



Peregrines Nursery and Falcons School for Girls Behaviour, Discipline and Exclusion Policy

Primary person responsible for this policy: James Kelly

Job title: Assistant Head (Pastoral)

Last review date: June 2021

Next review date: June 2022

Relevant ISI coding (if applicable): 9a

Introduction

This policy should be read in conjunction with the school's Anti-Bullying Policy.

The school promotes equality of opportunity and anti-discriminatory practice and ensures that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. We promote the principles of fairness and justice for all through the education that we provide in our school.

Aims

The School seeks to promote and to instil self-discipline, tolerance and mutual respect. These principles accord with the ethos of the school and the values which underpin the operation of the school and life generally in the country. The school is committed to the promotion of Fundamental British Values (FBV). The primary aim is to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school behaviour policy is established and implemented to support the way in which all members of the school live and work together and learn to appreciate difference and to act in responsible ways.

The school aims actively to promote good behaviour, rather than merely deter anti-social behaviour, and will celebrate and reward good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Inevitably, there will always be situations where additional approaches are required in order to deal with inappropriate behaviours. In this connection the school has a number of rules, including the use of appropriate sanctions. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school aims for pupils to distinguish between right and wrong and to respect the law, acting with a view to the consequence of their own and others' actions.

Use of rules and sanctions

School Rules (see below) are upheld through a series of clearly defined rewards and sanctions. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, every effort will be made to resolve the situation quickly through dialogue and explanation. Teachers and other members of staff are empowered to apply constraints consistent with the situation and to avoid a child hurting themselves or others. Time out may be a sanction which is used in order to reduce tensions and to allow cooling off. We treat all children fairly and apply this behaviour policy in a consistent way.

Our rewards and sanctions system is flexible to take account of individual circumstances.

Our behaviour policy is shared with, supported and followed by the whole school community - parents, teachers and children.

We teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, develop self-discipline and encourage in children a respect for themselves, for other people and for property.

Students' behaviour outside school on school "business", for example school trips and journeys away, sports fixtures or when on a residential week, is subject to this policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school.

School Rules

The behaviour guidelines are based on the school rules - which we expect all members of the school community to adhere to at all times, and which are phrased so as to promote and encourage positive behaviour. The School Rules are as follows:

- Pupils are kind.
- Pupils are hard working.
- Pupils are honest.
- Pupils respect property.
- Pupils listen.

School Rules are displayed prominently throughout the school and referred to as appropriate. In this way, every child in the school is made aware of the standard of behaviour that we expect in our school.

The class teacher discusses the school rules with each class at the beginning of the school year. If and when rules are broken, the class teacher discusses the infringement in relation to the school rules.

When the behaviour of children is deteriorating, members of staff must inform the pupils of the consequences that may follow. The pupils must understand that they are the ones who have choices to make, and the ones who can control the outcome of the situation by choosing to uphold the School Rules.

The Role of the Headmistress

It is the responsibility of the Headmistress 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 Headmistress to ensure the health, safety and welfare of all children in the school.

The Headmistress supports staff by setting the standards of behaviour, and by supporting staff in implementing the policy.

The Headmistress keeps a record of all reported serious incidents of misbehaviour.

The Headmistress has the responsibility for giving temporary exclusions to individual pupils for serious acts of misbehaviour. If a pupil is temporarily excluded, arrangements will be put in place for the setting and marking of work, and also for the reintegration of the pupil when he/she returns to

school. For repeated or very serious acts of anti-social behaviour, the Headmistress may permanently exclude a pupil. Both these actions are only taken after the Headmistress has consulted with Directors of Schools from the Alpha Plus Group.

Where parents disagree with the decision of the Headmistress to exclude a pupil, then they should follow the school's Complaints Policy.

The Headmistress has a duty to work in partnership with other agencies, e.g. Children's services, the local authority or the police.

The Headmistress is the named practitioner responsible for behaviour management issues in the EYFS. This person is supported in acquiring the skills to provide guidance to other staff by Alpha Plus, and is able to access expert advice through Alpha Plus if ordinary methods are not effective with a particular child.

The Role of Staff

All members of staff are responsible for demonstrating and encouraging high expectations of behaviour by praising good practice (i.e. upholding school rules) and informing the class teacher of the behaviour of children in their class.

It is the responsibility of all staff to ensure that the school rules are enforced and that pupils behave in a responsible manner (i.e. by upholding the school rules). The class teacher may contact a parent if there are concerns about the behaviour or welfare of a child. Staff will make a record on SIMs (under the 'Behaviour' section) of any instances in their class where sanctions have been applied. Staff will communicate to the Headmistress all significant matters where rules have been broken or where sanctions have been applied.

Staff have a duty to work in partnership with other agencies and as part of any coordinated plan to help pupils to manage their behaviours in appropriate ways.

The Role of Parents

The school works from the principle that parents are the 'first educators', and works collaboratively with parents so girls receive consistent messages about how to behave at home and at school.

We explain the school rules in the *Parents' Handbook*, 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. A meeting may be arranged with parents at any stage to ensure that they are kept fully informed and to avoid more serious sanctions being imposed in the event of pupils consistently failing to uphold the school rules.

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

It is important for parents to understand and accept that sanctions can help to discourage and contain bad behaviour, but that it can have only a limited effect on the promotion of good behaviour.

Anti-bullying

The School regards any form of bullying as harmful and unacceptable. We believe that everyone has a right to feel safe. The School does not tolerate bullying of any kind.

This aim is clearly declared to all stakeholders including staff, pupils and current and prospective parents.

Further details of the School anti-bullying policy and procedures can be found in our Anti-Bullying Policy.

Non-use of Corporal Punishment

Corporal punishment is prohibited in the school. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises. Corporal punishment is not administered or threatened in any form or manner.

Use of reasonable force

Under section 93 of the Education and Inspections Act 2006, members of staff at the School may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil 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 themselves);
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether behaviour occurs during a teaching session or otherwise.

This applies where a member of the staff of a school is:

- on the premises of the school;
- or elsewhere at a time when, as a member of its staff, s/he has lawful control or charge of the pupil concerned.

The use of any degree of force is unlawful if the particular circumstances do not warrant it. The degree of force should be in proportion to the circumstances and seriousness of the behaviour or consequences it is intended to prevent. The level and duration of the force used should be the minimum necessary to achieve the desired result, such as to restore safety.

In all circumstances, if a teacher intervenes to restrain a child, it is better to find a second responsible adult to assist or to witness; however, a teacher could be held to be negligent if (s)he did not intervene to stop an injury, because there was no adult help nearby.

All use of restraint should be reported to the Headmistress immediately after the incident; if the Headmistress is unavailable, it must be reported to the Deputy Head.

The school maintains a log for incidents of restraint.

Further guidance can be found at: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Classroom Behaviour Management Procedures

The expectations for pupil behaviour are based on the School Rules. Each class must have the School Rules clearly displayed on their grey board. In most cases a look of disapproval or a quiet word will be sufficient; however, if a pupil continues to break a school rule then a series of sanctions may be applied:

Stage 1: The teacher communicates which of the School Rules is being broken and a first warning is given;

Stage 2: The pupil should be asked which of the School Rules they are infringing, and given a second warning that they risk losing five minutes of their next break/lunch time (Lower School and Upper School). The pupil should be informed that they have the choice to uphold the rules, and warned of the consequence of further infringements;

Stage 3: The teacher informs the pupil that they have lost five minutes of their next break or lunch time (Lower School and Upper School). The teacher informs the relevant class teacher, as well as the Upper School Lead/Lower School Lead. In Upper School a 'pink slip' (see Appendix 1) is then completed by the Upper School Lead and the pupil, and sent home to parents. Parents must sign the 'pink slip' and return the following day. In Lower School the class teacher informs the parents verbally at pick up time or via email or telephone. The class teacher records the incident leading to the lost time on SIMS under 'Behaviour'.

In case of a serious misbehaviour incident, a pupil can lose five minutes of their next break or lunch time and a pink slip can be given out without a warning, following approval from the Upper School or Lower Lead. The Headmistress and parents will be informed and the incident will be recorded in the Serious Misbehaviour Log.

Examples of serious misbehaviour incidents might include acts of physical violence against pupils or staff, verbal abuse and destruction of property.

EYFS follow the guideline that if pupils break a School rule in class, they are given *three* warnings; after three warnings, pupils are given a 'timeout' away from the rest of the class. The timeout will not exceed one minute per year of their age, e.g. a maximum of four minutes out for four-year-old pupils.

Stage 4: If Stage 3 is repeated, or as a result of a serious behaviour issue, the Headmistress may decide it is appropriate to speak with the pupil's parents and for the child's behaviour for each lesson to be logged. A 'behaviour agreement' may be drawn up between the Headmistress, class teacher, parents and pupil.

Stage 5: Individual Behaviour Plan

If, after a set period of time no significant improvement has occurred, a further meeting will be called with parents. At the Headmistress's discretion, the pupil may be given an Individual Behaviour Plan (IBP see appendix 2) to support them in upholding the School Rules. The IBP will be drawn up with active involvement from the pupil in question and the class teacher. The IBP will be circulated to all staff involved with the child concerned, and discussed at subsequent staff meetings during pupil feedback sessions. A copy of the IBP will be kept in the pupil's file.

Stage 6: Repeated infringements may set a child on the path towards temporary or permanent exclusion.

A child-friendly version of the above stages is displayed on the grey board in each classroom.

Celebrating and rewarding good behaviour

The school acknowledges all the efforts and achievements of children, both in and out of school. Wherever appropriate, pupil's best efforts will be celebrated through display and performance.

EYFS use a reward chart. Pupils who display good behaviour and/or receive praise can 'go up the chart' (Pre-Reception) or receive a star (Reception). Once a pupil goes up three spaces on the chart or receives three stars, they are rewarded with a small prize chosen from a prize bag.

We praise and reward all pupils for upholding the School Rules in a variety of ways, including:

- **Informal praise**, e.g. *a kind word or a smile*
- Pupils in Years 1 to 6 are rewarded for upholding the School Rules with a period of structured play - a 'golden time' period. This is known within the school as '**Falcons Time**'
- Teachers give children **stickers** or positive **stamps** in their books;
- Teachers award **House Points** to individuals or groups and the House in the lead each week is announced at the Tuesday whole-school assembly; at the end of each term the winning House is awarded the cup and given a MUFTI dress day reward;
- Each week, members of staff may choose to nominate one or two children from their class to receive a **certificate** in our Tuesday whole-school assembly
- Each week, a pupil receives one of four (EYFS, Lower School, Upper School and Headmistress) **Bird Awards** at our whole-school Tuesday assembly
- Achievements outside of school are shared and recorded in the Celebration Book.

The Bird Awards are awarded at the discretion of the Headmistress at the Tuesday whole-school assembly for good work or achievement in upholding the School Rules.

- The pupil is able to keep a Bird Award in class for the week; it should be displayed so all of the class can see the award;
- The name of the pupil is recorded;
- A photograph of each Bird Award winner is displayed on a whole-school board at the entrance of the Lower School.
- The school aims for all pupils to be awarded a Bird Award at least once during their time at the school.

Falcons Time

This is a period of structured, creative 'golden time' of twenty minutes for Lower School and Upper School. It is intended to act as a reward for pupils keeping the School Rules.

House System

Every pupil at The School is placed into one of four houses when they join the school. The four houses are as follows:

- Nightingale (red)
- Austen (blue)
- Seacole (yellow)
- Curie (green)

House points are rewards. House points are awarded to individuals for:

- Improved or good work;
- Keeping the School Rules (good behaviour);
- Improved or good effort;
- Consistent progress;
- Creative, artistic or sporting achievement;
- Good all round achievement;
- Consideration for the environment and others.

House points are recorded in a weekly House Point Chart displayed in each classroom. Every week house points are collected and house totals are announced in the Tuesday whole-school assembly.

An overall house winner is announced at the end of the year. The House Captain accepts the House Cup on behalf of their house.

Celebration Book

All pupils are encouraged to share with the school achievements from outside of school. Achievements outside school are recorded in the Celebration Book.

Record Keeping

The school keeps a variety of records concerning incidents of misbehaviour:

- The class teacher records minor classroom incidents on SIMS
- The Lower School and Upper School Leads record time lost at break time/lunch time
- The Headmistress records those serious incidents where a child has been placed on an Incident Behaviour Programme (IBP).

Issues related to Special Educational Needs

All staff make reasonable adjustments for pupils with special educational needs or disabilities (SEND). Individual Education Plans (IEPs) can be found in a pupil's file.

Said adjustments are discussed at the beginning of the school year by the Headmistress, SENCO and the class teacher, and fed back to staff (See SEND Policy)

Lavatory Procedure

- At break times pupils must use the lavatories situated in the playgrounds at both sites
- No child should be inside the school for any other reason than to attend lunch times clubs or to be escorted to the First Aid room; staff in school should challenge any pupil who is in the school during break and lunch times;
- Pupils do not have permission to change into PE kit at lunch times unless under the supervision of an adult; they will be instructed when to come inside to change by the supervising adults.

Policy and Procedure Evaluation

Evaluation and review of the Behaviour Policy takes place on an annual basis. The school may, however, review the policy earlier than this if the government introduces new regulations, or if the school receives recommendations on how the policy might be improved.

Throughout the year, stakeholders are encouraged to feedback information and ideas regarding the implementation of this policy.

Behaviour Policy 2020 - Covid-19 Addendum

At Peregrines Nursery and Falcons School for Girls we aim to maintain a secure, caring and stimulating environment in which pupils are encouraged to have respect for themselves and each other. Whilst the expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Pupils will only enter school through their designated entrance. Pupils will enter individually and will keep a 2m distance from any other individual. There will be markers on the floors to support pupils with social distancing.

At their designated home time, pupils will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited. When pupils leave their 'bubble' to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay 1m from peers and adults. Pupils will follow an adult from their 'bubble' on their designated route. 'Bubbles' will remain on the designated side of the road all day to avoid meeting other 'bubbles' where possible.

Handwashing and Hygiene

Pupils will be expected to follow all handwashing and hygiene routines while in school. Pupils will wash hands/use hand sanitizer gel before entering school, before and after eating, after using the

bathroom and at regular intervals during the day.

Pupils will be asked to follow the 'Catch it, Bin it, Kill it!' procedures when in school. If they need to cough or sneeze, they should use a tissue or the crook of their arm. Pupils will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a pupil refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Upper School pupils will be expected to socially distance from their peers and adults in school and in the playground/field at all times. Pupils will have their own table spaced at least 1m apart. When pupils enter their 'bubble', they will be expected to go straight to their table and nowhere else in the room. Pupils will put their hand up if they need an adult's support and they will not get out of their seats.

We understand that socially distancing may be more difficult for younger pupils; they will however be encouraged wherever possible to keep a distance from peers and adults, with common sense applied at all times.

Toilets

Each 'bubble' will have their own toilets to use. These will be sign posted. Where possible pupils will be encouraged to use the toilets one at a time and there must never be more than two people in the bathroom at any one time, to allow for social distancing. When a pupil has finished in the toilet they must wash their hands.

Break and Lunch times

Pupils will have a designated place to play during break and lunch times. They will have their own equipment that will be cleaned before use.

Pupils will be encouraged to remain socially distant from both peers and adults during play and break times. Pupils must stay in their designated area at all times.

Pupils will eat their snacks and lunch with their 'bubble' peers and staff, in their allocated space and will remain there. They will not get out of their seats. Pupils will have packed lunches which will be brought to them in their 'bubble'.

Rewards

The house point system will continue to be used. Teachers and Learning Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all, praise and encouragement should continue to be used as much as possible. Pupils walking through school to show their work to the Headmistress or other adult for acknowledgement and praise during this time will not be permitted.

Behaviour Management Procedure

If a pupil breaks one of the Falcons Rules, the Behaviour Management Procedure that all staff follow within school, will still be adhered to:

1. Pupil will have a first warning
2. Pupil will have a second warning
3. Pupil will lose 5 minutes of break/lunch and his/her parents will be informed. Pupil will sit away from the other pupils in the area of the playground designated for his/her 'bubble'
Upper School pupils will receive a pink slip sent via email to their parents.
4. In case of serious unacceptable behaviour, the pupil will lose 5 minutes of break/lunch time without a warning, following approval from the Lower School Lead or Upper School Lead
5. The pupil's parents will meet with the Headmistress remotely via a method of her choice

If a pupil's behaviour is deemed high risk, for example refusing to adhere to safety measures such as hand washing, social distancing, remaining in their 'bubble' or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

1. Referral to Headmistress
2. Parents/Carers called to collect pupil from school immediately
3. Fixed term exclusion
4. Permanent exclusion

Positive Handling & Restraint

There can be times when a pupil's behaviour requires staff physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. Where a pupil may need very close contact it is imperative that parents know that the use of PPE where appropriate WILL be used to help avoid cross contamination or any potential virus spread.

In the case of a pupil being at risk, putting others at risk or damaging property the pupil's parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the Headmistress and she will decide whether the onsite education offer will be withdrawn in favour of the online/virtual offer if this is deemed safer for all pupils and staff.

Pupils working from home

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that staff members are not friends or peers to pupils.

Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously and could result in a referral to the police. This is also the case for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

Appendix 1: Upper School Pink Slip

Pink Slip

Dear

Today your child lost 5 minutes of

..... acknowledges these reasons for losing these minutes:

.....
.....

Mr Kelly

Upper School Lead Signature:..... Pupil Signature.....

Parent signature: Date:

Please return this slip to your child's class teacher tomorrow