors rely on the **Deputy Headmaster** for support in their role and, if necessary, can use outside agencies for advice.

However there are some behaviours deemed more serious than others which might warrant an instant referral to the senior management team. These could include:

- Any form of violence
- Bullying – either physical or mental
- Unfair pressure or influence on others
- Stealing
- Rudeness
- Foul language
- Graffiti or vandalism
- Anti-social behaviour
- Barging and running inside
- Bad behaviour on trips

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is set out in the Parent Handbook. The school is strongly committed to promoting equal opportunities for all.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. 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.

## **INVOLVEMENT OF PARENTS AND GUARDIANS**

Parents and Guardians who accept a place for their child at Daneshill 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/private study.

We will always telephone the home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is the Headmaster's policy to not usually allow holidays to be taken during term.

## **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. In September 2013 we formed a school council which can act as a forum for suggestions and complaints about our rewards and sanctions.

# SCHOOL RULES AND REGULATIONS

The school's Rules and Regulations are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. Copies of the Rules and Regulations are set out in the Parent Handbook and may change from time to time. Parents and Guardians undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time, but will not involve any form of unlawful or degrading activity. Examples of sanctions include: demerits, report cards, meetings with staff before, during or after school, withdrawal of privileges, suspension for a specified period, removal or expulsion. The school's policy on Discipline and Exclusions is set out in the Parent Handbook.

## DANESHILL SCHOOL: REWARDS & SANCTIONS 2014-15

### The Code of Conduct

The Code of Conduct is a framework for the specific rules and regulations, rather than a list of "do's" and "don't's".

**At Daneshill School we believe that everyone should feel happy, safe, respected, included and able to learn. Therefore, we all agree to be kind, well-mannered and supportive and to always try our best.**

The Code of Conduct is displayed in every classroom and underpins all teaching/coaching regarding collective or individual behaviour at Daneshill. All staff aim to use positive language closely linked to (or directly taken from) the Code of Conduct when they speak to children about behaviour and attitude.

### TRANSITION

The ethos set out in the Code of Conduct applies through the whole school, but the application of specific rewards and sanctions are differentiated according to the age and educational needs of the pupils. Arrangements are also made for children to be introduced to their new teachers before they transfer from one year group to the next. Pupils are also given increasing responsibilities as they move through the school, including responsibilities to work with and support younger children, through the House system, and as Prefects and Monitors.

### Discipline & Sanctions

The Deputy Head oversees discipline throughout the school. The school's Code of Conduct represents the minimum standard we expect from all pupils. Any behaviour dipping below this standard should be reported to the child's tutor.

### EYFS

Children in the Early Years at Daneshill are still very young and as such their ages and stages of development should always be considered in relation to the way in which they are expected to behave and discipline enforced. Children in the EYFS are taught a few simple rules - no running

inside, kind hands, quiet voices and to respect each other and each other's belongings. They are shown how to behave by example and through reinforcement using stories, games and activities. If children in the EYFS stray away from what is expected, the correct type of behaviour is reinforced and they are encouraged to think about what they may have done wrong. In the summer term children in Reception use the sun, rainy cloud and thunder cloud system as is used in the rest of the pre-prep.

Mrs M. Smith is the named person responsible for managing behaviour and discipline in the EYFS.

### **Pre-Prep (Year 1 and Year 2)**

From the autumn term the children in Years 1 and 2 are introduced to the sun, rainy cloud and thunder cloud, a visual aid to behaviour. This is where all children start the school day with their name on the sun. If a child is unkind, disrespectful or becomes too physical with another child, he/she is spoken to by the teacher who has witnessed the incident and their name is moved to the rainy cloud. If the same child repeats this inappropriate behaviour in the same day their name is moved to the thunder cloud and their parents are informed.

### **Prep (Year 3 to Year 8)**

- In Years 3 to 8, children have a demerit page in their planners.
- If a child's behaviour is in conflict with the school's Code of Conduct then they may receive a written warning (on their demerit page) from the relevant teacher.
- Three warnings leads to a Demerit which means the child receives -5 house points.
- The parents are continuously involved as they should initial each warning but there is particular emphasis on parental contact at the point of a demerit.
- It is the form tutor's responsibility to positively coach any tutee receiving warnings to help them change their behaviour.
- The Deputy Head maybe consulted at any point by the tutor and, if appropriate, children might be sent to speak to the Deputy Head about their behaviour.
- The Deputy Head should be consulted immediately for any extreme misbehaviour (e.g. extreme rudeness/disrespect, vandalism or bullying) and an investigation and bespoke sanction will be carried out.
- The Headmaster will be informed and involved in the event of any serious behavioural incident which might lead to exclusion from the school.

### **Extra Guidance for Prep Staff**

- Staff should read the Learning support register carefully and ensure that certain pupils' needs and difficulties are taken into consideration when enforcing warnings/demerits.
- Staff should act as role models in relation to our Code of Conduct.
- Tutors are responsible for monitoring their tutees behaviour and any concerns about a child's behaviour should be reported to the tutor in the first instance.
- The PE department run specific changing room practice sessions for pupils who struggle to be timely and organised before and after games sessions.

- **THERE IS NO FORM OF CORPORAL PUNISHMENT** and all staff must **never** strike a child for any reason whatsoever. Any accidental contact with a pupil that might be considered inappropriate must immediately be reported to the Head so he is prepared should the parents request to see him.

## Rewards

### EYFS

In the EYFS there is a great emphasis on reinforcing and rerewarding good/expected behaviour through the use of stickers. In nursery these are given to the children and they stick them onto their sweatshirts which they then wear with pride, this is a very visual approach. In Reception each child has a sticker chart which they fill with stickers and take home once each card is completed. There are bronze, silver and gold charts to collect. The Reception children also take part in the 'Friday sticker' reward system with the rest of the pre-prep.

### Pre-Prep (Year 1 and Year 2)

Years 1 & 2 use sticker charts whereby the children are awarded a sticker when they have been kind, tried hard, been helpful or have produced a good piece of work. A new chart is given once the previous one is completed. This system extends to swimming, P.E. and music lessons, also French for Year 2. During pre-prep assembly on a Friday two/ three children, from each class, are called to the front and awarded a 'Friday sticker' from their form teacher, as all of the other children applaud them. These special stickers are awarded for different categories, such as, good listening, good manners, clean lunch plate, good maths, reading etc. At the end of the spring term the Year Two children are placed into a 'House' and are then able to be awarded house points with the prep school.

### Prep (Year 3 to Year 8)

Pupils are rewarded through our house point system. House points can be given for outstanding (for that particular child) behaviour, effort or achievement. They should not be used to reward expected behaviour but can be given for exemplary adherence to the Code of Conduct.

- House point slips are filled in by the teacher and given to the pupil.
- The pupil then takes the slip to their tutor for signing before recording it in their planners and placing the slip in their house's box.
- Every Friday assembly, Super House Points (worth 5 House points) are awarded to individuals (or small groups such as the year 8 prefect teams) who are nominated by staff for particularly outstanding adherence to the school code of conduct.
- Children receive coloured House Point certificates (presented in House assemblies by the Year 8 House Captains) every time they reach a threshold (see below)
- Each point goes towards the house total. House totals are added up every 1/4 term (every 2/3 weeks) with the leading house for that period (not the leader overall) receiving cookies from the kitchen at morning break.
- At the end of every term the overall winning House for that term is announced and Magnus the Monkey is awarded to the winning House Captain.

Certificate Thresholds		
Bronze – 20	Double Gold - 50	Diamond – 80
Silver – 30	Platinum – 60	Double Diamond – 90
Gold – 40	Double Platinum - 70	Triple Diamond - 100

### **Pupils with Special Educational Needs/Difficulties**

The School has a duty under the Equality Act 2010 to make reasonable adjustments where appropriate in the expectations, rewards and sanctions appropriate to pupils with SEND. Staff are made aware of any assessments of children with SEND, and their needs and provision are discussed regularly. The principles of the Code of Conduct make clear that they should be made to feel included and supported, but also that they have responsibilities to try their best in their work, attitudes and behaviour.

### **PHYSICAL INTERVENTION BY STAFF**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headmaster and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. However, force cannot be used to search for these items.

Any incident of this sort should be reported to the Bursar and recorded immediately and parents should be informed on the same day or as soon as reasonably practicable.

**N.B: THERE IS NO FORM OF CORPORAL PUNISHMENT** and all staff must **never** strike a child for any reason whatsoever. Any accidental contact with a pupil that might be considered inappropriate must immediately be reported to the Head so he is prepared should the parents request to see him. It is unlawful to use force as a punishment.

(See Use of Reasonable Force, DfE July 2013)

## **BULLYING & SERIOUS INCIDENTS**

Our anti-bullying policy is a vitally important document. All staff must ensure they are well aware of its contents and procedures.

Serious incidents (e.g. stealing, graffiti, bullying) and recurring problems will be immediately referred to the Deputy Head. At this point the problem is considered very serious. Parents will be informed. The punishment for this type of behaviour will involve one of the following:

- Referral to the Headmaster
- Exclusion from trips
- Exclusion from sport / matches
- Being sent home early from residential trips
- Letter to and involvement of parents

Finally, persistent problems or a major incident will be automatically referred to the Headmaster. This could lead to suspension or expulsion.

Disciplinary action will also be taken against any pupil found to have made malicious accusations against staff, if these are found to be without foundation.

## **PUPIL EXCLUSIONS POLICY**

Daneshill School recognises that it is educationally right to impose sanctions if a pupil's behaviour continually falls short of expectations. Physical punishment is illegal and never sanctioned by the school; but the following sanctions are regarded as a reasonable range of sanctions to which the Headmaster and staff might resort in cases of poor behaviour, whether this be when pupils are on the school site, within the school grounds or representing the school on trips and visits: a reprimand, a letter to parents or guardians, removal from a class or group, loss of privileges, placing a pupil on report, confiscation of a possession that is inappropriate in the classroom, detention, or exclusion.

Exclusion, whether temporary or permanent, is a last resort. Permanent exclusion is used only in the most serious circumstances. Only the Headmaster, or a member of the SMT acting on the Headmaster's instruction in his absence, may exclude a pupil.

### **Related Policies**

The Pupil Exclusions policy is designed to operate in the context of the following school policies and documents:

- The School Behaviour Code (Our Danelaw)
- Behaviour Policy
- Anti-Bullying Policy
- Pupil Sanctions Record
- Complaints Procedure
- The Parents' Handbook

## **Fixed Term Exclusion (suspension)**

Fixed term exclusion (suspension) may be imposed when other measures such as report cards and meetings with the Headmaster have not brought about a desired change in a pupil's behaviour, and/or in a situation in which serious misconduct has occurred.

## **Permanent Exclusion**

Permanent exclusion may be imposed in response to the most serious forms of misconduct, including proven malicious allegations against staff, where a pupil poses serious physical danger to others, and/or in situations where fixed term exclusions have not brought about the required change in a pupil's behaviour. In the extremely rare event where it might appear necessary to permanently exclude a pupil, the school will work closely with parents to ensure that a suitable alternative can be achieved for the longer term interests of the child.

If a pupil is expelled or required to leave, his/her leaving status will be one of the following: "expelled", or "removed"; "removal" means that it has been suggested by the school that the parents should remove their child as this is in the best interests of the pupil.

## **What Behaviour Merits Exclusion?**

No list will describe every nuance of a pupil's behaviour, and the school's ethos of fostering a spirit of understanding will be the starting point for the exercise of discipline. However, the following are examples of behaviour that merit exclusion:

- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Inappropriate sexual behaviour
- Racist abuse
- Damage to property
- Persistent disruptive behaviour
- Parental misbehaviour

## **Appeals Against Exclusions**

Appeals against exclusions are considered to be complaints. Those parents who wish to appeal against an exclusion will be directed to the school's complaints policy, which is available on the school website or as a hard copy when requested from the School Office.

## **Managing Pupils' transition**

The school ensures that all pupils are well supported through the transition process. Their behaviour and emotional wellbeing is well monitored by their form tutor and any concerns are relayed back to other staff and SMT during daily briefings. 'Leavers' are reminded that the school expects the highest standards for every minute that they are a pupil at the school and for them to be ambassadors for the school after they have left.

### **Staff Guide: When is physical intervention allowable?**

- **Physical contact with pupils** – Avoid physical contact with pupils unless unavoidable. These unavoidable situations tend to fall into three areas:
  1. To use reasonable force to prevent harm coming to the child (see physical restraint guidance below)
  2. To demonstrate a physical skill e.g. in sport (but never done one to one)
  3. Unavoidable child initiated contact (e.g. a pre-prep child grabbing your leg)

Physical contact with pupils should be unavoidable (i.e. where all other possible alternatives are inappropriate (e.g. running away from a pre-prep child who wants to grab your leg!), and for the shortest amount of time possible. Never initiate unnecessary contact such as horseplay. A handshake (or high five!) is not inappropriate contact!

- **Physical Restraint** - Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on [himself/herself] or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the CPO/Head who will inform parents as soon as possible and decide what to do next.

### **Disciplinary action against pupils who are found to have made malicious accusations against staff**

If a pupil is found to have made a malicious accusation against staff then the disciplinary action will be decided upon and carried out by the Headmaster. The Headmaster will review each case individually, seek advice from appropriate external agencies and then sanction an appropriate disciplinary action which may include permanent exclusion.

## **PUPIL SANCTIONS RECORD POLICY**

At Daneshill School a central record is kept of the following offences:

- Demerits
- Behavioural Report Cards
- Bullying
- Improper behaviour towards a member of staff or another pupil
- Malicious damage
- Persistent disruptive behaviour
- Theft
- Any other activity that is illegal under English law

The sanctions that will be imposed are set out in the school's policy on Discipline and Exclusions. Parents' attention is drawn to our Complaints Policy.

It is the policy of Daneshill School to keep all our pupil sanctions records securely until your son or daughter has left Daneshill, when they will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations.

## **TEACHING AND LEARNING**

Daneshill School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

## **COMPLAINTS**

Copies of the complaints procedure are available to parents on request or via the school website.