



<b>Date of Review:</b> September 2023	<b>Review Due:</b> Summer 2026
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**Approving Body:** FGB

**Date of Approval:**

## Behaviour and Discipline Policy

<b>Owner:</b>	Assistant Head Pastoral/Head of Junior Prep
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- Policy required by ISI (inspection use)
- ISI requirement for publication on website
- Internal decision to publish on website
- Internal only
- Required reading for all staff

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## Aims and Objectives

- Promote positive behaviour
- Encourage self-discipline and
- Set high expectations
- Engender respect for each other
- Prevent any form of bullying as set out in our *Anti-bullying Policy*

### The objective of this policy is to be:

- Fair
- Consistent
- Proportionate
- Clearly understood by staff, pupils and parents

### We will promote good behaviour by:

- **Having clear expectations of behaviour**
- Rewarding good behaviour
- Being kind, patient and understanding ourselves
- Showing great respect and being excellent role models
- Expecting good manners, courtesy and respect for others
- Listening to the concerns and ideas of pupils
- Discussing matters in lessons, tutor groups and assemblies
- Making sure displays around school promote good behaviour
- Working closely with parents

The leadership of the behaviour policy is the responsibility of the Head and the Assistant Head (Pastoral) and Head of Junior Prep. However, there should be clear behaviour expectations consistently across the school, led by Tutors starting the day and reinforced by all staff through the day.

Staff will receive annual training and the policy will be published to parents each academic year and be kept updated on the school's website.

We will also consider whether behaviour under review gives cause to suspect a child may be suffering harm. Where this may be the case we will follow our Safeguarding Policy. It may also be the case that continuing disruptive behaviour might be the result of unmet educational or other needs. At this point we will consider whether a multi-agency approach is necessary.

Corporal punishment is **illegal** in all circumstances. Physical punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

The policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and children with special educational needs.

To be lawful, any punishment must be made while the pupil is under the charge of a member of staff and must not breach any legislation with respect to gender, disability, special educational needs, race, religion, sexuality and human rights.

The school has the right to confiscate items thought to pose a threat and we have the right to search without consent for prohibited items.

Members of staff also have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or damaging property. See our Restraint Policy for further information.

This policy can be applied by all employees of the school with responsibility for children for misbehaviours which occur in school and, in some circumstances, outside of school.

## **Sunninghill Core Values**

There are four core values for children:

- **Courage** - To push ourselves to achieve the very best outcomes academically and be adventurous in all that we do.
- **Commitment** - To always give our best effort and to keep going even when things are hard.
- **Creativity** - To explore new pathways and to find ways of approaching challenges so we are ready for the future and can be adaptable to all opportunities.
- **Compassion** - Showing kindness to all members of the school community and beyond and to be supportive of one another.

A member of staff will lead on each value. The values are promoted in all aspects of school life. Children will be given opportunities and encouraged to focus on each value at times, for example, during enrichment. The core values will be highlighted and discussed in lessons, assemblies and tutor periods.

## **Classroom Charters**

Class charters/contracts are drawn up within tutor and/or PSHCE lessons which support teaching, learning, ethos, attitudes and behaviour.

Everyone has the right to:

- Feel safe
- Have opinions and be able to express them freely
- Ask for what they want
- Make mistakes and have a chance to try again
- Have successes
- Be themselves
- Do things their own way
- Private space and time
- A fair go
- Change their mind
- Choose whether they want to help others
- Have their own ideas and dreams
- Make decisions and choices
- Say no without feeling guilty or selfish

## **Rewards**

There is a structured reward system running throughout the school, which serves to encourage and enthuse children. Rewards can be both formal and informal.

## **1. Verbal and written praise**

Options include:

- Encourage children in all aspects of school life e.g. creative, academic, social, moral etc
- Be specific e.g. 'You have made such progress since last week. Now you are accurately giving 6 figure grid references' or 'Thank you for telling me Jenny is upset, that was really supportive of you'
- Use fun stickers

## **2. Daily class-based rewards**

Options include:

- Positive messages home via homework diaries, postcards or emails.
- Stars and stickers
- Frogs in the pond
- Twinkling stars
- Jewels in the jar
- Smiley Face mountain
- Raffle tickets
- Postcards
- House points

## **3. Weekly rewards**

- Each week 1 or 2 pupils from each class up to and including Year 8 receives either a 'Well Done' certificate in Friday assemblies from the Head. This information is logged on ISAMs. It is desirable for every child to win at least one certificate per year.
- Recognition and certificates of successes such as music or maths noted in assemblies.
- Recognition of successes outside of school e.g. sporting achievement, noted in assemblies and in the school blog 'Notes from a Small School'.
- 'Lucky Dip' – All House points are placed in a jar and one chosen each week in assembly. The lucky name will win a fun prize.
- 'Academic Excellence' – Teachers propose a winner of the academic excellence award. The winner announced each week. They receive a cup for the week and are invited for hot chocolate and a treat on a Friday break with the Head.

## **4. House points**

House points are awarded for good effort or behaviour or citizenship. House points may be awarded to effect positive change.

From September 2023 house points will also reflect the four core values and will be rewarded for **courage, commitment, creativity and compassion**.

The pupil with the highest number of house points for the week raising the flag of the winning house each week.

Children take House Points to Form Tutors and these are collated each week by Mr Holland who administers the system.

Tutors will be able to track house points of each pupil and help promote positive behaviour in both individuals and for the whole school.

Awards for cumulative individual house points:

Bronze badge	50
Silver badge	100
Gold badge	150
Head's Award	250

These badges (and even those of previous years) are very proudly worn on a child's blazer.

Individual house points feed into an overall house winner each week, term and year with the 'House Cup' being awarded to the winning house captains who will tie their colours on. The trophy will be displayed in the cabinet in the main entrance. Each week the flag of the winning team flies from the flag pole!

## **5. Golden Time**

- For all children up to Year 2, a proportion of time is set aside each week to celebrate their good behaviour. Pupils who have had a good week in school will be able to follow an activity of their choice. Some pupils who do not follow our good advice may lose a small number of minutes from their Golden Time.

## **6. Termly rewards**

Endeavour certificates and trophies are awarded at the end of each full term for recognition of effort in academic, and sporting and musical domains.

At the end of year Speech Day and Prize Giving we have a number of major trophies and awards that reflect success in all areas including good citizenship.

## **Sanctions**

Where ever possible, we hope sanctions are a very last resort and that skilled teachers with support from home have tried every strategy at their disposal before formally applying this policy. In the first instance, it is the responsibility of the staff concerned to ensure an appropriate sanction is given and that issues are dealt with fairly, consistently and proportionately.

At the same time we will continue to offer support strategies for these pupils.

Sanctions given will be logged on ISAMs so that any patterns may be identified. More serious issues will be recorded using MyConcern. See 'Pupil Event Flowchart'. More serious offences at Level 3, and their full details, are kept in the behaviour log by the Assistant Head (Pastoral).

At all levels we hope that we can deal with issues internally. However, we may need to use outside agencies, for example, being supported by Dorset Police. Sunninghill has a partnership agreement with Dorset police as part of their policing in schools project. School has access to the Safer Schools and Communities Team and a named officer if support is required.

**Examples of behaviour and sanctions can be seen in Appendix A. This is not a definitive list of behaviour and sanctions. As professionals, staff may have their own behaviour management techniques and children are treated as individuals.**

## **Level 1**

- As a first instance, a pupil will receive good advice from the teacher concerned regarding how they could change their behaviour.
- We operate a 3 reminders system whereby pupils are gently reminded of behaviour expectations if they do not respond a second reminder is given and an explanation that if a third reminder is necessary then there would be a consequence for the action.
- Verbal warnings without any written record can be given too and staff must use their discretion as to whether form tutors need to be informed and behaviour recorded on ISAMs.

## **Level 2**

- See **Appendix 1** for types of behaviour, including continued Level 1 behaviour, such as persistent shouting out.
- Form tutors should note comments of a more persistent nature on ISAMs and (where appropriate) parents can be informed of the behaviour of a pupil either written or verbally depending on the situation. These records are very important as they can be used as reference points in discussions and meetings with parents and form important records for handover information from year to year.
- The Head and Assistant Head (Pastoral) read all incidents logged on ISAMs, so are fully up to speed where, when and why events have occurred. These events may be discussed as part of the weekly Pastoral meeting.
- Individual behaviour issues may also be recorded on the Pupil Awareness log so all staff are kept up to date with any ongoing concerns.
- A child may be asked to discuss behaviour at a break/lunch time (restorative conversation).
- A child may be asked to complete work/home work at a break/lunch time. Members of staff are entitled to ask a pupil to lose a proportion (but not all) of their break or lunch if they have not modified their behaviour sufficiently. If a child is to be kept in at break or lunch adequate time should be given to drink, eat and visit the toilet.
- If a child is mentioned on a number of occasions during the week, they may be kept in at break or lunchtime on the discretion of the tutor (restorative conversation). They may also be sent to the Assistant Head (Pastoral) if a more formal approach is desired. The Form Tutor may also inform parents and parents informed of the reason(s) in writing/phone call which will be recorded on ISAMs.
- Children may have a 'Green Card' or a time out exercise (agreed with SENCO) that may need to be used to get a child back on task.

## **Level 3 Increased severity and/or repeated incidents**

For increased severity and/or repeated incidents there are a number of strategies that can be applied if appropriate:

- With the support of the Form tutor actions/targets/ways forward will be agreed.
- If appropriate the pupil may also be placed on a behaviour report card.
- For more serious incidents or where witness statements need to be recorded, the teacher dealing with the incident should log the information against the pupil's name on ISAMs. Investigations of all serious events will be overseen by the Assistant Head (Pastoral) and/or Head.
- For more serious offences, or offences of a persistent nature, a pupil may receive a Friday detention (usually alongside an interview with parent and Form Tutor). This information will always be written up on ISAMs and this automatically goes to the tutor. A letter home will always accompany a Friday detention and the Assistant Head (Pastoral) will keep a record of all of these incidents in the behaviour log which is kept in the Pastoral folder in Google docs.
- After a detention actions/targets/ways forward will be agreed.
- Staff will be informed at staff meetings when pupils are on/off report.
- In the past, Friday detentions have been given for physical aggression, swearing, and inappropriate language.

#### **Level 4 Serious offences and/or continuous serious concerns**

- For more serious offences an interview/meeting with the Head and parents and an internal suspension e.g. from playtimes, Golden Time, or even lessons may be necessary. The information will always be logged on ISAMs and MyConcern.
- In some cases, if proven by written evidence, a temporary exclusion from school may be enforced.
- The Head will always notify the Chair of Governors on these occasions.
- The Head will make a judgement based on the evidence of the incident and previous agreements made by the pupil and their parents. Written evidence is essential if such a decision is to be upheld. The information will always be logged on ISAMs.
- The decision is subject to a potential complaint by a parent and therefore the evidence has to be sufficient to stand up in a tribunal.

#### **Level 5 Permanent Exclusions**

Section 7 of the Parent Contract, signed by all parents, gives the Head the right to require the immediate removal of any pupil whose conduct is, in the Head's opinion, unacceptable.

#### **How might permanent exclusion arise?**

1. Asking a pupil to leave Sunninghill is a very serious step to take, and the Head would only take it in extremis. Our natural inclination would be to find a way in which lessons can be learned, even if this might have to include a lengthy suspension from the School, without resorting to permanent exclusion.

2. The need to ask a pupil to leave the school could arise after a number of serious misdemeanours and when all previous steps have failed to promote good behaviour.
3. Undoubtedly the most unfortunate and upsetting situation is when a pupil does something that no one has expected which happens to be of a nature that makes it impossible for that pupil to remain a member of Sunninghill.
4. A pupil may also be asked to leave school related to non-payment of school fees. The school will do everything possible to reach a compromise solution before this last resort is taken.

### **Fairness and the interview procedure**

1. Once it is clear to a class teacher or a member of the leadership team that they are dealing with a serious incident, they must inform the Head at the earliest opportunity. It must be understood that the School has a duty to its pupils to investigate any serious incident as fully as possible and in order to do this, a pupil may be asked to remain in the Head's/Deputy Head's Office or to go home and stay out of contact (in their own interests) whilst investigations continue.
2. The Assistant Head (Pastoral) will be responsible for the initial stages of any investigation including interviewing pupils and if necessary asking them to write statements. The pupil or pupils under investigation will be asked to nominate a supporting member of staff to be with them or to help them with the interview or with writing a statement. This might be their class teacher, or any other teacher, as long as the interviewer agrees with the choice, and that staff member is reasonably available.
3. At the earliest opportunity, the facts, as far as they are known, will be placed before the Head who will ensure that parents have been informed. The Head will then interview the pupil in the presence of the Assistant Head or other senior manager and, if the interviewee wishes, their supporter.
4. If the final decision is that the pupil should leave the School, the Head will inform the Chairman of Governors and inform the parents and the pupil at the earliest opportunity. This decision will be confirmed at the earliest opportunity in writing.
5. At all points in the interviewing process the pupil's welfare will be uppermost in the minds of staff involved and every attempt will be made to treat them with courtesy, dignity and as pleasantly as possible.
6. Pupils and their parents must appreciate that however much we may wish to forgive young people their transgressions, in any community there are rules, which are for the greater good of that community and its members. However regrettable, young people, as they seek their way in this world, step too far across lines to be allowed, for the greater good of the community, to remain, and justice must be seen to be done as it is in the wider world. That does not mean that in many cases we do not seek to offer forgiveness and understanding, and that the Head will do all in his power to ensure a smooth transfer to another school.

### **Appeal or Review Procedure**

These guidelines are non-contractual in nature. They have been prepared for the information and guidance of all who may be concerned in a review hearing following expulsion or the required removal of a pupil from Sunninghill Prep School.

### **Applying for a review hearing**

7. Parents/Guardians can appeal a decision to expel or require removal, by writing to the Head within five working days of receipt of the written notification of the decision in question.

8. Unless there are exceptional circumstances, the review hearing will take place within fourteen days of the removal or expulsion, and may be sooner if convenient to all parties.
9. Each member of the Review Panel will be supplied with a copy of any relevant documents including a report on the pupil's conduct to date. Parents or guardians are entitled to copies of all those documents save any, which, in the opinion of the Head, should not be disclosed.

## **The Review Panel**

The Review Panel will consist of three members of the Governing body who will have no previous detailed knowledge of the case and will not normally include the Chairman of Governors.

## **The Review Hearing**

10. The Review Hearing will take place at the School. Those present at the hearing will normally be:  
Members of the Review Panel  
The Head and Assistant Head (Pastoral)  
The parents or those with parental responsibility and the pupil
11. The parents or guardians may be accompanied by a friend or relation if they wish, however, it should be noted that this person attends as a friend and not as a representative.
12. Seven clear days' notice to the Head is required if the parents or guardians wish to be accompanied by a friend or a relation who is legally qualified. Such a person should not be someone whom the parents or guardians have instructed, or intend to instruct, in legal proceedings.
13. The proceedings will be chaired by one member of the Review Panel and will be conducted in an informal manner. All statements made at the hearing will be unsworn. A member of the admin team will be asked to keep minutes of the main points that arise. All present will be entitled, should they so wish, to write their own notes. The hearing shall be directed at all times by the Chairman of the panel who will conduct the hearing in such a manner as to ensure that all those present have the opportunity of asking questions and making comments.
14. All those attending the hearing are expected to show courtesy, restraint and good manners. The Chairman may in his or her discretion adjourn or terminate the hearing. If the hearing is terminated the original decision will stand.
15. The Panel will consider each of the queries raised by the parents or guardians so far as these are relevant to:
  - a) Whether the facts of the case, so far as they relate to the pupil, were sufficiently proved when the decision was taken to expel or to require removal of the pupil. The standard of proof will be the balance of probability, and
  - b) Whether the sanction was warranted, i.e. proportionate to the breach of discipline or other events that are found to have occurred. The requirements of natural justice will apply.
16. If the Head considers it necessary in the interests of the individual or the School that the identity of any person should be withheld, the Chairman of the Panel may require that the name of that person and the reasons for withholding it be written down and shown to the Review Panel. The Chairman in his/her discretion may direct that the person be identified.

17. When the Chairman of the Panel decides that all issues have been sufficiently discussed and if by then there is no consensus he/she will send away all those attending so that the Review Panel what course of action to take.
18. The decision of the Review Panel will either be to advise the Head that they agree with the decision, or that he should reconsider the case, but the final decision still rests with the Head. Parents or guardians will be notified by the Chairman of the Review Panel or the Chairman of Governors by letter or telephone within three days of the hearing of the final outcome and this will be taken as the final decision.

In writing this policy, reference has been made to the following documents:

- DfE guidance on Behaviour and Discipline in School (Sept 2022)
- DfE guidance on reasonable Force in schools (2013)
- Keeping Children Safe in Education (Sept 2022)

### **Complaints procedure**

We take all concerns seriously. Parents may use our *Complaints Policy* (published on the school website) if they feel that any concerns about behaviour are not fully addressed.

### **Appendix 1**

#### **Behaviour Levels and potential sanctions**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
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<ul style="list-style-type: none"> <li>• Shouting out</li> <li>• Tapping pencils</li> <li>• Not listening/paying attention</li> <li>• Swinging on chair</li> <li>• Banging desks/kicking desk legs</li> <li>• Turning round</li> <li>• Getting out of seat</li> </ul>	<ul style="list-style-type: none"> <li>• Continued level 1 behaviour</li> <li>• No homework</li> <li>• Interruptions/Talking at the same time as the teacher or when the teacher pauses</li> <li>• Tutting and huffing</li> <li>• Rolling eyes</li> <li>• Smirking/smiling</li> <li>• Pushing in line</li> <li>• Silly arguments/silly name calling</li> <li>• Lateness without valid excuse</li> <li>• Being organised/not having equipment or books</li> </ul>	<ul style="list-style-type: none"> <li>• Continued level 2 behaviour</li> <li>• Answering back</li> <li>• Manipulation of the facts - lying</li> <li>• Aggressive behaviour towards others – verbal and physical</li> <li>• Answering back</li> <li>• Deliberate name calling</li> <li>• Swearing at others</li> <li>• Cheeky retorts</li> <li>• Damaging property</li> <li>• Temper tantrums</li> </ul>
<p>-You are..... You are swinging on your chair.</p> <p>-Toilet procedures need to be clear – ask them to judge if they really need to go.</p> <p>-Good advice given by staff.</p> <p>-3 reminders system</p> <p>-Record on ISAMs if concerned.</p>	<p>-Ignore some behaviour. Follow up at the end of the lesson.</p> <p>-Verbal reminder of behaviour expectations and what pupil has done wrong.</p> <p>-Warning – Your choice (behaviour ownership)</p> <p>-Time out- Count to twenty.</p> <p>-Move seats</p> <p>-3 reminders system</p> <p>-Use of 'Green Card' or exercise routine for time out and get back on track.</p> <p>-When/where appropriate child to redo work</p> <p>-Lateness – make up time lost in break.</p> <p>-Restorative conversation at break/lunch time. Fill in self-evaluation form about behaviour. Record ISAMs. Inform parents.</p> <p>-No homework – Options include complete at break/lunch time.</p> <p>-Warning for lack of equipment. Inform tutor.</p> <p>-Missing out on class reward.</p>	<p>-Send another child for a member of SLT. Record on ISAMs.. Parents informed.</p> <p>-Send to or get another teacher involved to deal with the problem. Record on ISAMs.. Parents informed.</p> <p>-Restorative conversation with Assistant Head (Pastoral) or Head, recorded on ISAMs and parents informed.</p> <p>-Removal from specific lessons or activities. Miss rewards.</p> <p>-Detention – After school Fridays. Letter sent home. Discussion and written self-evaluation about behaviour in detention. Recorded on behaviour log.</p> <p>-Pupil discussed at Pastoral meeting.</p> <p>-Pupil recorded on Pupil Awareness log.</p>

	<p>-Pupil discussed at Pastoral meeting if recommended.</p> <p>-Pupil possibly recorded on Pupil Awareness log.</p>	
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