

CHEPSTOW HOUSE



All School Policy for Behaviour, Discipline and Exclusion

September 2023 - August 2024

Policy Reviewed by Karen Etherington

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Signed: 

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Chepstow House School - Behaviour, Discipline and Exclusion Policy

This Policy was created 2009 and has been reviewed annually since.

Chepstow House **Policy for Behaviour, Discipline and Exclusion**

Unless a difference between school and nursery is stated any reference to school refers to the school and nursery

Policy Statement

Based on mutual trust, at Chepstow House we want to ensure that every member of the community feels valued and respected. In order for children to achieve to their best ability, it is vital that they understand how to behave, play and study together in a considerate manner. To achieve this, we believe that it is important that, children, staff and parents value good behaviour. Therefore, in addition to the academic curriculum, we are also concerned with instilling the importance of right, wrong, fairness and tolerance. Children learn best when they are in a safe and supportive community, when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

The school adopts a zero-tolerance approach to any bullying issues, all staff must challenge any abusive behaviour between peers that comes to their notice and will report these on to the DSL immediately. Please see the Safeguarding policy for further details about dealing with child-on-child abuse.

Associated Policies

This policy statement should be read alongside our organisational policies and procedures including:

- Safeguarding Policy
- Staff Conduct policy
- Ethical and professional conduct (Alpha Plus Group policy)
- Anti-bullying policy
- Acceptable Use Policy for Staff
- Acceptable Use Policy for Pupils
- Online Safety Policy
- Social Media Policy
- Taking, Storing and Using Images of Children policy
- Mobile Phone and Electronic Device Policy

School Aims

- To provide a happy, stimulating learning environment that caters for the needs of individual children.
- To instil in children a high level of self-esteem and confidence in their own worth.
- To encourage pupils to apply themselves diligently to tasks and develop positive attitudes both in their work and in their personal relationships.
- To help pupils acquire skills and knowledge relevant to life.
- To develop a sensitivity to the needs of others and instil respect for religious, moral and cultural values, tolerance of other races, religions and ways of life, and recognition of the rights of all, irrespective of race, creed, gender or impairment.
- To develop co-operation in all aspects of school life.
- To discourage aggression in all its forms.
- To ensure the safety of all members of our school.

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- To encourage children to take responsibility for their own actions and realise that actions have consequences.
- To develop respect for their own and other peoples' property.
- To understand the need for and develop acceptable behaviour in a variety of situations.
- To make our school a happy, safe and caring place to be.

At Chepstow House it is important that:

Children

- Learn what good behaviour is.
- Learn to care for one another.
- Learn to value friendship.
- Develop self-confidence.

Staff

- Teach effectively with few behaviour problems.
- Are caring, consistent and fair.

Parents

- Feel confident that their children are developing not only academically, but also personally and socially.
- Know that their children will receive support when they need it.
- Are able to discuss issues openly in a positive atmosphere.

What we mean by Good Behaviour

Good behaviour means that everyone in school is:

- careful and kind
- polite and friendly
- helpful and thoughtful to one another

We encourage children:

- To care for themselves, to be responsible for their own personal safety, to develop self-esteem, to take pride in their own achievements.
- To value others, their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others and to enjoy and respect their achievements.
- To develop a feeling of corporate responsibility by learning to care for their school environment and develop an understanding of and concern for the wider environment and the world.

This behaviour is encouraged in every area of school activity and children are helped to recognise examples of good behaviour at all times.

How we encourage Good Behaviour

- At the start of each year, the school rules (See appendix one) are discussed and then the teachers may create class rules to reflect these. The school rules must be displayed in the classroom. It is also important to discuss rewards and sanctions to celebrate and reinforce positive behaviour and deter unacceptable behaviour.
- Recognise, highlight and praise good behaviour as it occurs.
- Praise children for behaving well.
- Ensure that we are firm but fair and that our criticism is constructive.
- Explain and demonstrate the behaviour we wish to see.
- Encourage children to be responsible for their own behaviour.
- Reward individuals and groups of children for behaving well.
- Use relevant teaching materials to support our aims.

Good behaviour is recognised through rewards and privileges. These may include:

- Awarding merits, stickers, smiley faces', stars, etc.
- Using a marble reward system to give additional time for children to pursue activities of their own choice.
- Using Golden Time
- Sending positive letters home/making telephone calls home
- Learning about examples of good behaviour in assembly
- Receiving school behaviour badges/stickers

Stopping Inappropriate Behaviour

On occasions children may forget our code for good behaviour and be inconsiderate towards others. Some classes use a traffic light system as a visual demonstration and a preventative measure for inappropriate behaviour of the class, group or individual.

In the majority of cases this system and positive reinforcement of good behaviour will prevent inappropriate behaviour, on other occasions a firm reminder will be sufficient. However, sometimes this may not be enough and, depending on the situation, it may be necessary to put further actions into place. Below are the steps we would put in place to deal with persistent poor behaviour.

Special educational needs and disabilities

The School welcomes pupils with special educational needs and disabilities (SEND) and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's policy on SEND.

We will work with all children to ensure they can manage their behaviour. For some children, additional support and teaching may be required to help them with this. For example, working with the play therapist/child counsellor, speaking to their class teacher at regular intervals, working with a Learning Support Assistant.

Nursery

After initial discussion with child about persistent unkind or poor behaviour, the below will be explained to them and then carried out.

Parents will be informed verbally if either Step 1 or Step 2 has been put in place throughout the day.

Step 1: Put incentives in place to encourage improved behaviour eg award of special toy.

Step 2: Removal of child from the situation for thinking time within the classroom and to ensure safety of others (no child would be isolated).

Step 3: (If behaviour continues to escalate, cause concern or disruption) Formal communication with the parents. Arrange a meeting with the parents, Nursery teacher and Head of Nursery to discuss ways of working together to develop good behaviour strategies

Main School

After discussion with child about behaviour:

Step 1: the class teacher needs to meet with the Deputy Head care to discuss appropriate actions to be taken

Examples of actions that may be discussed

- Removing part of their Golden Time.
- Time out either in a quiet area in the classroom or on the benches if in the playground. (Time out does not involve being sent to the school office or another class unless this has been discussed with the Deputy Head as Step 2)
- Set Behaviour Targets for within the class
- Communication with parents

Step 2: Communication with the parents. Arrange a meeting with the parents, class teacher and Deputy Head to discuss ways of working together to improve the child's behaviour

Examples of actions that may be discussed in the parent meeting

- Missing part of a lesson in order to catch up on work missed through disruptive behaviour
- Setting targets for school and communicating outcomes with parents
- Setting targets for both school and home if the child's behaviour at home is also poor
- Recommending child counselling

Step 3: Separating a child from the class by referring them to the Head Teacher

Step 4: Meeting held with parents, Head teacher, Deputy Head and class teacher.

Examples of actions that may be discussed in the parent meeting

- Missing part of a lesson/playtime in order to catch up on work missed through disruptive behaviour
- Setting targets for school and communicating outcomes with parents
- Setting targets for both school and home if the child's behaviour at home is also poor
- Recommending child counselling

Step 5: As a final resort, the pupil may be excluded from school. This course of action would only be considered after all possible avenues have been explored. Very careful arrangements would be made to monitor the situation to ensure that a child returning to school after exclusion is helped to behave appropriately.

Step 6: Permanent exclusion for a grave misdemeanour when a situation is unresolvable

We expect all our children to behave in a non-aggressive manner and to be polite and helpful to all members of our school community at all times. We hope that the children will take these values out into the wider world with them.

Working in partnership with parents to support pupil learning and behaviour is the key to Chepstow House's approach. All staff should endeavour to develop positive, mutually respecting relationships with parents as a priority. Parents should be regularly consulted about any learning or behaviour issues their child has. Good parent – teacher relationships allow children to feel supported in school.

Exclusions

If the problem is severe or recurring then temporary exclusion (suspension) procedures and permanent exclusion may be implemented. The staged procedure would initially be an internal suspension then an external fixed period suspension and finally permanent exclusion. A very serious problem may result in the normal staged procedure being abandoned and a pupil being sent home immediately. The Headteacher is the only member of staff who can exclude a pupil.

Fixed Term Exclusions

For serious breaches of the school's behaviour and discipline policy, pupils can be excluded for one or more fixed periods. 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 utilised to no avail or if an exceptional 'one-off' offence has been committed. Examples may include:

- serious violence, actual or threatened, against a pupil or a member of staff.
- sexual abuse or assault
- bringing illegal drugs to school
- carrying an offensive weapon

All Exclusions and Fixed Term Exclusions are recorded in a separate file.

It is important to note that exclusion will not be used for minor incidents such as academic performance or lateness.

Parental Communication

Parents will be communicated at all stages of the exclusion process, including the level of behaviour, the actions and the steps that have been put in place to deal with disciplinary offences. If exclusion, is required this will be communicated to the parents by the Head.

The Head teacher will provide the following in writing to the parents:

- The exact period and the reasons for the exclusion
- The parents' duties during the exclusion
- Details of the support school will provide – the school will make every effort to put in place arrangements to ensure the continuing education of the pupil.
- The parents right to make an appeal to the governing body
- If relevant the school day on which the pupil can return to full time education.
- Details of the reintegration interview.

Appeals

Parents are entitled to appeal to the governing body against any exclusion. A copy of the Alpha Plus Group Appeals Policy for Exclusion can be obtained from the school office. The Governors' decision is final.

Continuing Education

The school will continue to provide education for a pupil who remains on roll. For temporary exclusions, the school will consider how the pupil can be integrated back into school at the end of the exclusion period.

CHS School Rules:

Children should

- Be Respectful: Honest, kind, take turns and listen to others.
- Be Well-Mannered: Show consideration and politeness towards each other. Bad language is never respectful and will not be tolerated
- Be Responsible: For their actions including being safe around the building and looking after their own belongings.
- Be Caring and Sharing
- Be Helpful
- Be Hard-working

Children should not

- Play fighting games or piggy-back games; no swinging, tripping, kicking or any other kind of close physical contact during play.
- Use physical or verbal abuse in any form. We have a zero-tolerance approach to abuse of any kind. It should never be passed off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children

Corporal Punishment and Restraint

Chepstow House uses the Department for Education guidance on physical restraint of any child and it is part of the Induction programme for all who work at the school.

At no point will physical or corporal punishment be used in dealing with inappropriate behaviour. Staff in both nursery and the main school must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being.

Physical intervention may be used to avert immediate danger of personal injury. Any occasion on which physical intervention is used must be recorded and parents informed on the same day or as soon as reasonably practicable.

A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

If necessary, staff will undertake Positive Handling training to support children's needs.

For further details on the discipline and physical restraint, see the Alpha Plus Discipline and restraint policy.

Action in respect of false allegations from pupils towards staff

In the event that an allegation from a pupil to a member of staff is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible if it was not a pupil.

The situation will be taken very seriously with all parties and parents of the child/ren informed. Support for both the pupil, parents and the staff member will be offered, this may include counselling. It may be required that Safeguarding procedures are put in place and the Safeguarding policy would be used. Sanctions would be considered in line with the steps on page 5 and 6 above. An action plan/ risk assessment may be used. A written report covering the reasons for the decision that the allegation is considered to be false or unfounded would be produced.

Records of allegations found to be false should be removed from personnel records and not referred to in employer references.

Guidance

This policy has been written with reference to the following guidance for schools:

KCSIE (DfE, 2023)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Behaviour in schools (DfE, 2022)

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Preventing and responding to bullying (DfE, 2017)


<http://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Mental health and behaviour in schools (DfE, 2018)

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Promoting children and young people's emotional health & wellbeing (DfE, 2021)

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

 How to Behave at Chepstow House School 	
Be Respectful <ul style="list-style-type: none">•Listen to each other•Listen to the teacher•Use kind words•Wait quietly for others to finish	Be Responsible <ul style="list-style-type: none">•Look after your own belongings•Look after the schools' belongings•Look after each other•Walk quietly around the school•Keep your hands to yourself•Be quiet and safe on the stairs
Be Well Mannered <ul style="list-style-type: none">•Use Please and Thank you•Use names when talking to adults and children•Look at people when talking to them	Be Helpful <ul style="list-style-type: none">•Follow instructions straight away•Tidy up after yourself•Line up quietly
Be Caring and Sharing <ul style="list-style-type: none">•Share ideas•Share games in the playground•Take care of the school inside and out•Treat others as you would like to be treated.	Be Hardworking <ul style="list-style-type: none">•Try your best•Do your best•Persevere - keep on going to achieve your target