



GRITTLETON HOUSE SCHOOL

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Behaviour Management, Discipline and Sanctions Policy

Legal Status:

- Prepared with regard to Early Years Foundation Stage Framework
- Complies with Part 3, Paragraph 9 and Exclusion Element of Part 6 (24)(3) of The Education (Independent School Standards) (England) (Amendment) Regulations 2013.
- Equality Act (2010), Education Act (2011)
- DfE Guidance(2011 and 2012) *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff*(DfE Website – www.education.gov.uk) including *Getting The Simple Things Right*, Charlie Taylor's Behaviour Checklist (DfE 2011)
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2012) which incorporates previous directives.

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care, the afterschool clubs, and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), students on placement, the proprietor and volunteers working in the school.

Related Documents:

- Appendix A: Managing Behaviour in the Early Years Foundation Stage (EYFS)
- Appendix B: Managing and Modifying Children's Behaviour
- Appendix C: Encouraging Positive Behaviour
- Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic Education (PSHEE)and Supervision of Children Policy.

The above policies, working practices, documentation and record keeping support the implementation of behaviour management including discipline and sanctions.

Availability:

- This policy is made available to parents, staff and pupils in the following ways: via the School website:
- www.grittletonhouseschool.co.uk and on request, a copy may be obtained from the Office.
- The Headmasters is responsible for the behaviour management of the whole school.
- Mrs Debbie Credicott is responsible for the behaviour management of children in the Nursery Early Years Foundation Stage (EYFS)

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: January 2016

Nathan Dawes
Headmaster

Julian Shipp
Proprietor



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Aims and Expectations of Behaviour Both In and Out of School

It is the primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and care for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. The school has a number of rules but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together, behaving in an effective and considerate way towards others. Expectations of good behaviour are high and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where absolutely necessary. This policy reflects the school's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen.

Promoting Good Behaviour at Grittleton House School:

- Duties under the Equality Act 2010, including issues relating to pupils with special education needs or disabilities and how responsible adjustments are made for these pupils
- A consistent approach to behaviour management.
- Strong school leadership.
- Classroom management.
- Rewards and sanctions; behaviour strategy and the teaching of good behaviour.
- Staff development and support.
- Support systems for pupils.
- Liaison with parents and other agencies.
- Managing pupils' transitions.
- Has clear, well organised working practices along with maintaining its facilities to a high standard
- Takes disciplinary action against pupils who are found to have made malicious accusations against staff.

In formulating our Behaviour Policy we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences. Pupils have the right to learn in a calm, undisrupted, supportive and purposeful atmosphere. Pupils should move around the school calmly and quietly. To benefit fully from lessons pupils should have all necessary equipment and books. As part of our Behaviour Policy we believe that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment. Bullying can occur through several types of anti-social behaviour. This may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sexual orientation, race, religion and belief, gender reassignment or disability¹, and the use of discriminatory language. The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session. Parents may be contacted, depending on the seriousness of the action.

Our policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the schools community. The school rewards good behaviour, as it believes this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. We believe that children flourish best when their personal,

¹ As defined in the Equality Act 2010.



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social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership.

We believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible, desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired.

Grittleton House School is expected to be a place where:

- all individuals are respected and their individuality valued;
- pupils are encouraged to achieve and this is celebrated;
- self-discipline is promoted through raising self-esteem and good behaviour is the norm;
- children know rewards and sanctions are applied fairly and consistently;
- bullying, disruption and harassment are not tolerated and early intervention is the norm;

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently. All staff play an important role in promoting good behaviour.

At Grittleton House 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 Personal, Social, Health and Education (PSHE) 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. As part of supporting our pupils, we ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Pupils' Conduct Outside the School - Including Educational Visits

Any pupil found to show misbehaviour or bullying outside the school gates (including pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Headmaster; will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school. The Headmaster may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the pupil being sent home at the parents' expense. Pupil's behaviour outside school or on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.



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Duties under the Equality Act 2010

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school will take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child. Adjustments will be made according to the pupils' specific needs. All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. This school is opposed to any form of open, or concealed, racism or racist behaviour.

Managing Pupil Transition

We carefully manage the transition of the children, not only from EYFS through to Key Stage One and to Key Stage Two but also in preparing children for their senior school placement in Year Seven. A particular strength at Grittleton House School is the relationship staff develop with the children and families. Children always have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children who are not entering the senior department at Grittleton House School are encouraged to attend taster days and visit prospective new schools.

Rewards

We aim to reinforce good behaviour, attitudes and expectations through a system of rewards, 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 credits for effort and achievement and in order to reinforce good habits of work and considerate behaviour. Through earning credits 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 the final term of the year) during which prizes are presented for progress and attainment and recognition of effort across the curriculum;
- progress reports to parents which are as positive and constructive as possible;
- displays of work in classrooms and corridors.

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.



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In the **Prep School (Key Stages 1 and 2)** we encourage, praise or reward children in a variety of ways:

- Teachers give stickers for several reasons e.g. good reading, being helpful, being kind, doing well in a spelling test etc.
- Children show their work to another teacher or the Headmaster.
- Teachers give credits in the pupils' work books
- Credits are read out in the weekly assembly and posted on notice boards
- Certificates awarded in weekly Assemblies (Pupil of the Week Award)
- Bronze, Silver & Gold merit badges for 100, 200 & 300 + credits
- There is a weekly "Well Done" board in each classroom, a merit is awarded for each person named

In the **Senior School (Key Stages 3 and 4)** we encourage, praise or reward pupils in a variety of ways:

- Teachers give credits in their books for good work, test, etc
- Teachers give credits in the pupils' exercise books
- Credits are collated monthly and posted on notice boards
- Termly Bronze, Silver & Gold merit certificates (see table)

Year Group	Bronze	Silver	Gold
Pre-preps	100	200	300
Juniors	100	200	300
Years 7,8 & 9	75	150	200
Years 10 & 11	50	100	150

At all Key Stages the school acknowledges all the efforts and achievements of children, both in and out of school in whole school assemblies and sometimes in newsletters.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The choice of sanction to be used depends on the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition. We employ each sanction appropriately to each individual situation. The consequences of any misbehaviour should be logically related. Under no circumstances is it appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child.

In the **Prep School (Key Stages 1 and 2)** we:

- As in the Senior School we expect children to listen carefully to instructions in lessons. In the Prep school if they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. In the Prep school if a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.



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- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

In the **Senior School (Key Stages 3 and 4)** we:

For homework or forgotten equipment etc.;

- First missed homework (written in home message book and homework to be caught up at break or lunchtime)
- second time (in a half term, same subject) write in home message book and after school detention given (record on SIR)

For disruptive behaviour;

- Step 1 - Disapproval by staff member and warning given
- Step 2 – warning, then name on board
- Step 3 – move the pupil to another desk
- If a pupil gets to Step 3 the incident must be reported to Form Teacher who will then show disapproval (record on SIR)
- If a pattern develops - warning letter/message to parents, if no improvement pupil will go on report
- Report card to be taken to each lesson and comment made by staff and signed by parents each evening. Usually lasts for one week.
- If no improvement, parents asked to come to school
- Temporary exclusion
- Permanent exclusion

There may well be a disciplinary meeting at any stage, depending on the issue, with the pupil, the form teacher, the Headmaster and parent(s) if appropriate. Account is always taken of the pupil's age and special needs and disability they may have.

Anti-Bullying

For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurs of severe or persistent bullying, strong sanctions such as exclusion will be implemented.

The Role of Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

Behaviour Management and Encouraging Positive Behaviour

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, 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. The form teacher discusses the school rules with each class. In addition to the school rules, some classes have their own classroom code, which is agreed by the children and displayed on the wall in the classroom. In this way every child in the school knows the standard of behaviour we expect in our school. In the Prep School if there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during circle



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time. We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. Please refer to the Anti-Bullying Policy.

Early Years Foundation Stage

In our EYFS we recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work at Grittleton House School EYFS will use and promote positive language with children where possible. Our behaviour management strategies at Grittleton House School EYFS are based on the following key principles:

- *We model expected behaviour,
- *We use our body language as well as our words
- *We share circle times to promote good behaviour (stories, kindness, songs & role play)
- *We use eye contact with children and get down to the children's level when talking
- We use specific praise and action rhymes to reward positive behaviour
- We display positive images to promote kindness and sharing
- We encourage children to choose the right course of action
- We ignore negative and attention seeking behaviour
- We promote responsibility and independence
- We know our families well and encourage parents to contact us if they have any concerns, just as we contact them to work together to overcome any problems
- Communication with parents/carers is open, responsive and as positive as possible whilst remaining honest

*Applies to KS1 children as well

KS 1 to KS 4

- At Grittleton House School we assume children behave well and have high expectations of our pupils where behaviour is concerned.
- We encourage good manners and respect for one another.
- Teachers are excellent role models.
- Pupils are given responsibilities from an early age to encourage independence e.g. Senior pupils take on the role of mentor to younger pupils
- Younger pupils look up to older pupils as role models of good behaviour see above and Year 10/11 Mentors.
- There is strong positive peer pressure to behave.
- We expect Prep and senior pupils to stand up and wait at the start of the class and stand behind chairs waiting to be dismissed at the end of a lesson.
- We assume children will listen in class.
- We deal with issues as they arise and have the flexibility to interrupt the normal timetable to do so.

The Role of the Staff

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The teachers treat each child fairly, and with respect and understanding. If a Prep school child misbehaves repeatedly in class, the teacher keeps a record of all such incidents, but will discuss the matter with Mrs Brason and parents if the behaviour persists. The situation will continue to be monitored. The class teacher reports to parents



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about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headmaster

It is the responsibility of the Headmaster to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the school. The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headmaster, with reference to the senior school, or Mrs Brason, with reference to the Prep school, to keep records of all reported serious incidents of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may exclude a child. The Headmaster, liaise with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The Role of Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the welcome pack, and we expect parents to read them and support them. We also expect parents to support their child's learning. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Parents are encouraged to contact us if they have any concerns. If the school has to use reasonable sanctions to punish a child, we expect parents to 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 Headmaster. If it is felt that the pupil is unable to access or benefit from the core curriculum we offer, i.e. traditional academic not practical GCSE subjects, after discussion with parents and the head teacher, a mutually agreed decision may be made to find a more suitable curriculum elsewhere. We offer parents every assistance to enable this to happen.

Drug and Alcohol-Related Incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should send a written request for medicine to be administered with specific instructions. This should be taken directly to the form teacher for safekeeping. Any medication needed by a child while in school must be taken under the supervision of the teacher or member of school staff. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headmaster. If the offence is repeated the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Fixed Penalty Exclusion and Permanent Exclusions

Grittleton House School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at Grittleton House School



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are:

- Suspension=Fixed Penalty Exclusion (Internal or External)
- Expulsion = Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a pupil can only be exercised by the Headmaster. It is the responsibility of the Headmaster to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. After due consultation with the parents and with the agreement of the Proprietor, the Headmaster may require them to remove a pupil from the school temporarily or permanently:

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

The Headmaster 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 Headmaster will only exclude a pupil permanently in extremely serious circumstances, acting reasonably and equitably after due consultation with the parent and Proprietor. 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 Proprietor 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. If the misdemeanour warrants exclusion, the parents are asked to attend a meeting with the Headmaster, Proprietor and Prep School co-ordinator (if necessary) to discuss the incident. The Headmaster works with the parents to ensure the pupil concerned understands the gravity of the situation.

A suspension may take the form of working away from the rest of the class or working at home, completing work set by the staff. The purpose of the suspension is to allow time for the pupil to seriously consider the implications of their behaviour. On their return, the pupil, who is accompanied by a parent, is interviewed by the Headmaster who makes clear that the incident has been dealt with and a fresh start is being made. The Headmaster also explains however that repetition of the inappropriate behaviour could result in expulsion. We may consider it inappropriate to re-instate a pupil who:

- threatened or committed violence against other pupil/s or staff;
- sold illegal drugs;
- stole from the school or a fellow pupil;
- displayed persistent and malicious disruptive behaviour, including open defiance of authority;
- engaged in sustained bullying of other pupils.

In this case assistance would be given to help find a school more suited to the pupil's needs.

If parents or guardians wish to appeal the exclusion then they must do so in writing to the Headmaster, within one week of the letter notifying the parents or guardians of the exclusion. The Headmaster will establish an Appeal Panel to consider the appeal. This Appeal Panel will consist of three members including an independent person to act as Chair of the Panel. The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. All letters and documents relied on by the Headmaster shall be made available to the parents or guardian prior to the hearing.



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The parents or guardian or their representative may ask questions of the Headmaster or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or guardian or their representative, or in the absence of the Headmaster. At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The exclusion is confirmed
- The exclusion is rescinded
- The exclusion be rescinded and replaced with an alternative sanction.

The recommendation shall be communicated to the parents or guardian and the Headmaster. Every pupil has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Headmaster will write again to the parent with the reasons for this decision.

Recording Behavioural Incidents

The school keeps a variety of records of incidents of misbehaviour. The Headmaster keeps a record of any child who is excluded for a fixed-term, or permanently. It is the responsibility of the Proprietor, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. In the Senior School all misdemeanours are noted by Form Tutors. In the Prep School individual class teachers keep their own records which are passed on when the pupils move up. All misdemeanours are discussed at regular staff meetings with the Headmaster.

Record of Serious Sanctions Log

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Headmaster and entered in the Serious Sanctions Log, which is kept in the Headmaster's office. Any incident noted in this log must be discussed with parents or guardians.

Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy.

Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden. Punishments that are humiliating or degrading will not be used. The following sanctions / punishments will *never* be used:-

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or children should be communicated to the Headmaster immediately.



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Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Restraint - The Use of Reasonable Force

All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headmaster and recorded in the child's personal file. The child's parents are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. See '*Physical intervention - the use of reasonable force policy*' for more information.

Involvement of Pupils

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

Staff Development and Support

We support our staff in managing and modifying children's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Managing Pupil Transition

At Grittleton House School pupils can remain with us from the age of 2 to 16 and transition between the Prep and Senior School is a smooth process. Pupils from Year 1 have access to the ICT suite in the Senior School and Year 5 & 6 pupils come to the Senior School for Art, ICT and French, so they are already familiar with the buildings before they move. A particular strength of our school is the relationship staff which develop with the pupils. Because our staff are in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each pupil moves through the school to ensure consistency in their behaviour management. A special timetable is arranged for our familiarisation day for pupils joining Year 7. They have taster lessons with most of the senior school staff and have the opportunity to spend time with our own pupils before the summer holiday ensuring that joining Grittleton House School is a worry free process. Our staff also spend time towards the end of the current academic year working with their new prospective class for the year ahead. This allows pupils to familiarise themselves with their new teacher in readiness for the next year group.

Support systems for pupils, parents and other agencies

In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. In some cases, we may refer children to outside agencies, e.g. CAMHS who will liaise with both the school and the child's parents to provide additional support. Grittleton House School has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority educational psychologists and the Early Years advisory service and complies with the procedures of the Wiltshire Safeguarding Children Board.



GRITTLETON HOUSE SCHOOL

FOUNDED 1951

Disciplinary Action against Pupils who are found to have made Malicious Accusations against Staff

If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headmaster will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. Grittleton House School takes disciplinary action against pupils who are found to have made malicious accusations against staff which if necessary, may include exclusions.

Concerns about the welfare of colleagues or children should be communicated to the Headmaster immediately. Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them.