A1 (Part 6, paragraph 24 (3) (a)) arrangements for misbehaviour and exclusions and A4 (Part 3, paragraph 9) to promote good behaviour

SALISBURY CATHEDRAL SCHOOL
BEHAVIOUR, DISCIPLINE AND EXCLUSIONS POLICY

GOOD BEHAVIOUR

REWARDS

At Salisbury Cathedral School our system of rewards and sanctions is designed to foster positive, constructive relationships between pupils and teachers and to encourage support for the school's values. Our aim is to create a learning environment which is orderly and purposeful and in which each and every child is able to flourish. Good behaviour is encouraged through our programme of PHSE and an effective anti bullying policy. The school takes into account pupils with special educational needs and disabilities and reasonable adjustments are made for these pupils through increased support and continuous review of patterns of behaviour.

We aim to reinforce good behaviour, attitudes and expectations through a system of rewards, set out in appendix 1, which include:

- Verbal or written praise and encouragement in the classroom which may, for example, be for good work, for being punctual, well organised and well prepared for lessons or for displaying good attitudes.
- The award of stars and badges for effort and achievement and in order to reinforce good habits of work and considerate behaviour. Through earning stars pupils contribute to the house total which forms part of the house competition; teamwork is, thus, encouraged.
- The award of commendations and distinctions for outstanding work or exceptional contribution to school life.
- Celebration of achievement in school assembly through, for example, the presentation of commendations, distinctions or certificates.
- Annual celebration of achievement in school Speech Day during which prizes are presented for progress and attainment.
- Progress reports to parents which are as positive and constructive as possible.
- Displays of work in classrooms and corridors.

SANCTIONS FOR BREACHES OF DISCIPLINE WHICH DO NOT MERIT EXCLUSION

Form teachers play a central role in taking responsibility for the behaviour of the pupils in their care. They should be informed by other teachers, either informally or at a staff meeting, of any behavioural issues concerning members of their form and they need to be ready to take appropriate action as required. A good communication network between members of staff is, therefore, the one of the key factors in ensuring good standards of behaviour. To this end, it is also important that all members of staff set a good example when dealing with the pupils, taking care to listen and take stock of the situation, before taking action and being certain never to humiliate pupils in front of others. Corporal punishment is prohibited for all pupils during any activity whether or not within the school premises and to all members of staff including *in loco paentis* such as unpaid volunteer supervisors under section 131 of the School Standards and Framework Act 1998. Allowable physical intervention is set out in the physical restraint policy.

A1 (Part 6, paragraph 24 (3) (a)) arrangements for misbehaviour and exclusions and A4 (Part 3, paragraph 9) to promote good behaviour

Minor misdemeanours

The teacher is responsible, in the first instance, for dealing with minor infringements, such as lateness, bad manners, late or poorly complete work.

The teacher will discuss the misdemeanour with the pupil, who may, for instance, be required to re-do unsatisfactory work.

Repetition of poor behaviour will be raised with the pupil's form teacher who will raise the matter with the Year Group Co-ordinator at the regular year-group meeting. This may well be discussed at the Pastoral Team meeting attended by the Head, Year-group leaders. It is important, however, that the form teacher continues to play a central role in monitoring the pupil's behaviour and in forging a constructive relationship.

More serious misdemeanours

If further punishment is considered justified or if the original misdemeanour is more serious, the teacher may give a Discredit.

A Discredit serves to reinforce the teacher's displeasure and to communicate to the Form Teacher, Year Group Co-ordinator, and Head that something has gone wrong. The incident may or may not require further discussion, or action, but should not go unnoticed. There is a record book in the Staff Room and the details should be filled in by staff as soon after the event as possible. Children who are given a Discredit must make every effort to see their Form Teacher to explain what has happened and to apologise for being in trouble. The records are entered on a computer database by the Director of Studies at the end of each week.

Discredits may be given to pupils up to Year 6 for either organisation or behaviour problems when an element of training is required, even if the matter is not very serious. In Year 7 and 8, Discredits are reserved for more serious matters and staff are encouraged to use a 'natural consequences' approach to organisation or minor behaviour problems.

A pupil with three or more Discredits in the week serves a Detention, organised by the Director of Studies at a lunch time. A letter may be sent home to parents, or the matter recorded in the Prep Diary. Detention takes priority over any other commitment. The Discredits are looked at closely each week by the Director of Studies and potential problems can often be identified and 'nipped in the bud'.

Regular Detentions, or multiple Discredits in one week, indicate a problem which will be discussed with some urgency, usually by Head, Year Team Leaders and Form Teacher, and parents will be contacted. Behaviour or Work Report may then be considered.

It is important that all Form Teachers look at the Discredit book daily so that they are aware of problems as they arise.

Incidents that are considered to be too serious and immediate for the Discredit system should be referred straight to Form Teacher, Year Team Leader, or Head. A Behaviour Report may well be considered, always in consultation with parents, particularly in cases such as unauthorised absence from lessons, rudeness or bad language, defiance or dangerous behaviour.

The Head would always expect to be involved in the decision to put a child on report. A record is kept of the sanctions imposed upon pupils for serious misbahaviours. In extreme circumstances, temporary or permanent exclusion from school may have to be considered.

A1 (Part 6, paragraph 24 (3) (a)) arrangements for misbehaviour and exclusions and A4 (Part 3, paragraph 9) to promote good behaviour

REMOVAL OR EXCLUSION OF A PUPIL

After due consultation with the parents and with the agreement of the Chairman of Governors, the Head may require them to remove a pupil from the school temporarily or permanently:

a) if he/she considers that the pupil's conduct, including behaviour towards member of the school staff or to other pupils is, is grossly unreasonable; or
b) despite all reasonable remedial actions, the progress of the pupil has been unsatisfactory; or
c) if the pupil is unable or unwilling to benefit from the educational advantages made available by the school.

The Head will always seek to consult with parents before removing the pupil but, in cases of extreme indiscipline endangering the welfare of staff or other pupils, he may suspend the pupil immediately, pending appropriate consultation with the parents at the earliest opportunity

The Head may permanently exclude a pupil at any time if the pupil's conduct (whether on or off the school premises or in or out of term time) is considered by him to have been grossly detrimental to the reputation of the school.

The Head will only exclude a pupil permanently in extremely serious circumstances, acting reasonably and equitably after due consultation with the parent and Chairman of Governors. In the event of a permanent exclusion, the parent may, within 14 days of the notice of the exclusion being sent, apply in writing to the Chairman of Governors for a review of the decision.

The Head may require the parent to remove, or may exclude the pupil, if the behaviour of either parent is, in the opinion of the Head, unreasonable and is likely to affect the pupil's, or any other pupil's, progress in the school.

There will be no refund of fees or deposits following exclusion and any outstanding fees and extras must be paid in full. A term's fees in lieu will not be charged.

Unless the Head consents in writing, a pupil who has been withdrawn, removed or excluded from the school is not entitled to enter the school.

Person responsible for this policy:	Headmaster
Last Review:	November 2011
SMT approved:	November 2011
Next Governing Body Review:	Lent Term 2012

A1 (Part 6, paragraph 24 (3) (a)) arrangements for misbehaviour and exclusions and A4 (Part 3, paragraph 9) to promote good behaviour

Appendix 1: SUMMARY OF PROCEDURES FOR POLICY FOR GOOD BEHAVIOUR AND SANCTIONS FOR MISBEHAVIOUR

PROCEDURE	DETAILS	ADMINISTERED BY
Stars (years 3, 4, 5 & 6)	Given for good work, extra effort, notably polite or helpful behaviour. Pupils are given a Star Card with twenty spaces for staff signatures.	Given by all staff and ancillaries. Administered by a Coordinator.
Stars (years 7 & 8)	Given for good work, extra effort, notably polite or helpful behaviour. Children carry a cheque-book style book of 20 House Point slips which staff sign. These are posted in a box outside the main office and are counted regularly.	Given by all staff and ancillaries. Coordinator in overall charge, but the job of counting and listing House points each week can be delegated.
House cup	Awarded at the end of each term, for a combination of House Points and Stars.	Star and House Point coordinators.
Commendations	Given for anything of merit that has required effort over an extended period of time. These are worth five stars or House Points. It is hoped that Commendations will be given throughout the term, not just at the end.	Given by all teaching staff who fill in a certificate and give it to the pupil who takes it to the Head to be recorded and countersigned. Their name is read out in Monday assembly.
Distinction	Given each time a pupil achieves five Commendations, completes nine Star Cards or five books of House Points. A new tally starts each September.	The Head fills in a certificate which is presented in Monday assembly.
Discredits (years 3,4,5 & 6) Discredits (years 7 & 8)	Given, one at a time, in cases of poor organisation or behaviour, particularly disobedience or rudeness. Warn first if you can and do make sure that the child fully understands and accepts the reason for the Discredit being given. As above, but used for more serious matters rather than 'training' situations. For organisation problems, use a 'natural consequences' solution such as completing a prep in own free time or missing an enjoyable activity because of lack of equipment.	Given by all teaching staff. Ancillaries may ask for a Discredit to be given. Brief details recorded in Discredit book, kept in the staff room (and the child is expected to tell their form teacher asap.)
Detentions (years 3,4,5 & 6) Detentions (years7 & 8)	Pupils with three Discredits in any one week will serve a Detention at a lunch time. This will be organised by the Deputy Head. Pupils with three Discredits in any Grades Period will serve Detention on Monday lunch time.	The Deputy will look at the Discredit book at the end of school on Friday and compile a list of those in Detention. A note will be put in relevant registers for Monday registration. Form Teachers remind children and give details of time and place.
Class Detention	Morning Break or Lunch Time. To be used sparingly and only when there really is a need to keep the whole class in. Class detention should be used to focus the group on ways that they can all contribute to improve the learning environment.	The decision to keep a class in will be made by the teacher on the spot. The detention (anything much over 5mins) must be recorded in the Discredit book as soon as possible.
Referral to Senior Staff	Children may be sent to Senior Staff because a serious situation has developed requiring instant action, to give a cooling off time, or, at break times, to keep a speeding or difficult child "off the streets" for a while. In case of serious difficulty, send a message to the office to ask for backup.	Children may be sent by any staff or ancillary, who must communicate a.s.a.p. which category the child comes into. It will be assumed that it is a cooling off situation and the child will be returned to class at the next lesson change, unless a message is received to the contrary.
Behaviour Report	The pupil presents a card at the start of each lesson and staff write a brief comment on behaviour and work at the end. Breaks may be lost. Multiple Discredits or misbehaviour with several staff will indicate Behaviour Report, or possibly one major incident.	The Head will be involved in any decision to use Behaviour Report. Parents will always be contacted, by 'phone if possible. Staff will all be notified. The report will usually be administered by a member of the Senior Management Team .
Internal Exclusion	A pupil who is close to exclusion may be kept 'out of circulation' for a period. Staff will set work which will be done in isolation, usually with Head or Deputy. Isolation will include breaks. This may also be used for a child who is being excluded if parents can not be contacted at once.	The Head will be involved in any decision to place a child on Internal Exclusion. This may be recommended by the Year Team Leader or may be a response to an immediate emergency. This is a serious measure and parents will be informed as soon as possible.

A1 (Part 6, paragraph 24 (3) (a)) arrangements for misbehaviour and exclusions and A4 (Part 3, paragraph 9) to promote good behaviour

Exclusion	A response to a very serious situation, such as persistent bullying but could also be a single serious incident. The pupil will be expected to stay at home with some measure of parental supervision for the duration of the exclusion. Staff will set work that can be done at home.	The Head will always make the decision to exclude and this must not be pre-empted by other staff. Parents will be contacted at once, and will be expected to make arrangements to collect the child from school. Return will be as soon as possible but will depend on a satisfactory discussion with parents and pupil.
Work Report	Usually recommended by Form Teacher after discussion with staff who teach the pupil. A card is presented at the start of each lesson and staff write a brief comment about work at the end. Breaks are not lost as long as the report is satisfactory.	The Head will be involved in making the decision to place a child on Work Report. The report will usually be administered by the Form Teacher or Year Team Leader. Parents will always be contacted, by 'phone if possible. Staff will all be informed.
Behaviour Modification	A wide variety of Behaviour Modification Schemes may be used to try to focus attention on particular behaviours or work habits. Staff will be asked to comment on specific things in a notebook; please stick to the actual questions asked. The scheme will involve some token rewards and sanctions.	This may be set up by Form Teacher, Individual Needs Co-ordinator or any Senior Staff. All staff will be informed and parents will be consulted, and involved in the process if possible. The Head need not be aware of small scale schemes, but would be interested to hear about them !

N.B. We have a good range of formal sanctions to use. Staff are discouraged from devising their own private system of punishments. The writing of lines, for instance, is never appropriate. Staff may keep individual children in to complete work not done in lessons or at home and may also want to keep back children who misbehave in their lessons. The general rule is that all punishments should be recorded in the Discredit book. The names of those on Behaviour Report, Internal Exclusion, Exclusion, Work Report and Behaviour Modification Schemes will be posted on the Staffroom Board with the starting date, and, in due course, the finishing date.