

FALCONS PREP  
RICHMOND

## Behaviour, Discipline and Exclusion Policy

### Positive Behaviour Policy

**Primary person responsible for this policy:** Sophie Wyatt

**Job title:** Deputy Head

**Last review date:** July 2021

**Next review date:** July 2022

**Relevant ISI coding (if applicable):** 9a

**Circulation:** This policy is available to parents on request. It is addressed to all members of staff and volunteers.

Please note: 'School' refers to Falcons Prep, Richmond (FPR) and '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. This policy has due regard for its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and that reasonable adjustments are made for these pupils.

### **Aims**

- To develop a 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 policies we aim to create a caring 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 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 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.

### **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 are committed to excellence, aiming to achieve a spirit of trust and co-operation. 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 our school 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.

We have therefore created some principles and expectations for the boys to follow known as **'The 5 P's'**. These are:

- Be Polite
- Be Prepared
- Be Positive
- Be Productive
- Be resPectful

For information on our EYFS, please refer to the EYFS behaviour policy.

### **Rewards and Sanctions**

**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. Sanctions help us to set boundaries and to manage challenging behaviour.**

### **Rewards**

The school rewards good behaviour, good effort and achievement. This helps to develop an ethos of co-operation and kindness.

Rewards can include the following:

- Verbal praise \*
- Written praise on work \*
- Stickers/stars or prizes that are non-merit rewards \*
- Merits ranging from 1-4
- Certificates worth 5 merits (subject specific or pastoral 'caught being kind')
- The Rufus Reward
- Headmistress's Commendation worth 10 merits
- The headmistresses 'Wow Wall' to display good work

\* Each teacher will have slight variations on how they distribute rewards to pupils. This takes into account the age of the pupils and allows for individual class management strategies to encourage positive behaviour. For example, younger year groups may use a visual aid such as marbles, or a wall aid to positively reinforce and reward good behaviour or excellent work and/or effort.

### **Merits**

Merits can be awarded for a number of reasons such as good work, good effort, good manners, politeness and consideration of others. Teachers may award between 1 merit and 4 merits depending on the achievement.

Further to this, pupils will be awarded their Bronze Silver, Gold and Diamond Awards for gaining merits as follows, from September 2019:

	<b>Year 3, 4 and 5</b>	<b>Year 6,7 and 8</b>
Bronze	60 merits	40 merits
Silver	140 merits	90 merits
Gold	200 merits	140 merits
Diamond	300 merits	200 merits

The expectations of pupils as they move into the Upper School are higher than that in the Middle School. It therefore becomes more challenging to gain merits and as a result the goal posts for merits are different in the Upper School.

### **Certificates**

Further to merits, certificates can be awarded for pupils who have gone above and beyond, been kind to their peers or have produced excellent work worthy of 5 merits.

### **Headmistresses Commendations**

Headmistress's Commendations can be awarded for academic or social reasons. These include outstanding work, excellent examination results or exceptional effort or improvements in a subject. Similarly, socially they can be awarded for valuable contributions in PSHEE or in Form Time, exceptional helpfulness, organising fundraising and charitable events and helping other pupils in the school

### **The House System**

The house system is another avenue in school to praise the efforts of our pupils. The houses are strong communities and house meetings allow for praising of pupils in the house. The pupils' merits are collated each week, and house weekly totals are read out in Friday assembly. At the end of each term, the termly total is calculated, and the winning house for the term is rewarded with a 'house party' and mufti day at the beginning of the next term.

At the end of the academic year, the winning house will be awarded a House Picnic.

### **Prize Giving**

Our termly prize giving is another avenue to celebrate the positive behaviour of boys. Alongside academic progress prizes, Behaviour Award for Thoughtful Action (BAFTA) awards are given to one boy in every form. This award is given to a boy who has shown kind and thoughtful behaviour consistently towards his peers and teachers. This boy may put others before himself, offer to help and/or always show support towards others. Furthermore, top merit scorers in each form are celebrated, and top merit scorers in the Upper School and Middle School are awarded with prizes. For selected prizes, boys may receive an Amazon voucher.

### **Caught being Kind Initiative**

Staff put pupils forward for this award in secret each week through logging a 'caught being kind' certificate when they witness a good deed or a thoughtful and kind action. This is logged on Sims and the pupil is awarded their certificate (as a surprise) in assembly each Friday. Their name is then put in a hat by the Deputy Head, Pupil Welfare and Wellbeing. One name is picked from a hat during the prize giving at the end of each term.

## **Special Responsibilities**

From Year 3 onwards, 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.

- Each year we appoint a Head and Deputy Head Boy, whose names are recorded on the school's Honours Board
- Each year we appoint 4 House Captains from Year 8, and 4 Deputy House Captains from Year 7
- There are Senior Prefects in Year 8 supported by Prefects in Year 7, and Junior Prefects in Year 6.
- Each form will nominate a School Council representative.
- In the middle school, children from each Form will be chosen to be on the Children that Care Committee each term.
- There will also be Senior and Junior Librarians as well as a FEd Ambassador for the Upper School.

## **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 assemblies, Form Time and via the School Council which meets every half term. Members of the School Council are elected democratically by their peers.

## **Sanctions**

The Head, for her part, undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. The following systems can be put in place:

- support systems for pupils such as staff mentors, pupil voice and behaviour reports;
- managing pupils' transition throughout the school e.g. assigning buddies to new boys and regrouping classes each year;
- Disciplinary action against pupils who are found to have made malicious accusations against staff.

Examples of sanctions 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
- Timeouts or loss of astro time
- A Behaviour Concern logged on Sims and in the pupil's diary

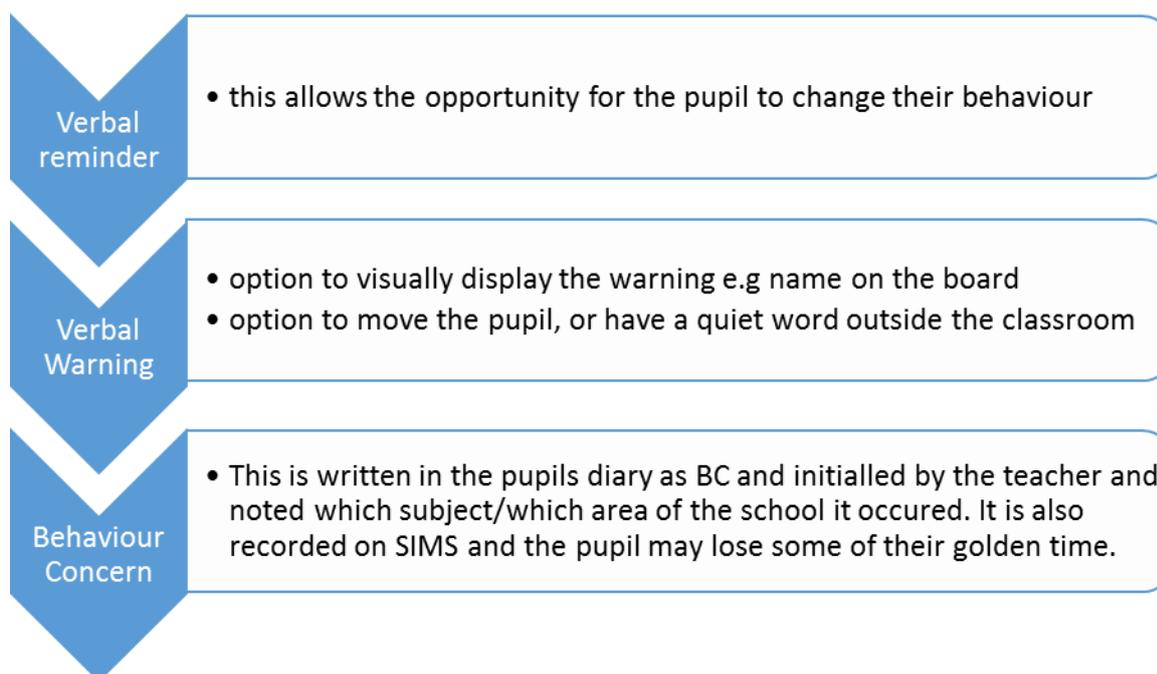
- More serious cases also include sanctions such as in-school isolation where the pupil remains with either his Form tutor for the duration of the day or is required to complete set work tasks away from his peers for a set period of time – at the discretion of the Head
  - Suspension for a specified period, removal or expulsion from school (in line with the policy issued by the Department for Education <https://www.gov.uk/government/publications/school-exclusion> ).

**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. Please refer to our Anti- Bullying Policy.**

**Teachers will respond to pupils behaviour at various points in the day and examples such as the above sanctions could be used. This is at the teacher's discretion and will be managed internally.**

### Year 3 and 4 Sanctions:

If a pupil is awarded 3 BC's in a term, the parents will be called in for a meeting.



### Year 5,6,7 and 8 School Sanctions:

In the Upper School, our sanctions can be split into two areas: Academic Concerns and Behaviour Concerns

#### Academic Concerns:

Academic concerns could be related to a lack of homework, poor amount of homework completed, not enough work completed in the lesson or work not up to the expected standard for the pupil's capabilities.

These are written in the homework diary as AC by the class teacher, and logged on Sims. The Head of Department will then arrange a detention in order for the pupil to complete the work for the lesson or extra work depending on the reason for the AC.

#### Behaviour Concerns:

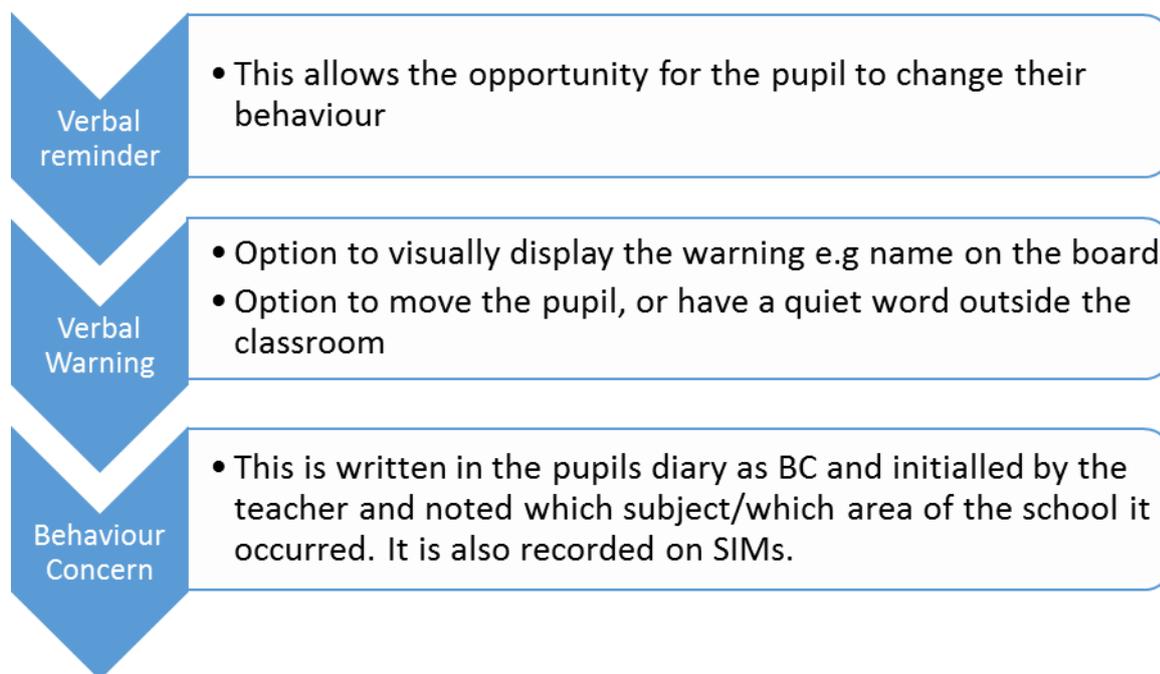
Behaviour Concerns are given for pupils who are behaving inappropriately, or are disrupting the learning of others through low-level disruption in lessons. The pupil could be given two chances to change their behaviour before a BC is awarded through a reminder, and a verbal warning. The BC will be logged on Sims and in their homework diary in order to inform the parents. For every BC, a break time reflection will occur at a designated time with a member of SLT.

#### Equipment Concerns:

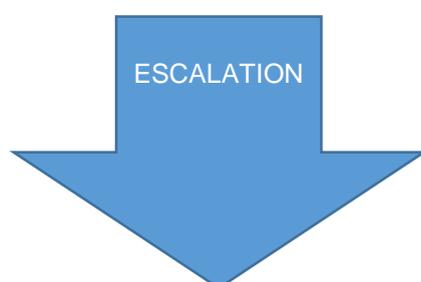
If a pupil has insufficient equipment, or the wrong equipment, teachers may note down and E in their diary with what equipment was missing and log this on Sims. Form tutors will continue to monitor this, and support the pupil in their organisational. They may contact home for added support.

Please see the flow chart below.

Please also note that report cards to support positive behaviour choices can be used at any stage of the sanction process if the school feels this would benefit the pupil. Communication through the homework diary and through telephone conversations will also occur throughout the process.



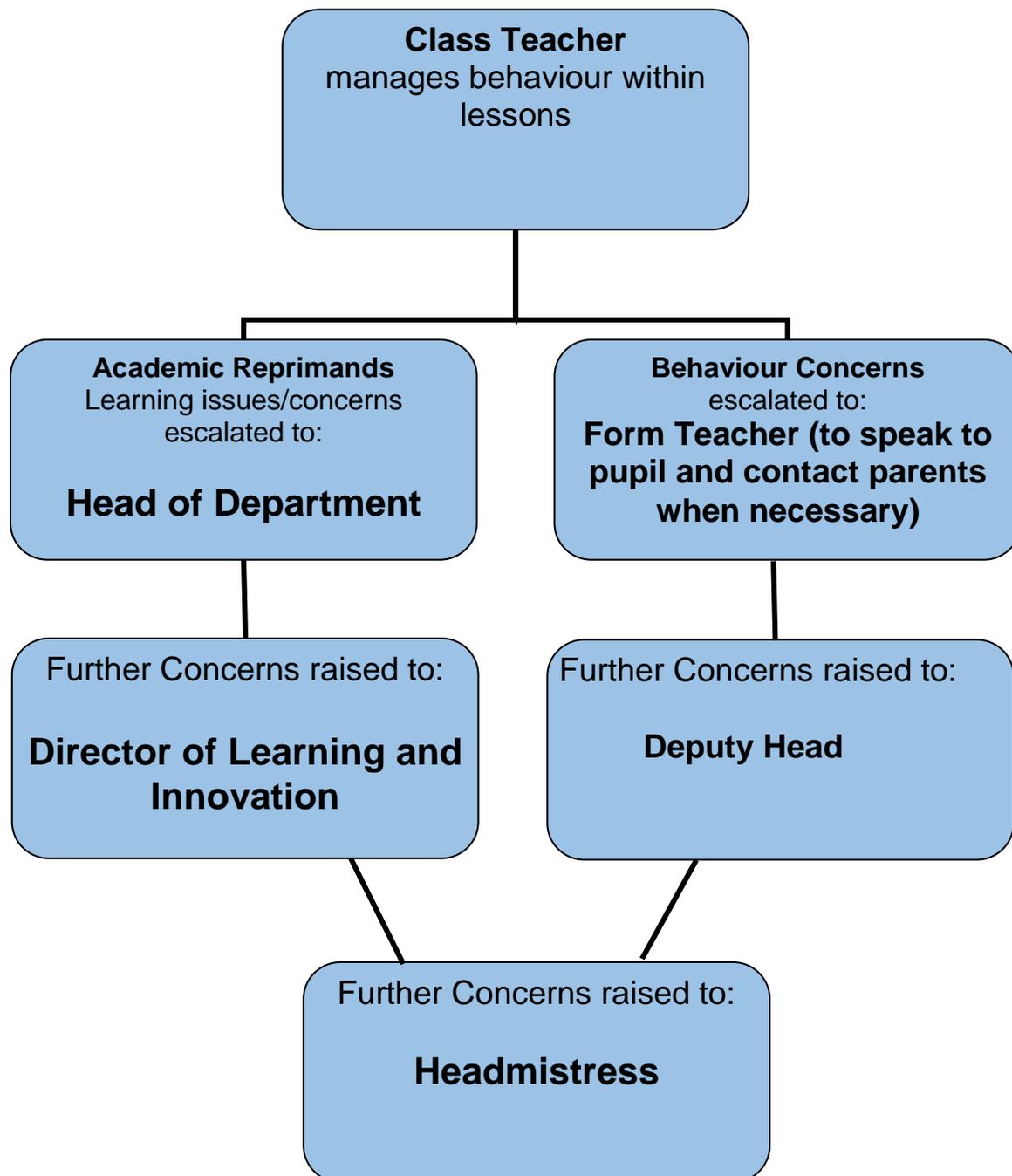
Please note that the pupil will be required to attend a break time detention if a BC is given.



If a pattern of behaviour is noted, the sanction can be escalated to an After School Detention. Parents will be contacted in this case with a letter home.

Further sanctions could result in a half day or full day 'off timetable' reflection.

## Roles and Responsibilities



Please note that the Form Tutor is the first point of call for pastoral concerns and behaviour issues. For safeguarding concerns, please refer to the Safeguarding Policy.

## **Head**

**It is the responsibility of the Head, under The Education (Independent School Standards) Regulations 2014, 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 to ensure the health, safety and welfare of all children in the school.**

**The Deputy Head, with support from the Head, keeps records of all reported serious incidents of misbehaviour. The record will include the pupil's name and year group, the nature and date of the offence, and the sanction imposed. This record is centralised so that patterns can be identified by the school and also by inspectors.**

**The Head 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 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 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 sanctions 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 the Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.**

## **Physical Restraint:**

**As stated in the Education and Inspections Act 2006, Part 7 Chapter 1 (updated 2016):**

**A person may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—**

- (a) committing any offence,**
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or**
- (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.**

**This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.**

**The power may be exercised only where—**

- (a) the member of the staff and the pupil are on the premises of the school in question, or**
- (b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.**

**Staff must not do anything in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548 of EA 1996.**

**"Offence" includes anything that would be an offence but for the operation of any presumption that a person under a particular age is incapable of committing an offence**

For further guidance see <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

### **Fixed-Term and Permanent Exclusions:**

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

It is unlikely that a pupil will be excluded without previous incidents having occurred and therefore parents and pupils will be fully aware of the processes. If the Head excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head makes it clear to the parents that they can, if they wish, appeal against the decision. The school informs the parents how to do this.

The Head 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 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 abusive/disruptive behaviour
- Seriously poor parental behaviour

When the pupil returns to school following a period of suspension/exclusion, the school will put in place a pastoral 'return to school' plan for the individual child, alongside a pupil contract. The plan will outline the supportive measures the school will make for the pupil to have a successful return, and the contract will outline the expectations required of the pupil and the resulting actions for differing scenarios. These documents will be made in partnership with the parents and the pupil. When all of the above is in place, the pupil will be able to return to school.

Read in conjunction with the following policies:

- Anti-Bullying
- Equal Opportunities Policies

This policy is reviewed annually.