



**SEVENOAKS**  
PREPARATORY SCHOOL

**BEHAVIOUR (DISCIPLINE and EXCLUSION) POLICY**

<b>Status and Review Cycle:</b>	Statutory / Annual
<b>Policy reviewed and amended:</b>	19.8.19 Amended by JA 30.1.20
<b>Next review date:</b>	30.8.20
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## **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
- where rewards and sanctions are applied fairly and consistently

## **Sevenoaks Preparatory School's Way of Life**

- 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.
- I ought to treat all others as I would want to be treated myself, and take a personal interest in how other people feel.
- I ought not to touch anything that is not mine, unless with permission or unless I am being helpful.
- I ought to be polite to everybody at all times and be positive in my actions.
- I ought to take responsibility for my own maturity by ensuring I assist in the smooth running of the school and my home.
- I ought to take ownership of my studies, concentrating and applying myself to achieve to the best of my ability.
- I ought to obey in the right spirit the instructions of my teachers and parents.
- I ought to report immediately any damage or unfortunate behaviour to my teachers and/or my parents.
- 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 needs of others first and mine last, to improve and make better whatever or whoever I am involved with.
- I ought, at all times, to be totally honest to myself and to others.

## **Responsibilities**

### **The Head**

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 ensures that our duties under the Equality Act 2010 are in place, including issues related to pupils with special educational needs/ disabilities and how reasonable adjustments are made for these pupils.

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;
- ensure that support systems are in place for pupils;
- alongside the Designated Safeguarding Lead liaise with parents and other agencies;
- otherwise regulate the conduct of pupils;
- oversee disciplinary action against pupils who are found to have made malicious accusations against staff.

Members of staff are to aid the Head in the day to day monitoring of pupils' behaviour, in the delivery of the rewards and sanctions procedures and in monitoring pupils' transitions within the school.

### **All Staff**

All members of 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/Curriculum Co-Ordinators are charged with using their best endeavours to ensure that programmes of study and the methodology used in departments are well thought out and of a consistently high standard.

### **Good practice**

At Sevenoaks Prep School we recognise the importance of a consistent professional response to all pupil behaviours.

- provide take up time to listen and fully understand the issues that are being communicated
- encourage professional language as opposed to emotional
- promote confidence to say things you want to say
- let children know we are trying to understand
- create opportunities to scaffold / model more appropriate behaviour
- promote verbal communication
- provide pupils with a vocabulary to describe feelings
- support adults faced with continuing stressful and frustrating situations
- enable pupils to make "an informed choice"
- emphasise the positive behaviours desired

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

### **Always:**

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials and/or equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static, move around the classroom during lessons.

6. Do not let children queue at your desk.

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

**Remember to:**

- set high standards
- smile and relate
- avoid confrontation
- listen
- stay calm
- use humour
- know the children as individuals
- look out for good behaviour
- praise consistently
- apply rules firmly, fairly and consistently

We do have a choice in how we behave: we can either give pupils a negative experience by using ridicule and humiliation which tends to destroy their self-esteem or we can give them a positive experience which will build their self-esteem.

**Never:**

- humiliate - it breeds resentment
- shout in anger - it diminishes you
- over react - the problem will grow
- intimidate - it is abusive
- over-punish - never punish what you cannot prove

**CHILDREN'S RIGHTS**

- to be looked after by caring adults
- to be taught well
- to be able to rely on an atmosphere conducive to learning
- to be made to feel welcome
- not to be talked down to
- to feel as important as anyone else
- not to be smacked or shaken
- not to be bullied
- not to hear swear words nor inappropriate language

Please refer to the SPS Child Protection Policy (appendix 6- Appropriate Conduct with Pupils)

**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 members of 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 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 7 and 8 pupils in addition to regular staff meetings, the school endeavours to ensure that members of staff apply all standards consistently and fairly.

### **Acknowledgements and signatures**

#### **Acknowledgements**

A token system to acknowledge good behaviour, manners, endeavour and effort, as well as positive contributions to all facets of school life, is used from Year 3 to Year 8.

This reflects our growth mindset approach.

Tokens will be put in tubes (one for each House) in the foyer of the Hall. At the end of each term, the total number of tokens will replace the current end of term stars totals in assembly.

3\* work will be worth one token, as will general acts of kindness, endeavour, 'Way of Life' type behaviour etc.

Only 3\* pieces of work will be counted towards end of term totals (along with other token-rewarded behaviour similar to the golden slips we have now). This means that if a child does a 1 or 2 star piece of work, this is not counted in the end of year totals, but can still be useful to teachers to help grade work.

Whenever a member of staff gives out a token, this will be recorded in planners.

Along with 3\* effort in written work, pupils should also be acknowledged for the values that make up our Way of Life:

- Kindness
- Thoughtfulness
- Maturity
- Resilience
- Helpfulness
- Bravery
- Reward inspiration

- Respect
- Friendship
- Care
- Politeness
- Consideration
- Positivity
- Selflessness
- Responsibility
- Trust
- Interest

Acknowledgements will be recorded in the planners (on a dedicated page).

### **How do we acknowledge pupils for obtaining a number of tokens?**

Three layered process:

#### ***Layer 1 – Form Teacher’s Commendation***

- A *Form Teacher’s Commendation* is given to a pupil when he/she has obtained **15** tokens.

When a pupil has two *Form Teacher’s Commendations* (**30** tokens), they receive a *Deputy Head’s Commendation*.

#### ***Layer 2 – Deputy Head’s Commendation***

- A *Deputy Head’s Commendation* is given to a pupil when he/she has obtained two *Form Teacher’s Commendations* (**30** tokens).
- A *Deputy Head’s Commendation* is rewarded with a small token and a personalised postcard home to pupil and parent signed by Mr. Ashcroft.
- This will be announced in assembly.

#### ***Layer 3 – Head’s Commendation***

- A *Head’s Commendation* is given to a pupil when he/she has obtained two *Deputy Head’s Commendations* (**60** tokens).
- A *Head Master’s Commendation* is rewarded with a letter home from the Head, as well as an invitation to:
  - Yr 3 - 6 – Top table style lunch with LH once a term.
  - Yr 7 & 8 – Tea at a coffee shop in Sevenoaks with LH once a term.
- Pupils who receive a *Head’s Commendations* are celebrated in the newsletter, assembly and as a news item on the school website.

## **Signatures**

### **Uniform and Behaviour**

This system will be used to monitor standards of behaviour and adherence to the School's uniform policy.

#### **Uniform:**

If a pupil does not have the correct uniform a member of staff should speak to the child to find out the reason for the violation; if there is no legitimate reason, then the teacher should inform the pupil that they will need to see their Form teacher by 9am the following day to explain the situation. The Form teacher should then decide whether or not the pupil should be issued with a "signature".

When a pupil has three signatures for uniform violation, that pupil will be required to stay in at break time, when they will write a letter explaining their behaviour. This will be kept in a file by the Form tutor and will make up the basis of a paper trail to aid with the process of constant lack of appropriate uniform / equipment to parents.

#### **Behaviour:**

This will work in the same way as the uniform. However, these two strands are considered separately and are not to be considered cumulatively.

In terms of behaviour, staff will agree three tiers.

- Stage 1 Behaviour Demerit – Low level – disturbance in class, not handing in homework etc.

If a child accrues three pastoral or three academic demerits the Assistant Head of the relevant Key stage will talk to the child and their parent/carer. The child will be put onto a support book with a particular focus on the area they are having difficulties with. The demerits will be looked at as academic or pastoral and the support book aimed to help the pupil in the areas where they have accrued their demerits.

- Stage 2 Behaviour – Medium level – altercation, rudeness etc.
- Stage 3 Behaviour – Serious – escalated straight to Deputy Head or Head

When an infringement is noted by a member of staff, the Form Tutor should be emailed with the relevant details. The pupil then has until 9.00am the following morning to go and explain the situation to the Form Tutor.

The Form teacher should then decide whether or not the pupil should be issued with a "signature", and which level of behaviour it should be recorded as. This will then be recorded online (3sys/PASS).

If the pupil does not report to the Form Tutor (whether for Uniform or Behaviour) they will get no say in which stage of behaviour it will be recorded as, which should encourage responsibility and dialogue from pupils regarding behaviour.

At the start of each half term, pupils will start afresh, although the Deputy Head and Assistant Heads will retain the information on a database in order to look for any patterns.

### **Pre-Prep**

The Pre-Prep runs a modified version of the Acknowledgements and Signatures system.

There is weekly awarding of coloured badges / House points to pupils in Thursday Assembly to recognise good work and behaviour for the children in Kindergarten to Year 2. (There is a '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.)

***For further details of procedures and systems in the Pre-Prep, please see BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES (PRE-PREP INCLUDING EYFS).***

### **Absence from School as a 'Neutral' Act**

It may, on occasions, be deemed appropriate for a pupil to be absent from school for a short period of time in order for the school, pupil or family concerned to come to terms with, allow time for reflection over, or for further investigations to occur into, a particular incident. This will be initiated by the Head, Head of Pre-Prep or Deputy Head. This will be seen as a 'neutral' act and will not appear on the pupil's record as a disciplinary measure. Work will be provided, as appropriate, to the pupil in order to continue education. Records will be overseen by the Deputy Head.

### **Exclusions**

Only the Head can exclude a pupil. Recommendations for exclusion can only be made by the Head of Pre-Prep, Deputy Head, Assistant Heads or Pre-Prep Deputy.

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. For example:

- serious violence, actual or threatened, against a pupil or member of staff
- sexual abuse or assault
- supplying an illegal drug
- 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



- 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
- 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
- re-integration post-exclusion

### **Corporal punishment and restraint**

In accordance with the law there is no corporal punishment allowed by the school.

There may be times when adults, in the course of their school duties, have to intervene physically to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. We follow the guidance given in the DfE Use of Reasonable Force (July 2013).

The Head will require the adult(s) involved in any such incident to report the matter to him immediately and to record it in the Incident File kept by the Designated Safeguarding Lead.

(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.)

Please refer to the Restraint policy.

## **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 and / or Head of Pre-Prep.

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 is 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, Circle Time and at School Council will inform the deliberations of the Prefect Team.

The Deputy Head, Assistant Heads and Head of Pre-Prep are responsible for ensuring the positive contribution of pupils.

In particular, the Deputy Head and Head of Pre-Prep, in collaboration with the Head of Learning Support, 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.)