



Behaviour, Discipline and Exclusion Policy

Person responsible	School Leadership Team
Last update	October 2020
Frequency of Review	2 Years
Date of last review by Governors	November 2020
Date of next review by Governors	November 2022

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. (The School has regard to DfE non-statutory advice 'Behaviour and Discipline in Schools' (2016).

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). The School will manage pupils' transition from EYFS, Key Stage 1 and Key Stage 2, and prepare them for transition to senior schools, post 11+.

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

- promote pupils' self-discipline and a proper regard and consideration for self, others and property
- encourage good behaviour and respect for others, and prevent all forms of bullying among pupils
- ensure excellent standards of behaviour are upheld at all times
- remind 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 be encouraged to achieve their individual/ personal best. 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.

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.

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, including use of the School Learning Powers, a 'chip in the jar system' is used. Each class has to collect a certain amount of chips (gems) 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).

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

- Free activity lesson
- Small "party" in form time or other appropriate time
- Video
- Small prize
- Wear own clothes
- Extra games
- Party dress

In addition to chips in the jar, Learning Power stickers will also be awarded in the Lower School, when individual children have used their Learning Powers, for work completed or to reward them for positive behavior.

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 behaviour 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 contain charts for credits, sanctions 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. 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. At the end of each term, the girl with the most credits in each Year group receives a Gold Award.

Teachers are encouraged to monitor children who have not received many credits and will alert other staff to this. 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 each term.

Learning Powers

In addition, all our academic learning should be linked to the School's 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 challenges.

This will be reinforced in Year 3, when the transition to Middle School and the new intake of girls takes place.

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) and Empathy and Integrity (Amethyst Power), which 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 credits or chips in the jar, as appropriate, for exhibiting Learning Power traits. Girls in the Lower School will also receive Learning Power stickers. For exhibiting Learning Power traits.

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, and then staff then ensure that 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 verbalise the warning, so the child has the opportunity to correct her behaviour. Once 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 during this period. 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.

In addition, Reception and Year 1 have 'Ready to Learn' charts with every girl on an individual peg. They can be moved up or down through the different stages during the day and this may have rewards or consequences.

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

Sanctions - Any child who behaves poorly, repeatedly forgets sports kit, equipment 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. Three 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.

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 e.g. Educational Psychologists, Family GP, to come up with strategies to help improve the situation.

Additional Sanctions

Additional Sanctions might include withholding participation in any school trip 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 behaviour eg bullying; physically, emotionally or sexually abusing another child; theft; fighting; racist abuse; etc. This behaviour is never tolerated whether it occurs 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, Chair 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 Leadership 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. All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour, with girls across the School and not just the girls that they teach.

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 SLT and Staff Meetings. Staff will be involved in discussions about behaviour with pupils in Form Time.

Staff will be called upon, from time to time, to identify problems that may be the reason for 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 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.