



# POSITIVE BEHAVIOUR AND EXCLUSIONS POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

**Policy reviewed by:**

**Policy approved by:** Robert Berry – Director of Operations

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**Reviewer's Signature:**

**Approver's Signature:**



Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.



### Scope

This policy applies to all pupils, parents and staff at <school name>, including Early Years (EYFS), Junior School, Senior School and Sixth Form. It has been written with due regard to Behaviour and Discipline in Schools Act (2016) and The Equality Act (2010).

When pupils feel safe to express their views and be open to the views of others, they are more likely to take risks with their learning. We aim to encourage this as it will build their resilience, confidence and learning skills.

By giving pupils the skills to express themselves, listen to others, self-regulate their emotions and behaviour, and build and maintain positive relationships, an environment is created where students feel heard and learning is optimism.

Corporal punishment is not permitted at any Chatsworth Schools, at any time, for any reason

The School understands that rewards can be more effective than punishment in motivating pupils. The School is committed to promoting and rewarding good behaviour. See Appendix 1 for the School Rules and Appendix 2 for some of the ways in which good behaviour is rewarded.

The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve his/her educational outcomes.

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, Cyber Bullying Policy, Physical Restraint and Use of Reasonable Force Policy, and Disability Policies.

### Policy Aims

- To promote good behaviour, self-discipline and respect;
- To promote an environment where everyone feels safe, valued and secure;
- To prevent bullying
- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences.
- To create a school where children are happy, safe and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community.
- Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

### We aim to provide:

- Good adult and peer role models of caring and co-operative behaviour.
- Reinforcement of positive attitudes to expectations.
- Recognition of a wide range of achievements.
- Acceptance by all students in school of a common responsibility for maintaining good discipline and promoting the school's basic guidelines.



### Promoting Good Behaviour

As well as staff acting as positive role models, the school will endeavour to promote and teach good behaviour by having the following expectations of the pupils:

- Courtesy and Politeness;
- Respect;
- Dress (uniform, cleanliness, any adornments, including make-up, hair);
- Lessons and punctuality;
- Property;
- Privacy;
- Safety;
- Technology.

### Serious Misconduct

Serious misconduct will result in the pupil being sent home pending enquiries, after which the pupil may be returned to school on a behaviour and performance contract / report, internally suspended, externally temporary excluded, or permanently excluded or withdrawn by parents. The individual circumstances will determine the course of action by the school.

### Confiscation of Property

If it is deemed necessary to confiscate a pupils' property, then pupils can expect:

- Items to be returned to the pupil or their parents after a given period. (E.g. items banned from school, such as mobile phones.)
- Items to be destroyed (E.g. pornography, tobacco, alcohol)
- Items to be handed to the police (E.g. banned substances, knives, weapons, stolen items)

For full information on confiscations, please refer to the Screening, Searching and Confiscating Policy.

Administration of major punishments will be recorded in the Serious Misbehaviour Register with the name of the pupil concerned, the reason for the punishment including relevant dates, and the name of the person administering the punishment. The Serious Misbehaviour Register is reviewed regularly so that patterns in behaviour can be identified and managed appropriately.

### Fixed Term and Permanent Exclusions Policy

Pupils guilty of serious misconduct may be liable to either fixed-term or permanent exclusion. In circumstances where a pupil's behaviour, while he/she is not at School (as defined below), damages or threatens, actually or potentially, the wellbeing of any member of the School community or the reputation of the School, the School may investigate the pupil's conduct. As a result of this investigation, if it is considered appropriate to protect the wellbeing of other pupils and the School's reputation, sanctions may be imposed proportionate to the seriousness of the misconduct.



When judging whether to exclude a pupil permanently or for a fixed-term, the School will take into account all the circumstances: these will include the age of the pupil, the seriousness of the offence, its impact upon the School and any member of the Crown House School community (pupils and staff), and any extenuating circumstances raised by the pupil in his/her defence.

The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational needs and / or his / her parents are able to present their case fully where their disability or special educational needs might hinder this. Any religious requirements affecting the pupil will also be considered.

A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the School, that he/she remains at the School.

For the purposes of this policy “at the School” means each of the following:

- On School premises;
- anywhere where a pupil is engaged in an activity organised by School staff or anyone acting on behalf of the School; and
- whenever and wherever the pupil is wearing school uniform or other clothing which identifies him / her as a Crown House School pupil, including when travelling to and from the school.
- in any other way that makes them identifiable as a pupil of the school.

“serious misconduct” means :

- violent or threatening behaviour
- indecent, offensive, abusive, bullying or harassing behaviour
- theft
- possession or consumption of illegal drugs at the school
- possession of offensive weapons or any dangerous, poisonous, flammable or explosive items
- cheating in examinations
- deliberate or reckless damage to property
- rudeness to a member of staff or other adult involved in or encountered in the course of an event organised by the School, or acting on behalf of the School
- serious misuse of School facilities
- repeated breaches of the School Code of Conduct
- breach of the Code of Conduct after a pupil has signed a behavioural or academic contract that is criminal; and/or illegal
- has or could have had a serious adverse effect on: (i) any part of the physical environment of the School; (ii) any aspect of the wellbeing of any member of the School community (pupils and staff); and/or (iii) the learning of the pupil himself or that of any other pupil; and/or harms the public image of the School.

To support a pupil receiving a fixed-term exclusion and who would thereby be at risk of permanent exclusion (in the event that he / she were to commit another breach of the Code of Conduct), the pupil will be required to sign a Pupil Contract in which he / she will agree to a number of targets for behaviour improvement and/or academic performance. This will be monitored by a member of the SMT. Failure to comply could result in permanent exclusion.



Parents may appeal against the exclusion of their child through the school's Complaints Policy.

### Malicious Accusations against Staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the School or a member of staff unreasonably.

The School will consider an allegation to be malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

### Staff Training

Staff will receive annual training on this policy, so that they have a clear understanding of the systems and procedures, and their legal responsibilities.

### Liaison with Parents, other Agencies and Schools

- The school actively encourages parents to keep in contact and to keep the lines of communication open. Parents will be kept informed of any serious behavioural issues regarding their child. If a Pupil Contract needs to be put into place, parents will be actively encouraged to be involved in the process. Occasionally, the school may need to liaise with outside agencies (e.g. Child Protection Officer, Educational Psychologist, local authority START team case worker) to gain advice or to work in tandem to provide the best support for a pupil.
- When pupils make the transition between schools the Head will ensure that any behavioural issues are discussed with the appropriate member of staff from that school in order that the child can be supported and mentored appropriately when he/she arrives.
- The policy is available at all times on the school website.
- The policy will be reviewed annually. If any amendments are made at other times parents will be informed via the school's newsletter.

### Interpretation

In this policy, the term "senior manager" means a School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Operations at the above address.



## Appendix 1 - School Rules

### School Rules

At Crown House School we adopt a set of “Golden Rules” which form the basis of all the guidelines given to pupils. At the beginning of each school term the pupils are reminded of these rules in PSHEE lessons and in school assemblies. They are displayed in every classroom and discussed at the start of every term in class and in assemblies. These are a set below:

#### Golden Rules

*We are gentle and do not hurt anybody*

*We respect each other and do not hurt other’s feelings.*

*We use kind and positive words*

*We listen to each other*

*We work hard and do not waste our own or other people’s time*

*We are honest and do not cover up the truth*

Guidelines to pupils at School; we expect you to:

- Show respect for others and their property.
- Follow all instructions given by staff or other adults working with the pupils.
- Move quietly in and around school.
- Bring all the equipment and books that you need for each session.
- Be punctual.
- Be safe.
- Complete all assignments on time.
- Ask for help and support whenever you need it. It’s OK to be proactive.

### Classroom Guidelines

We expect you to work hard and

- Enter the room quietly and sensibly.
- Prepare for your lesson on arrival by having books and equipment out.
- Stand at the start of the lesson until invited to be seated by your teacher.
- Limit eating and drinking to break and lunchtime. (students are encouraged to drink water and should bring a sealable bottle for this purpose)
- Listen carefully to others without interrupting. Put up your hand when you wish to speak or add to the discussion in class.
- Treat the room and furniture and other people’s belongings with respect.
- Leave the room tidy.
- Leave in an orderly way when you are asked.
- Respect the views of others.



- Mobile telephones/tablets and laptop should be switched off whilst in school, unless being used to assist learning and authorised. They remain the responsibility of the pupil.
- Chewing gum, alcohol, drugs or solvents are banned at all times.

## Appendix 2

### EYFS / Years 1-2

In our discipline we should be positive, encouraging and caring and to set an example through our own behaviour, appearance, punctuality and courtesy. We aim to cultivate responsibility and self-discipline in each pupil.

The fundamental relationship between staff and pupils should be a constructive partnership in learning; one which allows for mutual respect. Appropriate attitudes will be encouraged.

Good behaviour will be reinforced with the following rewards:

- Verbal praise to the individual
- Drawing attention among the group or class to the work or behaviour
- Positive comments written on child's work and/or in Home/School contact book
- Award of a platinum award, merit or sticker for work or behaviour
- Award of a certificate in our celebration assemblies

Discipline must be tempered by sensitivity and tact and take account of a child's personal circumstances. Rules, orders and instructions should be clear.

Positive guidance techniques should be used, including:

- Re-directing children
- Early intervention
- Anticipation and elimination of potential problems

A collective staff vision is important in achieving these goals.

In the event that misbehaviour occurs, one of the following actions would be taken:

- A reprimand
- A warning of the consequences if the misbehaviour is repeated
- Temporary separation of a child from main group
- Missing part of playtime
- The loss of a privilege, e.g. doing a free-choice activity
- Persistent misbehaviour would require liaison with the child's parent or guardian
- In extreme cases, e.g. violence against another pupil or member of staff, the advice and support of the Head of the relevant section of the school may be sought.





## Years 3-6

### Aims

- To cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions; and for their consequences. This will be done primarily through PSHEE but where appropriate will be incorporated into any lesson.
- To create a school where children are happy and secure in an orderly framework of rules; thus allowing effective learning and the opportunity for each pupil to fulfil their potential, while encouraging mutual respect between all members of the community. Staff should set a good example to pupils in matters of dress, punctuality and commitment; regarding themselves responsible for the behaviour of pupils within the school.
- To teach the pupils respect for their environment.

### Incentives

Our policy at Crown House School is to use a positive attitude to discipline rather than simply issue punishments for bad behaviour. Praise and encouragement are seen as very important from an encouraging smile to a quiet word, a public word in assembly, written comments on work, or a visit to other staff, including the Deputy Head /Head of the school, to show special achievements.

We use a system of merits. These are awarded for good work and behaviour. They are totalled every week for each house team, with the weekly and running totals announced in the weekly assembly. The house team with the highest total at the end of the term has a special treat chosen by them in liaison with the Deputy Head. The pupils are thus encouraged to work not only for themselves but for the 'good of the House'.

Certificates for good work and behaviour are awarded in our celebration assemblies and pupils can be nominated for a platinum award..

Our discipline at Crown House Schools aims to be firm and fair. While misbehaviour is checked immediately, the individual circumstances of each child are carefully monitored by tutors and pastoral staff so that staff are aware of any extenuating circumstances. The pastoral care system at Crown House is an integral part of every child's daily school life. Its aim is to develop the social, moral, personal and educational wellbeing of the child through discussion, interaction and awareness of issues appropriate to the age of the child. This is normally lead by the form teacher but all teachers have a responsibility through their lessons to encourage and support students to be better citizens. We believe that the better the rapport between pupil and staff, the less the students will 'step out of line'. An appropriate verbal rebuke or encouragement, together with an explanation the pupil clearly understands, is an important part of the discipline process.

However, there are occasions when it is necessary to correct bad behaviour or work. We aim for all staff to implement any sanctions consistently and to have the backing and co-operation of parents.





## Sanctions

A behaviour chart that is consistent in format in each class is used to recognise particularly good behaviour and poor behaviour.

Poor work may be re-written at break so long as a pupil does not miss both breaks in a day and that missed breaks do not become the norm. Communication between staff and tutors is an important part of this process.

Children who are causing concern academically, physically or socially are discussed with the relevant member of the Senior Leadership Team; actions could include:

1. Talking to the pupil to better understand the reasons behind the behaviour
2. A relevant task or written punishment
3. Monitoring behaviour
4. Inviting parents to discuss the concerns raised
5. Monitoring progress carefully by putting the pupil (or class) on report – comments written by staff after each lesson and checked by the tutor with the student at the end of each day.
6. The report may well be in the form of a 'comment book' where staff record where a child has made a special effort to co-operate or to produce good work rather than the more severe report slip.

Any concerns regarding serious verbal or physical behaviour must be reported immediately to the Head.

Pupils who have been on 'red' three times in a week or have exhibited poor behaviour outside the class are referred to the Headteacher. Referred pupils complete a reflection sheet with the aim of identifying what occurred to cause the referral, why it took place and what more positive actions could and should be taken in future circumstances. The reflection sheet is photocopied and sent home with the pupil for their parents/carers to see.

Parents will, of course, be advised and involved in any disciplinary matters at the appropriate stage in order to make them aware of their child's behaviour in school and to work together to resolve the problem before more serious measures become necessary.



