

# BEHAVIOUR, DISCIPLINE & EXCLUSIONS POLICY

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# Aims

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- To develop a whole school behaviour policy supported and followed by the whole school community; parents, teachers and children.
- By applying positive policies we aim to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people, for property and for their environment.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- This policy applies to all pupils at Eaton House The Manor Girls' School, including those in the EYFS.

# School Rules

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These school rules have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. They have been written in consultation with all members of teaching staff and are regularly reviewed. The rules are displayed clearly around the school.

1. Be Kind
  - Always tell the truth
  - Say sorry if you upset someone
  - Think about other people's feelings
  - Treat others as you would want to be treated
  
2. Be Respectful
  - Remember to say please and thank you
  - Hold doors open for teachers and visitors
  - Arrive on time for school and lessons
  - Remember to be polite at lunch
  - Look after your own and other people's belongings
  
3. Be Sensible
  - Line up quietly
  - Walk carefully in the corridors
  - Make sure a teacher knows where you are at all times
  
4. Be Smart
  - Wear your blazer and hat to and from school
  - Tie long hair back neatly with either a green or red hair tie
  - Do not wear jewellery or nail varnish (earrings should only be simple studs)

# Positive Discipline

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A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. Verbal and written praise are given as often as possible by all teachers to all children.

The system is based on Good Shows, Merits, Courtesy stickers and House points through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

All children are placed into one of four Houses, with siblings generally remaining in the same House. Children are awarded House points for thoughtfulness, being helpful, good work etc. Each House's points are counted up at the end of the week, and a running total announced in assembly. At the end of each term a cup is presented to the House with the most points. Good shows (5HPs) are awarded by the Head/Deputy Head to pupils who have demonstrated excellent work. The Head sees pupils on teacher's recommendations. Any pupil who has received a Good Show has her name announced in assembly. Courtesy (5HPs) are awarded in a similar way. Merit stickers (3HPs), generally for demonstrating sustained effort in a particular area are awarded by the housemistresses. We hope that the senior children will encourage members of their House to try their best in every aspect of school life.

Housemistresses/masters also play a vital role in positive discipline. Pupils will take good work to them and are often rewarded for accumulating a certain number of House points. In Sport and The Arts achievement is praised and publicly rewarded through the awarding of School Colours at the end of term prize-giving ceremony.

At the end of each term there is Prize Giving. Prizes are awarded for effort and achievement. There is a wide range of cups and awards for academic and non-academic areas as well as colours, mainly for senior girls F4-6.

Children are also encouraged to share their out-of-school achievements in assemblies, and their work is displayed on boards throughout the school.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

# Sanctions

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Sadly, there will be times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the Form teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child as far as sanctions are concerned.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes (though not for more than half of the allocated time), moving to sit alone, sending work home, letters of apology, loss of responsibility and removal of House points. If a pupil loses five House points within a week they are automatically placed in a Stay (Lunchtime detention for Juniors) or Detention (after school detention for Seniors). Stays/detentions will also be given if a pupil is seen to be in serious breach of School Rules. In every case, the Head will contact the parents to inform them of their daughter's Stay/Detention, but also to discuss the pupil's behaviour and to address it.

Parents are always kept informed of their daughter's behaviour via informal meetings with teachers, emails and where necessary, formal meetings. If problems are persistent or recurring, children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and severely disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Head to follow the appropriate procedures.

# Procedures for dealing with Minor Breaches of Discipline

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At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on the context and each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class
- Move the child from the group to work on her own
- Repeat work
- Miss part of playtime/Break
- Remove child from the class – send to Housemistress, Deputy Head or Head.
- Parental involvement
- Daily report or weekly report

If the incident is of a more serious nature, the details should always be shared with the Deputy Head/Behaviour Co-ordinator .

# Procedures for Dealing with Major Breaches of Discipline

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- A verbal warning by the Deputy Head or Head with expectations as to future conduct clarified; parents informed; appropriate sanctions given (eg Detention or daily report)
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the pupil continues to persist in serious misbehaviour, the flow diagrams in Appendix 1 and Appendix 2 provide examples of the processes that may be adopted.

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

## Parents

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Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively



# Intervention which Requires Physical Restraint

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If a child violently attacks another child or adult and does not respond to requests to stop, then physical restraint is necessary.

The child should be removed from the situation as soon as possible and taken to the Head who will take immediate action to involve parents.

The incident should be documented.

The Head will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological services etc.

**Corporal punishment is unlawful in all circumstances. The School Standards and Framework Act 1998 states that the corporal punishment of a child cannot be justified by virtue of the position of a teacher or any other person who has lawful control or charge of a child being *in loco parentis*, ie in the place of the parent.**

**The ban on corporal punishment applies to all schools. Corporal punishment is defined as doing anything to a child, for the purpose of punishment, which would constitute battery.**

**However, anything done to avert an immediate danger of personal injury or damage to property would not be considered to be corporal punishment.**

# Behaviour Modification and Support Systems

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At Eaton House the Manor Girls' School, most of the children are very well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour and tackle negative behaviour. These can include:

- Change in classroom organisation
- Using different resources
- Star Charts
- Differentiated work and tasks
- Rewards of House points
- Use of certificates
- Sharing good behaviour with other children/other classes
- Good Shows and Merit Badges announced in assembly
- Meetings with staff to discuss consequences of choices
- Involving parents at an early stage to make an action plan together

Individualised support systems such as those outlined above, will be organised by the Form Teacher, Housemistress/master or member of the SMT, as deemed most appropriate for the child.

Particular attention, from Form teachers and Housemistresses is paid to any vulnerable children (such as those experiencing family break ups or bereavement). This would involve informal daily meetings, and would reflect the particular needs and age of the child.

*Mrs Kirsten Bond is the Girls' School Behaviour Co-ordinator.*

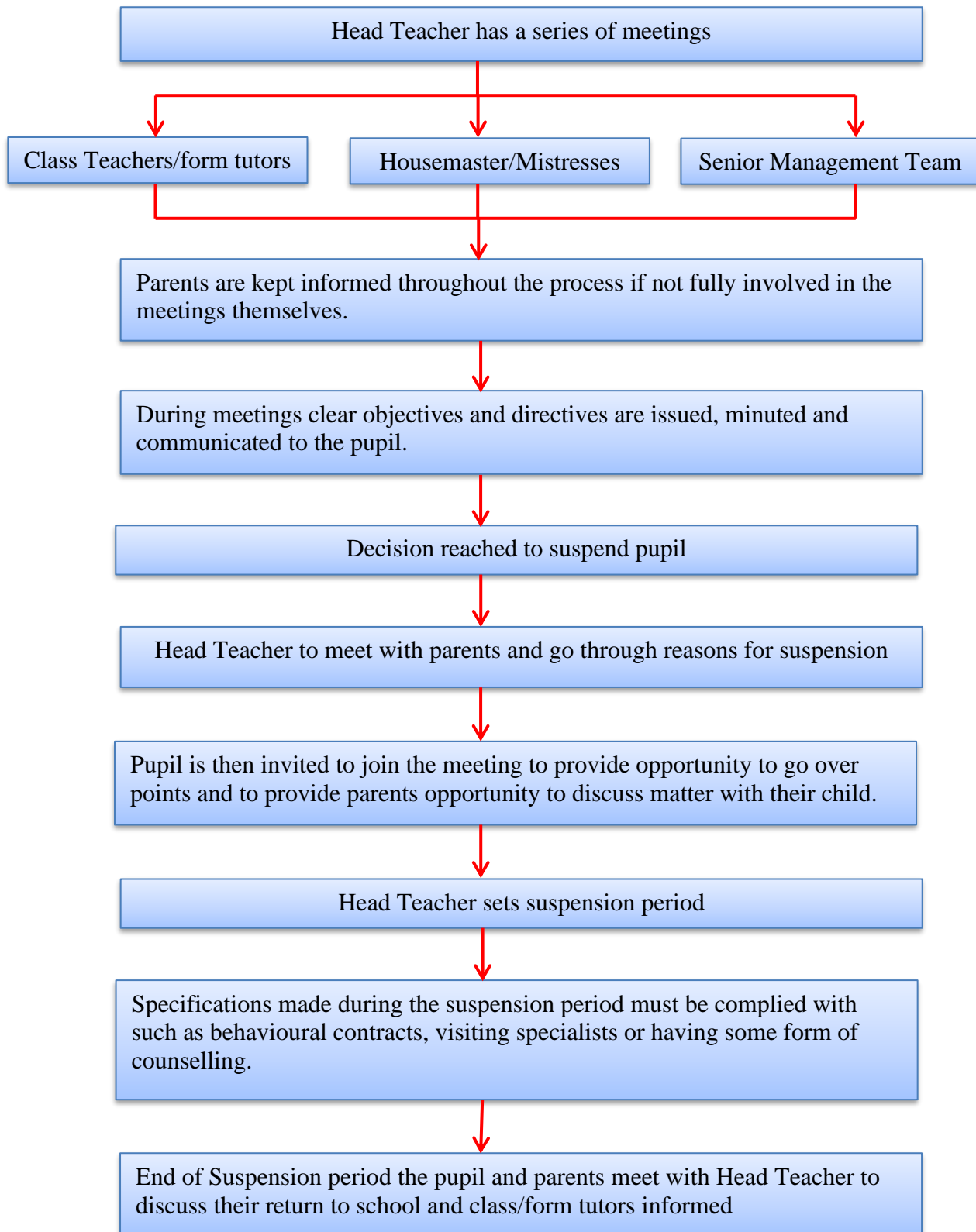
# Suspension

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Suspension from school will be as a direct result of multiple significant breaches of discipline or, in some cases, will be as a direct result of one major breach of discipline . Before suspension is reached a pupil will normally have gone through various stages of the discipline policy. If the pupil continues to persist in serious misbehaviour, the flow diagrams in Appendix 1 and Appendix 2 provide examples of the processes that may be adopted.

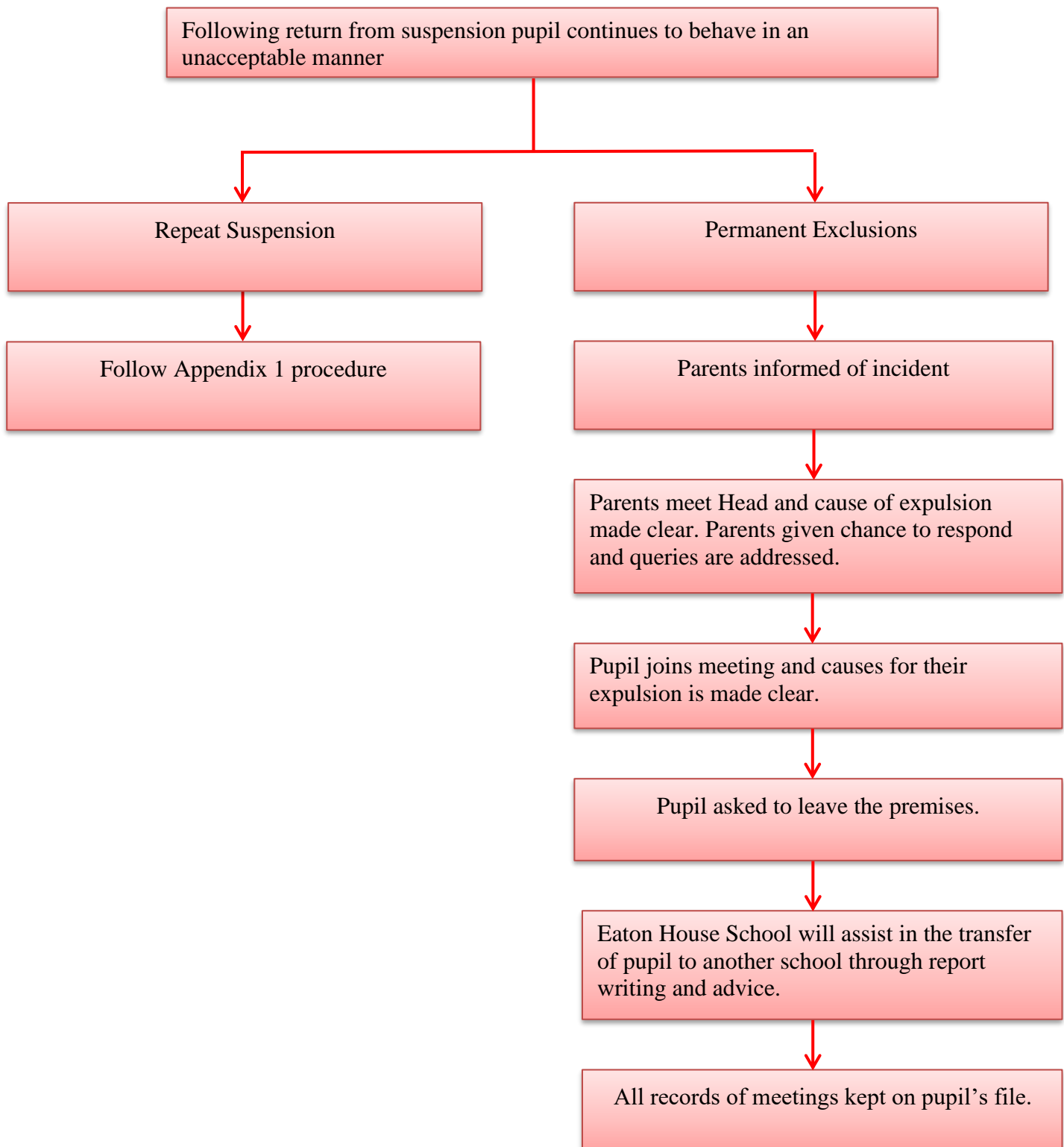
# Appendix 1

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## Appendix 2

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# Linked Policies

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Equality of Opportunity Policy

Anti-Bullying Policy

Cyber-Bullying Policy