



SEVENOAKS
PREPARATORY SCHOOL

PUPIL DISCIPLINE AND EXCLUSION

School Ethos

The governors expect the school to be a place where:

- all individuals are respected and their individuality valued;
- where pupils are encouraged to achieve;
- where self-discipline is promoted and good behaviour is the norm; and
- where rewards and sanctions are applied fairly and consistently.

Sevenoaks Preparatory School's Way of Life

1. I ought to think at all times how my every action will affect others in my life – parents, friends, relations, teachers and everyone younger than myself.
2. I ought to treat all others, as I would want to be treated myself.
3. I ought not to touch anything that is not mine, unless with permission or unless I am being helpful.
4. I ought to take a personal interest in how other people feel.
5. I ought to be polite to everybody at all times and be positive in my actions.
6. I ought to take responsibility for my maturity by ensuring I assist in the smooth running of the school and my home.
7. I ought to obey in the right spirit the instructions of my teachers and parents.
8. I ought to report immediately any damage or unfortunate behaviour to my teachers and/or my parents.
9. I ought to remember that in life my aim should be to solve problems not cause them, to build bridges rather than knock them down, to trust others and to be trusted, to put the need of others first and mine last, to improve and make better whatever or whomever I am involved with.
10. I ought, at all times, to be totally honest to myself and to others.

RESPONSIBILITIES

The Headmaster

The Head's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the governing body. The Head has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Head is expected to:

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

The Deputy Head, The Head of the Junior School, Pastoral Heads and Form Teachers, as line managers, are to aid the Head in the day to day monitoring of pupils' behaviour and in the delivery of the rewards and sanctions procedures.

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. Well planned, interesting and demanding lessons make a major contribution to good discipline. Heads of Departments 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.

STANDARDS OF BEHAVIOUR

The school has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school.

All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

Punctual attendance at school and lessons is required.

All absence from lessons must be explained and unexplained absence will be followed up by the administration staff.

It is understood 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 behaviour is not tolerated.

Through regular discussions at Form Periods, Circle Time and with the Prefect Team of Year 8 pupils in addition to regular staff meetings the school endeavours to ensure that staff apply all standards consistently and fairly.

REWARDS AND SANCTIONS

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

Rewards

Wherever possible staff should use their own reward systems to encourage good behaviour.

The rewards used by the school are:

Junior School: There is weekly awarding of coloured badges to pupils in Thursday Assembly to recognise good work and behaviour for the children in Reception to Year 2. There is an inter-house 'House Points Competition' that runs throughout the year. A cup is awarded, at the end of the year to the house that has earned the greatest number House Points.

Senior School: There is an inter-house 'Stars Competition' that runs throughout the year. A cup is awarded, at the end of each term, to the house that has earned the greatest number of stars per pupil. Also at the end of each term, every child receives a certificate that indicates how many stars they earned for their house.

The children earn stars through their efforts in completing homework and class work assignments.

Assignments are marked for effort, using one to three stars: *** for 'outstanding effort, ** for 'better than expected effort' and * for the 'expected standard of effort'. Stars may also be issued for practical subjects such as Music, ICT, Art, Design, Drama, PE and Games for pupils' attitude and performance in class, school fixtures and productions. Acts of good Citizenship are also rewarded through the awarding of stars.

Pupils' *** awards will be shown to Form Teachers and Pastoral Heads. These stars provide the basis for effort grades on reports and grade sheets and are recorded in a pupil's Student Planner as 'Merits'. In turn, the achievement of a certain number of Merits results in public recognition from the Pastoral Heads and Head with the awarding of certificates in school assemblies. Merit slips for good behaviour as also issued by the staff and overseen by the pastoral Heads.

In assemblies, and at Prize Giving, the school awards trophies and a range of certificates to recognise pupils' achievement and effort in their schoolwork, music, drama and sport.

We also like to recognise pupils' achievements in activities outside of school therefore we like hear of any special performances, representative honours, the awarding of rosettes, trophies, medals, certificates or participation in fund raising activities.

There is also a system of colours and rewards for sports, music and drama to recognise achievement and endeavour (effort).

Sanctions

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

All staff must seek to ensure that punishments are proportionate to the offence, and should enable pupils to make reparation where possible. As far as possible the sanction applied should be as constructive as possible.

A pupil whose work or behaviour has not been satisfactory may be given a demerit slip a detention, or report card. Detention often takes place at break time, but if deemed necessary parents will be informed that their child needs to attend an after school detention. In special circumstances, where parents find it impossible to comply with this request, an alternative date must be arranged with the Headmaster. In instances involving work, children are asked to complete or improve their assignments. If it a behavioural issue we ask the children to reflect upon their misbehaviour through a specific computer based programme. Report cards are sometimes issued to track a pupil's performance on a lesson-to-lesson basis. This situation would only occur after consultation with the specific pupil and his/her parents and is seen more as a positive method of support and monitoring to improve a given situation rather than a negative punishment to force a pupil to change their ways.

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

- completion of work at home or extra work (in school or at home);
- carrying out useful tasks to help the school;
- detention in school hours (or at lunchtime or outside school hours provided that the parents have been notified at least 24 hours previously);;
- removal from the group/class or particular lesson;
- withdrawal of break or lunchtime privileges;
- withholding participation in educational visits or sports events which are not essential to the curriculum;
- fixed and permanent exclusion.
-

EXCLUSIONS

Only the Head can exclude a pupil. Recommendations for exclusion can only be made by the Head of the Junior School, Deputy Head or Pastoral Heads.

Pupils may be excluded for one or more fixed periods or permanently.

Fixed Periods

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

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

- serious violence, actual or threatened, against a pupil or member of staff;
- sexual abuse or assault;
- supplying an illegal drug; and
- carrying an offensive weapon.

Alternatives

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; and
- internal exclusion (removal from class, but not the site).

Inappropriate Exclusion

The school does not see exclusion as normally appropriate in the following cases:

- minor breaches of discipline;
- poor academic performance;
- truancy or lateness; and
- non-compliance with uniform regulations.

Parental Co-operation

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 exclusion may be considered a breach of contract.

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 Bursar). A hearing will be set up as quickly as possible, but within 10 days at the latest.

The governors' decision is final.

Continuing Education

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

- how the pupil's education will continue;
- how his/her problems might be addressed in the interim; and
- reintegration post-exclusion.

CORPORAL PUNISHMENT AND RESTRAINT

In accordance with the law there is no corporal punishment allowed by the school. However, if authorised by the Head, a teacher, or other member of staff, may use 'reasonable force' to prevent a pupil from:

- committing an offence;
- causing personal injury or damage (including to themselves); and
- engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

The Head has authorised all teaching staff to use reasonable force in the above circumstances.

(If the School ever has some pupils with known severe behavioural difficulties, staff who are dealing with pupils with known severe behavioural difficulties may use certain authorised restraint techniques. No member of staff may attempt to restrain such pupils without having been trained in the appropriate technique. For any pupil with known behaviour problems the school will carry out a risk assessment and organise a behaviour plan, after consultation with parents.)

INVOLVEMENT OF PARENTS

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing the Head, Deputy Head, Head of the Junior School or Pastoral Head.

Parents are also encouraged to support good behaviour and positive habits in their children. The School's Way of Life is also relevant to everyday situations both inside and outside school.

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 Periods and Circle 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 are available and the School will support teachers' requests and may even encourage staff to attend such courses.

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 government's Circular 10/99 also suggests that pupils can help to reinforce behaviour policies by contributing to them.)*

The Prefect Team will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline and positive work and behaviour patterns.

Discussions in Form Periods and Circle Time will inform the deliberations of the Prefect Team.

The Deputy Head, pastoral Head and Head of the Junior School are responsible for ensuring the positive contribution of pupils.

In particular the Deputy Head, Pastoral Head and Head of the Junior School in collaboration with the Special Educational Needs co-ordinator (SENCO) will ensure that the needs of SEN

pupils are properly taken into account, and their participation in the consultation process is assured.

CONSULTATION

The Head will seek the widest possible agreement for this policy, and will report at least annually to the governing body on its implementation.

EQUAL OPPORTUNITIES

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

PUBLICATION

The school will ensure that this policy is available to parents and prospective parents by placing it on the website.

(It will also be made accessible to parents whose first language is not English. The School will consider translating the policy as appropriate.)

LINKS WITH OTHER POLICIES

The Policy should be read alongside the following:

- the school's statement of ethos and aims;
- the school development plan;
- the attendance policy;
- the anti-bullying policy;
- the complaints policy.

Review date: September 2012

Edward Oatley
Chair of Governors

Philip Oldroyd
Headmaster