



Behaviour, Rewards, Sanctions and Exclusion Policy

This policy also applies to the Early Years' Foundation Stage and Education (Independent School Standards) Regulations 2014

General Statement of the School's Statutory Duties

In accordance with the requirements of the Education Act 2002 all Independent Schools must have policies on pupil discipline and exclusion, which must be given to all parents and prospective parents.

Overview

Our mission statement declares that our aim is "to provide a secure, caring and challenging learning environment" ... and states that "respect for others lies at the heart of the school community" ...

In order that we may achieve this, we need to ensure that our pupils are attentive, courteous, orderly and disciplined. Our behaviour policy is based on praising and reinforcing good behaviour, but not tolerating poor, disruptive behaviour. We aim to develop a sense of responsibility and promote self-esteem, giving rewards and incentives to achieve this while operating a consistent sanctions policy for unacceptable work and conduct.

Responsibilities

The Principal

The Principal'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 Board of Governors. The Principal has day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Principal has overall responsibility for monitoring behaviour and the implementation of strategies and sanctions.

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. PHSE lessons also address certain issues often related to behaviour problems.

Teachers should deal personally and promptly with instances of indiscipline and only refer them on if it is felt that the matter is of a sufficiently serious nature that it needs to be dealt with at the next level. Form tutors of pupils showing signs of frequent indiscipline will be informed so that a pattern of poor behaviour can be noted. 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.

Parents

Parental co-operation forms part of the formal contract between each parent and the school. We expect each parent to be aware of and comply with the School Rules and to assist their daughter to do likewise. Parental involvement may be sought in dealing with particular instances of poor behaviour and/or work.



Pupils

We expect that our pupils will be courteous and trustworthy and that they will always show consideration and respect for others. They should be attentive in lessons and conscientious in the performance of all tasks set for them by their teachers. Pupils must be aware of and abide by the School Rules and comply with instructions given to them by teachers and other members of staff.

Children with Special Education Needs

Account should be taken of the particular needs and characteristics of some children on the SEN register when issuing sanctions, particularly to ensure that the sanction is appropriate for the pupil (for example, a pupil with dyslexia may find a copying text exercise disproportionately demanding). Similarly, particular care should be taken when responding to behaviour that may be the result of a condition related to the child's inclusion on the SEN register.

Support for Pupils

Where necessary, the school may implement support mechanisms for pupils (e.g. counselling) where unacceptable behaviour is the result of an extraneous factor.

Rewards and Sanctions

All rewards and sanctions will be applied fairly and consistently. None of the school's punishments will be disproportionate, degrading or humiliating. If a pupil behaves unacceptably, the teacher should criticise the action and not the child. At all times the child should be treated with respect.

Rewards

The girls are praised verbally for their good work and behaviour. The Commendation Card system celebrates and encourages excellence in work and conduct throughout the school. Staff use a variety of other reward systems to support good behaviour in their own forms and lessons.

Sanctions

Sanctions are only 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 appropriate. Wherever possible, the sanction applied should be a constructive one. Non-trivial sanctions will be recorded in the school's punishment book.

Confiscation of Pupils' Property

Items of property which are brought to school in contravention of the School Rules or which are used inappropriately will be confiscated for one or more school days, following which they may be collected from the school office.

Parental and Other Agency Involvement

Parents will be given 24 hours' notice, in writing or by telephone, of after-school detentions.

Where a girl whose work and/or behaviour is giving cause for concern is put "on report", her parents will be informed and their co-operation sought.

Form tutors may telephone or email parents in other circumstances where there is cause for concern.



Where relevant, the support of other agencies may be sought. Parents will be contacted *prior* to any decision to seek the support of an outside agency.

Exclusions

Pupils and parents must be aware that girls may be temporarily suspended and/or permanently excluded for serious breaches of the behaviour policy, which may include, but are not limited to, persistent bullying, flouting of the school's rules relating to smoking and drug abuse, or persistent disregard of reasonable demands by teachers. Only the Principal, or in his long-term absence, the Deputy Head, can exclude a pupil. Each case will be dealt with on an individual basis and in consultation with the girl's parents. The Chairman of Governors (or in her absence the Deputy Chairman) will be informed at the earliest opportunity of all exclusions and will be consulted prior to any permanent exclusion.

Suspension

For serious but relatively minor breaches of the school's behaviour/discipline policies, pupils can be suspended for one or more fixed-term periods. A pupil may be permanently excluded following a suspension if during the intervening period further information comes to light indicating that permanent exclusion is now the appropriate measure.

Permanent exclusion

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 (i.e. a pupil has demonstrated on multiple occasions a failure to observe the school's requirements for acceptable standards of behaviour, and/or not responded to reasonable requests or sanctions from authority to desist from unacceptable behaviour). Permanent exclusion will also be the response if an exceptional 'one-off' offence has been committed. Examples might include:

- 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.

Parents have the right of appeal in cases of permanent exclusion and will be offered a copy of the appeal procedure.

False Allegations

If a pupil is found to have made a false allegation against a member of staff, this may result in temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Continuing Education

The School will continue to provide education for a pupil who remains on roll, and in the case of a temporary exclusion of more than 3 days, the school will consider:

- How the pupil's education will continue;
- How her problems might be addressed in the interim; and
- Reintegration post-exclusion.

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.



Corporal Punishment and Restraint

In accordance with the law, and with our own ethos and principles, the school does not use any form of corporal punishment. However, if authorised by the Principal, 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); or
- Engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

Related Policies

Anti-Bullying Policy

Bullying can take many forms and these are listed in the anti-bullying policy, along with the methods by which we deal with it. No form of bullying will be tolerated.

Harmful and Illegal Substances Policy

Our current Harmful and Illegal Substances Policy states "The governors are committed to ensuring that St Margaret's is a healthy school, free from the misuse of drugs and other substances. Illegal drugs should never be in school.

Monitoring and Review

The Principal will seek the widest possible agreement for this policy, and will report at least annually to the Board of Governors on its implementation. 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. The School Council may be asked to review the school's anti-bullying policies and procedures.

This policy will be reviewed annually or earlier if necessary.

Equal Opportunities

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

Publication

This policy is available to all parents and prospective parents of pupils at the school on request and is also available from our website.