



Behaviour, Discipline and Exclusion Policy

Person responsible	School Leadership Team
Last update	August 2017
Frequency of Review	2 Years
Date of last review by Governors	December 2016
Date of next review by Governors	December 2018

Behaviour Policy

This policy applies equally to the Early Years Foundation Stage (Reception Class), Key Stage 1 and Key Stage 2 as taught at Bute House.

Statement of General Principles – Behaviour, Discipline & Exclusion

The governors expect the school to be a place where all individuals are respected and their individuality valued, where pupils are encouraged to achieve, where self-discipline is promoted, good behaviour is the norm and the school's aims are clearly understood and applied by all concerned. (DfE non – statutory advice 'Behaviour and Discipline in Schools' (2014).

The school's policies reflect the highest moral standards, and show in particular that Bute House will not tolerate bullying or other anti-social behaviour. (See Anti-bullying Policy and E-Safety Policy).

All staff should be aware of children whose special educational needs require a particular approach – eg impaired vision/hearing. (Equality Act 2010) The school will support parents and liaise with other agencies if the need arises (eg Educational Psychologists, LSCB) The School will manage pupils' transition from EYFS, Key Stage 1 and Key Stage 2 and the girls will be informed of the changes in the Behaviour Policy.

The School Leadership Team, with the children, will regularly review a positive and constructive code of conduct that aims to:

- 1 promote self-discipline and a proper regard and consideration for self, others and property
- 2 encourage good behaviour and respect for others, and prevent all forms of bullying among pupils
- 3 ensure pupils' standards of behaviour are acceptable
- 4 reminds girls to be inclusive, tolerant and friendly towards all other members of the school community, recognising all their responsibilities

Our Behaviour, Discipline and Exclusion Policy reflects the belief at Bute House that every pupil who attends the School should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stage of her life and education. Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities. Every pupil should develop the knowledge, understanding and skills that she needs in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

Rewards and Sanctions

Numerous systems operate simultaneously to ensure pupils' good behaviour and conduct:-

Rewards across the Whole School

Gold Awards

These are given at the end of the term in the final assembly. Girls are nominated by their Class/Form Teacher for a wide range of reasons. Girls are given a badge which they may wear every day.

Chips in the Jar

To encourage a class spirit and a sense of communal responsibility for behaviour a 'chip in the jar system' is used. Each class has to collect a certain amount of chips in the jar. A chip is awarded for a whole class effort. When a class achieves their total, they are given a class treat (chosen by the class from options raised in a form time discussion). To be given or deducted by **all** staff.

Targets for Particular Year Groups

- Reception – 20 chips (treat)
- Year 1 – 22 chips (treat)
- Year 2 – 22 chips (small treat) 44 class party
- Year 3 – 22 (small treat) 60 class party
- Year 4 – 20 (small present) 40 (video) 60 (treat and video)
- Year 5 – 20 (treat) 50 class party
- Year 6 – 20 (treat) 50 class party

Examples of possible "treats" – discuss this with the children:

- 5 Free activity lesson
- 6 Small "party" in form time or other appropriate time
- 7 Video
- 8 Small prize
- 9 Wear own clothes
- 10 Extra games
- 11 Party dress

All staff must ensure that they follow this policy. Consistency of approach which ensures that staff follow through on any incident results in the best attitudes from the children.

Learning Powers

In addition, all our academic learning should be linked to our school focus on a growth mind-set and developing habits of learning that encourage the girls to become active learners, with characteristics that support them when they face challenge.

Each half term, there is a Learning Power focus where the girls concentrate on developing skills of Initiative and Independence (Sapphire Power), Resilience and Risk-taking (Ruby Power), Persistence and Reflectiveness (Emerald Power), Flexibility and Collaboration (Topaz Power), Curiosity and Originality (Diamond Power) will equip them with the character traits that will not only enable them to be successful learners, but prepare them for the world beyond school. Girls will receive gems when they exhibit a learning power in class and these will be added to a class total.

Secret Letters

Teachers nominate girls via an email sent to the Head who then writes a secret letter to a girl which is sent to her home address. The girl does not know she has been nominated – hence ‘the secret’.

Additional Rewards in Lower School

Golden Time – Reception, Years 1 and 2

The purpose of Golden Time is to establish a consistent consequence for social behaviour and to support the guidelines of the Pupils’ Code of Conduct. Golden Time takes place on a Friday afternoon for twenty minutes.

Celebration Assemblies

Regular Celebration Assemblies are held, usually on Friday mornings, where we celebrate girls’ achievements both in and out of school. Girls in Reception and Key Stage 1 are awarded ‘Well Done’ certificates by their class teachers for a special effort or achievement in work or behavior and publicly celebrated. The emphasis in these assemblies is on breadth of achievements so that every girl is valued and celebrated with academic achievement only one of myriad areas of success.

Additional Rewards in Years 3, 4, 5 and 6.

Credit System

In these year groups we have a credit and debit system. The homework diaries have two pages with charts for credits and debits. If a child does particularly good work or is particularly kind or helpful a teacher can ‘stamp’ the credit chart in the child’s diary. At the end of each term, the girls with the most credits in each Year group lead to receive a Gold Badge. Girls can also gain a credit at lunchtime from the lunchtime supervisors who will hand them a plasticised credit card. These are handed into the Form Teacher who stamps their diary.

Teachers are encouraged to keep an eye on children who have not received many credits. The class with the highest number of credits in a year group in a term will have a class ‘treat’. Credit totals

should be counted and given to the Phase Leader for announcement at the final assembly before the end of term.

Sanctions Used At Bute House

Sanctions are applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. As far as possible, the sanction applied should be as constructive as possible. Pupils are encouraged to make reparation whenever possible and then staff ensures the girls appreciate that the matter is closed and will not be referred to again.

Sanctions in Lower School

Some children may lose a minute or more of their Golden Time as a consequence of improper behaviour. If a child is not behaving a warning is given. If this is not heeded and the behaviour continues the child may lose a minute of their golden time. It is important to verbalize the warning so the child has the opportunity to "right" her behaviour. The incident is over. A child cannot earn that minute back. The girls who have lost minutes from their Golden Time sit on the carpet. When their time has been paid they join their chosen activity. A child can only lose fifteen minutes over the course of the week. Every student has at least five minutes of Golden Time per week.

Sanctions & Debits in Middle (Years 3, 4) and Upper (Years 5, 6) School

Sanctions - Any child who behaves badly, repeatedly forgets kit or homework, is not helpful at lunchtime or is unkind (although not seriously enough for 'The Book' as explained below) will be given a sanction. This is marked in their diaries, 3 sanctions are equal to one debit.

Debits – these can also be given by any member of staff for a serious misdemeanor. If a girl receives 3 debits in any one term she must go to the Head and explain her actions. There will be a space for a comment to explain what the child has done.

Where pupils do not respond to preventative strategies to combat bullying or other unacceptable behaviour, tougher action will be taken. The names of these pupils will be recorded in 'The Book', called **Sanctions for Serious Misbehaviour**. In addition, disciplinary action will be taken against pupils who are found to have made malicious accusations about staff. (Refer to Safeguarding Policy). In this case, a sanction will be decided upon in consultation with the parents. Parents will be kept fully informed and will be involved in this process. If the need arises, a meeting may be arranged with other agencies eg Educational Psychologists, Family GP, to come up with strategies to help improve the situation.

Additional Sanctions

Additional Sanctions might include the withdrawal of break and lunchtime privileges. And withholding participation in any school trip or sports events that are not an essential part of the curriculum. It also includes the possibility of fixed term or permanent exclusion from school.

Exclusion would only be considered in a case of extreme and persistent disruptive behavior eg bullying, physically, emotionally or sexually abusing another child, theft, fighting, racist abuse, etc. This could have occurred at school, on the school grounds or while on a school trip or

residential visit. Any exclusion for even a short period must be discussed and agreed by the Head, Chairman of Governors, and representatives of the governing body.

Ensuring these Guidelines are Implemented

The Head's role is to determine the detail of the standard of behaviour acceptable to the school. The Head has the day-to-day responsibility for maintaining discipline in the school, which will include monitoring the code of conduct, sanctions, rewards and the provision for enforcing them.

The School Management Team and all staff are expected to encourage good behaviour and respect for others as detailed above, to keep parents informed and to apply all rewards and sanctions fairly and consistently.

All staff will set high standards of behaviour, respect and consideration, always encouraging good work habits and behaviour from the moment a girl enters the school. This transcends all elements of staff performance, including personal presentation. All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

In the EYFS setting, the Reception teacher will be responsible for behaviour management. Corporal punishment is not used or threatened. Physical intervention is allowable, for example, to avert immediate danger of personal injury. Parents will be notified on the same day or as soon as reasonably practicable. All incidents should be recorded immediately. All sections of the Physical Restraint report should be completed so that in the event of any future complaint a full record is available. (See Physical Restraint Policy)

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.

Staff will also be called upon from time to time to identify problems that may be behind any poor behaviour, and to suggest possible courses of action.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy.

Involvement of Pupils

Staff should be aware that Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views. The government's Circular 10/99 also suggests that pupils can help to reinforce behaviour policies by contributing to them. One of Bute House's most fundamental principles is, and has always been, the democracy of the pupil voice in school decision-making and debate.

The School Council will be involved in reviewing the school's Bute Bully Book, the Pupil Code of Conduct and Ten Ways to be a Great Bute House Girl and in the School's programmes to reinforce self-discipline and positive work and behaviour patterns. Discussions in Form/tutor group time will inform the deliberations of the School Council.