

4.2.1 - SCHOOL'S POLICY ON BEHAVIOUR AND SANCTIONS

Written by	Ross Andrew, Deputy Head Pastoral
Date for Review	September 2021
ISI Policy Code	
Scope of policy	EYFS, Pre Prep and Prep School

This policy applies to all parts of the School, including the EYFS and must be read in conjunction with:

- *Safeguarding Policy 4.15 plus COVID Addendum 4.15b*
- *Whistleblowing policy 2.29*
- *Online Safety Policy 4.30*
- *Rewards and Sanctions Policy*
- *Anti bullying Policy*
- *The Complaints Policy*
- *Policy on the use of force for restraint*
- *KCSIE 2020*
- *The Equality Act 2010*

Policy Statement

Saint Ronan's Prep School recognises that good behaviour is more likely to be achieved when pupils are happy, engaged and inspired, have positive relationships with those around them and are able to maximise their potential. We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential as outlined in The Saint Ronan's Characteristics.

To this end we seek to ensure that Saint Ronan's Prep School is a place where everyone feels happy, safe and secure and we aim to provide a caring environment in which all pupils are treated fairly, and with respect and understanding.

This policy applies to all pupils, including EYFS, when on the school premises, or in the care of the school, or wearing the school uniform, or otherwise representing the school or associated with the school, for example on a school trip or visit. It is available to all interested parties (including volunteers and those supervising co-curricular activities or accompanying school trips) via the school's website or on request from the School Office.

Aims of the policy:

- To promote an environment where all members of our community feels safe, happy, valued and respected, following The Saint Ronan's What Really Matters and Ronian Characteristics
- To support a caring community where all are treated fairly, with values built on mutual trust and respect
 - To promote good relationships on every level so that every member of the community can live and work together in a mutually supportive way
 - To help the pupils to learn in an effective and considerate way, and to grow and become increasingly positive, responsible and independent members of the school and wider community
 - To set out clearly any rewards that may be given for particularly good behaviour or achievements and award them consistently
 - To set out clearly any sanctions that may be applied when misbehaviour occurs and apply them consistently

School Ethos and Expectations

At Saint Ronan's we aim to avoid having rules for rules' sake and as a result we have a set of values which have been created by the pupils and staff to guide the pupil's behaviour.

'What really matters' and our Ronian characteristics are:

What Really Matters	What does this look like?	Ronian Characteristic	What does this look like?
We are gentle	We don't hurt others.	Empathy	We put ourselves into the position of others and try to see and feel things from their point of view
We are kind and helpful	We don't hurt anybody's feelings.	Awareness	We make sure we know what is needed from us and how we can best be helpful to others
We listen	We don't interrupt.	Perseverance	We keep trying to create our best, even when we find things difficult
We are honest	We don't cover up the truth.	Curiosity	We ask questions and want to learn more
We work hard	We don't waste our own or others' time	Imagination	We think for ourselves and create new ideas
We look after property	We don't waste or damage things	Co - operation	We work together as a learning team.

By following these principles and treating others as they would like to be treated ourselves, the pupils can explore their individuality while at the same time add to the strength of our school as a community.

Responsibilities

Staff responsibilities	
Ross Andrew, Deputy Head Pastoral	rossandrew@saintronans.co.uk
Andrea Bright, Head of the Pre Prep	andreabright@saintronans.co.uk
David Gibbon, Assistant Dep Head (ADH) Year 7 & 8	davidgibbon@saintronans.co.uk
Elizabeth George, ADH Year 5 & 6	elizabethgeorge@saintronans.co.uk
Rachel Thompson, ADH Year 3&4	rachelthompson@saintronans.co.uk
Katie Squires, Head of Y3	katiesquires@saintronans.co.uk

At Saint Ronan's all incidences of suspected bullying are a potential Safeguarding issue and therefore the DSL is involved in the process from the start. Where concerns are raised to the DSL, external agencies may be contacted for advice and / or referral. The school follows procedures outlined in our Child Protection Safeguarding Policy.

Where concerns related to children with Special Educational Needs and disabilities, reasonable adjustments will be made and, to facilitate this, the Deputy Head will liaise with:

Emma Trelawny-Vernon, DSL	emmatv@saintronans.co.uk Safeguarding@saintronans.co.uk
Lucy Taggart, SENDCO	lucytaggart@saintronans.co.uk
Angela Bouchard, Health Matron	Angelabouchard@saintronans.co.uk

And will communicate to the Pastoral Team where there are safeguarding, medical or SEND needs.

1. 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 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;
- Ensure that the standard of behaviour is acceptable; and
- otherwise regulate the conduct of pupils.

2. Deputy Head (Pastoral)/ Head of NPP-

The Head delegates the management of much of the children's day-to day behavior, and movement of pupils, to either the Head of the Nursery and Pre-Prep or, in the Prep School, to the Deputy HM (Pastoral)

3. Assistant Deputy Head (Pastoral)

There are three Assistant Deputy Heads (Pastoral) ADH(P) who look after and manage the pastoral care of Years 3-4, Years 5-6 and Years 7-8 respectively. In addition, the Head of Year 3 has particular pastoral responsibility for this cohort. Their main role is to have an in-depth overview of their respective years, and work closely with the DH(P), tutors, children and parents to monitor wellbeing, behaviour, attainment and implementation of sanctions, whilst reaffirming the ethos of the School at a level that suits the children within their year groups. The ADH(P) is an intermediary between the tutor and the DH(P), working to improve the quality of pastoral care at Saint Ronan's.

4. Form tutors

The Form tutors in turn play an important part in the management of the behavior of their tutees and are the first point of contact between school and home for minor issues.

5. Housemasters/Housemistresses

The Prep School children are placed in one of the four Houses as they enter the Prep School. The Housemaster/mistress will reinforce the work done by the children's tutor as appropriate.

6. Heads of Department

Well-planned, interesting and demanding lessons make a major contribution to good discipline. Heads of Departments are charged with using their best endeavors to ensure that programs of study and the methodology used in the Department are well thought out and of a consistently high standard.

7. Beadles

Beadles help during lunchtime and at duty times within the afternoon timetable. They help with the supervision of the children and promote a positive development of social and moral behaviour. The Beadle will ensure the high standards of behaviour and appearance of the children whilst on duty and will liaise with the Deputy Head (P) in this role, as well as making Form Tutors, ADHs etc. aware of any incidences of poor behaviour.

8. All staff

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 ADHs or Head of NPP.
- It is understood that there will be variations in the levels of 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 staff and SMT meetings the school endeavors to ensure that staff apply all standards consistently and fairly.

Rewards & Sanctions

Safeguarding responsibilities and duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities are taken into account within our rewards and sanctions.

a. Rewards

To help develop and maintain good behaviour and high standards of work, the school has a system of praise and rewards in place (for further details see Policies 4.2.2 (N-Y2) and 4.2.3 (Y3-Y8) - *Reward and Sanctions Policy*)

b. 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. If in doubt, they should discuss with the ADH(P) or DH(P).

As far as possible the sanction applied should be as constructive as possible.

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

- completion of work at home or extra work in school.
- carrying out useful tasks to help the school

- detention in school hours
- removal from the group/class or particular lesson
- withdrawal of break
- 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 DH and Head of NPP.

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

Drug-related Exclusions - Any decision to exclude in a drug-related case will be based on the criteria spelled out in the school's Drug Policy.

- carrying an offensive weapon
 - malicious accusations against staff
- Malicious Accusation Exclusion*** - The School may take disciplinary action in the event of a malicious accusation against staff. This is covered in policy 4.21 section 37.

Alternatives

Before resorting to exclusion, the school will normally try alternative solutions:

For example:

- 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 an 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. 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
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- How he/she will be reintegrated post-exclusion.

Corporal punishment and physical restraint

Under section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited for all pupils in independent and maintained schools. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises.

The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. Under subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. Teachers' powers under section 4 of the 1997 Act to restrain pupils from engaging in certain activities remain in force.

Behaviour support systems

(see Policies - 4.2.2 (pre-prep) and 4.2.3 prep-school))

All staff and pupils are aware of the school values however on occasions it will be necessary to discipline the children if they are unable to adhere to them. When using punishments, members of staff need to be aware of the following points.

- a. Degree – Is the sanction used appropriate to the situation or pupil? If required, the degree of sanction will take into account the SEN of the child and, if appropriate, refer it to the SENDCO for guidance. This is especially appropriate where a child is late, has forgotten their equipment or done insufficient work for example.
- b. Consistency/Fairness – Staff need to be consistent and fair in the application of discipline (beware of gender discrimination or favourites.)
- c. Timing – Try to discipline the pupil as close to the event as possible.
- d. Thoroughness – Follow through any punishment to its conclusion.
- e. Effectiveness – Pupils need to understand why they have been punished and what will happen if they behave in an inappropriate manner again.
- f. Follow up – Staff need to record the appropriate information

Involvement of parents

Parents will be involved in discipline cases as appropriate. It is important that 'low level' behaviour is addressed in school and when the children make 'the right choice' to correct their behaviour.

Individual staff should not involve parents in discipline issues without first informing the DHM (P) or Head of NPP

Parents are also encouraged to support good behaviour and positive habits in their children. This is achieved by communication with parents; primarily face to face or by phone, if not, via e-mail.

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/tutor group time.

Every week the Head of the Pre Prep and Pre Prep tutors and separately Prep School Form Tutors, Tutors, ADH(P) and DH(P) discuss children of pastoral concern, and strategies are discussed within the disciplinary framework. These are followed up at the next meeting.

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 will be provided from time to time.

Pupils with Special Educational Needs and Disabilities (SEND) and/or need learning support are supported by the SENDCO and staff. Information is disseminated efficiently via ISAMS, meetings and staff briefings and best practice for each pupil is agreed upon. Early intervention is agreed for pupils who are experiencing problems. Strategies are agreed with parents, and are put in place for the management of the pupil's behaviour, and regularly evaluated

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 School Council are involved in raising concerns and issues that affect behaviour and discipline and when required will be involved in reviewing the school's anti-bullying policies and procedures to reinforce self-discipline, positive work and behaviour patterns.

Discussions in Form/tutor group time will inform the deliberations of the School Council.

The Deputy Head (P)/Head of N&PP is responsible for ensuring the positive contribution of pupils.

In particular, the Deputy Head (P) in collaboration with the Special Educational Needs co-ordinator (SENCO) will ensure that the needs of SEN pupils are properly taken into account.

Involvement of other agencies.

Where there are concerns that a child is at risk of harm then the procedures outlines in the Safeguarding Policy apply.

Equal opportunities

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

Managing pupil transition

There are effective transition strategies between Pre-Prep and Prep. Year 2 and 3 staff communicate regularly through each year, in advance of and after transition. Year 2 Parents are invited to information meetings at end of Year 2 and then at the start of Year 3 to guide them through the more significant changes in the pupil's school life as they move 'up to the Prep'.

There are annual Induction meetings for all parents in the Prep to talk about expectations in the following year.

There is effective and efficient transfer of information to other schools, to which pupils' transfer, when it is requested.

Person responsible: RA

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Revised: 01.09.04, 21.11.06, 07.01.08.
01.09.08, 01.09.09, 01.11.11, 07/6/2012

Reviewed 7th September 2013

Revised 24th September 2013

Revised May 2016

Revised November 2017

Revised February 2019

Revised Sept 2020

This policy applies to all children in the School, including those in EYFS