



# FALCONS PRE-PREPARATORY SCHOOL

# Behaviour, Discipline and Exclusion Policy

**Primary person responsible for updates to this policy:** Adel Thomson

**Job title:** Deputy Head Teacher

**Last review date:** June 2021

**Next review date:** June 2022

**Relevant ISI coding (if applicable):** A01, A04, E11

**Circulation:** This policy is addressed to all members of staff and volunteers in our school and is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Falcons School for Boys Pre-Preparatory 'parents' refers to parents, guardians and carers.

## Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

### Aims

- To develop a whole-school behaviour policy supported and followed by the whole school community: parents, teachers and children, based on a sense of community and shared values.
- By applying positive procedures, we aim to create a caring atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach positive values and attitudes within the school curriculum, as well as life skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- 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 consequences that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To support a child through any behavioral issues he may be experiencing and to turn the experience into lifelong learning.
- To take into account any period of transition a child may be undergoing when considering certain behaviour. (to ask the question: why might he be behaving in this way?)

## CODE OF CONDUCT

The Falcons staff, parents and boys adhere to an established routine and code of conduct, rather than to a variety of lists of rules. We see education as a partnership. Our staff members are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect boys to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Rules and Regulations and understand what is expected of them and why, as well as the consequences of poor behaviour.

Everyone at The Falcons School for Boys has a right to feel secure and to be treated with respect, (particularly the vulnerable). Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, sex, sexual orientation or physical disability.

We expect our boys to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's guidelines and timetables. They should care for the buildings, equipment and furniture. We expect our boys to behave at all times in a manner that reflects the best interests of the whole community.

### Rewards and Consequences for serious misbehaviour

The school's Rules and Regulations are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through our rewards system. A clear set of consequences are in place to manage challenging behaviour.

The school rewards good behaviour, good effort and achievement. This helps to develop an ethos of co-operation and kindness. This is done through house points, certificates, stickers and verbal acknowledgment from the class teacher.

A member of the SLT or Head teacher undertakes to apply any consequences fairly, and, where appropriate, after investigation has taken place. Consequences for serious misbehaviour may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity.

Examples of consequences for serious misbehaviour include:

- Issuing of behaviour reports to inform parents of unsatisfactory behaviour
- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- Assistance with domestic tasks, such as collecting litter
- Withdrawal from a lesson, school trip or team event
- Consequences for more serious cases could include in-school isolation where the pupil remains with either his class teacher or member of the senior leadership for the duration of the day or is required to complete set work tasks away from his peers for a set period of time – at the discretion of the Head Teacher
- Suspension for a specified period, removal or expulsion from school
- Suspension for a specified time for a child who has been found to have made malicious accusations against staff.

### **Special responsibilities**

In Year 2 the boys are given new roles within the school. We feel that it is important for them to take on additional responsibilities as it raises their confidence and self-esteem.

Roles of Responsibility:

- Each term we appoint a Head and Deputy Head Boy and House Captains.
- Librarians
- Official helpers
- Prefects

### **School Council**

Our experience shows that the ethos of and respect for the school are enhanced by listening to our pupils and by encouraging constructive suggestions from them in class and also via the School Council which meets regularly. The School Council involves boys from Year 1 and Year 2, and in the summer term for Reception Year boys. Members of the school council are elected democratically by their peers on a termly basis.

The School Council has provided suggestion boxes that are situated in each classroom for the boys to make suggestions.

## **School Actions:**

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. This is part of our Learning For Life (PSHEE) program. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during an activity such as 'circle time'.

As our school caters for boys from Nursery to Year 2, actions are set out as appropriate to these stages of learning:

- If a child is disruptive, the member of staff will, in the first instance, reprimand him and explain why his behaviour is inappropriate.
- If this behaviour continues he will be separated from the activity/ group he is with for a short period of time, either within his classroom or in another classroom, under supervision.
- If this behaviour re-occurs, he will be taken to a member of the SLT or the Head Teacher, who will talk to the child, and record the visit in Behaviour Log.
- If the child is sent to the Head of Pastoral or Head Teacher more than three times over a short period (i.e. within half a term), the parents may be contacted and asked to come in to school to help resolve the problem.
- An individual behaviour chart with specific targets may be designed in conjunction with the pupil to encourage right choices.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. See Anti- Bullying Policy.

Please take the time to consider if the child concerned is on the SEN register and if we as a school should make reasonable adjustment to cater for the needs of the child.

If needed and with parental consultation, in order to best support children we may need to consult with outside agencies.

## **Managing transitions**

As pupils move up through the school, we recognise that it is essential to ensure a smooth transition through each part of the school to enable them to adjust to the different expectations and challenges each new year group presents. Our PSHE programme is fundamental in supporting these changes and class teachers carry out a comprehensive 'handover' session at the end of every academic year - which addresses both the academic and pastoral needs of every pupil.

For students who leave us at less traditional points in the year and who have behaviour records of a serious concern that could likely impact their success at the new school, the school will share necessary documents with the appropriate person.

## Roles and Responsibilities:

### Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are followed in their class and that their class behaves in a responsible manner during lesson time.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a member of the SLT or Head Teacher.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child. For concerns about welfare please consult the Safeguarding Policy.

### Head Teacher

It is the responsibility of the Head Teacher/Deputy Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the ALPHA Plus Group, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher is notified and the Deputy Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after consultation with the ALPHA Plus Group.

### The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus and Parent Handbooks, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the SLT or Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## Physical Restraint

Physical restraint (the positive use of force) may be used in order to protect a boy from hurting himself or others, or from seriously damaging property. In all cases, members of staff are guided by DFE guidelines 'Use of Reasonable Force in Schools' July 2013. At the Falcons School for Boys Pre-Preparatory, a member of staff may use such force as is reasonable in the circumstances for the purpose of preventing the boys from doing (or continuing to do) any of the following, namely:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil herself)

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

Any occasion where physical intervention is used to manage a boy's behaviour is recorded on MyConcern and parents are informed about it. The Head keeps a record of any sanctions imposed on boys for serious misbehaviour. Corporal punishment is never threatened or used.

## Fixed-Term and Permanent Exclusions

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision. The school informs the parents how to make such an appeal.

The Head Teacher informs Alpha Plus Head Office about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The school's policy is available from the school office and on the web site. All parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Head Teacher can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Seriously poor parental behaviour

Read in conjunction with the following policies

- Anti-Bullying
- Safeguarding
- Equal Opportunities Policies
- Learning Support Policy (special reference to children with SEN or disabilities)

(The Falcons Pre-Preparatory School takes into consideration the Equality Act 2010)

This policy is reviewed annually.

Non-statutory advice *Behaviour and Discipline in schools (2016)* may be useful to schools when developing their policy. Schools cannot be found to be non-compliant if the policy does not follow this advice in all respects, but the following items from the non-statutory advice are suggested as indicative content in relation to the above statutory headings. In addition to setting out rewards and sanctions, behaviour strategy and the teaching of good behaviour, the following points could also be included:

- duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils;
- support systems for pupils;
- liaison with parents and other agencies;
- managing pupils' transition;
- disciplinary action against pupils who are found to have made malicious accusations against staff.