



**Perrott Hill**  
**Pupil Behaviour and Exclusion Policy**

**This policy is written with the inclusion of the Early Years Foundation Stage and boarding.**

## **RESPONSIBILITIES**

### **The Head and Pastoral Deputy Head**

The Head and Pastoral Deputy Head's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the Governing Body. They have the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Head and Pastoral Deputy Head are expected to:

- promote self-discipline and proper regard for authority among pupils
- encourage good behaviour and respect for others, and to create a climate in which it is difficult for any form of bullying to exist
- promote and enforce an acceptable standard of behaviour
- regulate the conduct of pupils

### **All Staff (including Form Tutors)**

All staff are expected to encourage good behaviour and respect for others in pupils, and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and demanding lessons make a major contribution to good discipline. Heads of Departments are charged with using their best endeavours to ensure that programmes of study and the methodology used in the department are well thought out and of a consistently high standard.

### **Parents**

The school will endeavour to inform parents of any problem relating to behaviour as soon as possible. Individual staff should not, however, involve parents in discipline issues without first informing the Head, the Pastoral Deputy Head and the child's Form Tutor. It is important that everyone is kept informed.

Equally importantly, parents should inform the school if they know of any circumstances which may cause their child to be unhappy, or liable to be 'out of sorts' on a particular day; this information is vital if staff are to manage the child as successfully as they can. Such



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information can be sent via the child's contact book, or by making a call to the school, when the relevant information will be passed to those concerned.

We are a school with a strong sense of 'family' and our parents are crucially important to us when it comes to promoting good behaviour. We pride ourselves in having an extremely positive relationship with our parents and we expect our parents to support us in our decisions relating to pupil behaviour.

Should there be a cause for concern and parents disagree with a sanction imposed by a member of staff, they should feel confident to approach their child's Form Tutor in the first instance, who will then inquire as to the precise details of the minus and/or sanction imposed. They may also wish to contact a Head of Section, Deputy Head (Pastoral or Academic), the Head of Boarding, or the Head, depending on the nature of the problem. If they are still unhappy, they should feel equally confident pursuing the right channels within the School's Complaints Procedure (Stage 1 of which is to continue to pursue an informal resolution where possible).

Ultimately, the school aims to help each individual child. If it is necessary for a child to receive a punishment, we aim for this punishment to be meaningful; it is intended to have a purpose, usually in educating that child away from the behaviour concerned.

Parents are, of course, encouraged to support good behaviour and positive habits in their children.

## **STANDARDS OF BEHAVIOUR**

- The school has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school.
- All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. It is not appropriate for staff to raise their voice indiscriminately in order to castigate a pupil in a manner that may humiliate or cause shame: behaviour management is to have a positive bent.
- Punctual attendance at the school and lessons is required.
- All absence from lessons must be explained and any unexplained absence will be followed up by the Pastoral Deputy Head and/or School Nurse (who oversees the school registers).



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- It is understood that there will be minor variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson, but consistency and fairness across all staff should always be the aim and behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.
- Through regular discussions at staff meetings the school endeavours to ensure that staff apply all standards consistently and fairly. It may, on certain occasions, be reasonable and appropriate to make adjustments for children with SEN, disabilities or very particular pastoral circumstances (e.g. difficulties going on at home).

## **REWARDS AND SANCTIONS**

All rewards and sanctions must be applied fairly and consistently. None of the school's punishments will be degrading or humiliating. The Boarding House has its own set of rewards and sanctions, which can be found in the Boarding Handbook.

### **Rewards**

We, as a school, believe in the power of rewards. We will endeavour to use this route before embarking on the use of sanctions.

The school runs a House system and pupils may be rewarded for good behaviour or work by being given a House point or 'plus', sometimes referred to as a 'plus mark'. Very good work or very helpful behaviour can result in more than one plus as in the case of a 'Good Egg' which can be awarded for good conduct and equates to 5 pluses. All pluses are recorded in the pupil's contact book, which they keep with them. Each week the form tutor adds up the house points and keeps a record of them. The Head publicly congratulates and confers rewards on individuals who have scored well as well as announcing the top scoring House at intervals through the term. (See below.)

### **House Point Rewards**

**House rewards** – Every member of the top scoring House in Weeks 1-3, 4-6 and 7-9 receive a tuck reward at break time at the start of the following week\*. Top scorers in each Form are read out in the Monday Assembly of weeks 4, 7, and 10.

\*Pupils who have lost their contact book or who receive a Form Tutor's detention within the three weekly period in which their House top scores will not receive the tuck reward.

**Winning House reward** – the House with the highest total of House points on the penultimate day of term wins a treat that afternoon. Winning House announced at Assembly.



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**Year 7 & 8 rewards individual rewards** – Pupils in Year 7 and 8 who score 60 House points between weeks 1-5 receive a £5 Amazon voucher/or a £5 donation to the charity of their choice as do those who score 60 House Points between weeks 6-10.

### **Commendations**

Each member of staff is encouraged to consider awarding a commendation once a week. Each member of staff can choose one or more children whom they would like to make special mention of. This could be an academic, behavioural or sporting commendation. In deciding whether to award a commendation, a member of staff should bear in mind that a commendation is worth 10 house points. Commendations will be presented in assembly and a copy then displayed in the Break Corridor.

### **Prizes**

As well as commendations, members of staff have the opportunity to recommend pupils for prizes at the end of term. Prize day is a hugely important occasion for us at Perrott Hill. It is an opportunity to celebrate what has been achieved during the term and to reward those who have done well in lots of different areas, not just academically. Two prizes are normally awarded in each Form, one to a child who has performed particularly well academically and one to a child (different from the first) who has made considerable effort during the term. These two prizes are chosen by the Form Tutor. If a Form Tutor would like to propose two children for one prize, this should be discussed with the Head. A Head's prize is also awarded in each Form; in this case members of staff make recommendations, noting their reasons, and the Head makes the final decision as to who should be the recipient.

A host of other prizes are awarded during Prize Giving including those for manners, mathematics, art, music, public speaking, sport and many others.

### **Boarding House**

The boarding houses operate a merit/demerit system based on a code of conduct which is proposed and agreed upon by the boarding pupils themselves. It is considered very important that this system is kept discrete and separate from that used in the school day. Please see the Boarding Handbook for further information.

### **Sanctions**

If staff have any concerns about the performance of any pupil/s (academic, pastoral or otherwise) they should talk to:

- the Form Tutor



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- their Head of Department
- the Head of Learning Support
- the Head of Section (Yrs 5-8)
- the Housemaster/Housemistress
- the Academic or Pastoral Deputy Head
- the Head

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

All staff must seek to ensure that punishments are proportionate to the offence, and should enable pupils to make reparation where possible.

As far as possible the sanction applied should be as constructive as possible and should usually have a role in the process of educating the pupil with regard to the behaviour in question.

The following sanctions may be used in the school in appropriate cases:

- carrying out useful tasks to help the school
- detention in school hours, which will be supervised by the member of staff issuing the detention. (It should be considered *very rarely appropriate* for a whole class to be given a detention. To err down this route suggests something amiss with the teaching session or the teacher's attention in question.)
- removal from the group/class or particular lesson
- withdrawal of break or lunchtime privileges
- withholding participation in educational visits or sports events which are not essential to the curriculum
- fixed exclusion (internal or external available, depending on gravity of the offence)
- permanent exclusion

A 'minus' (which equates to minus 10 pluses) can be given for poor or unacceptable behaviour, and should be recorded in the pupil's contact book. A reason for the minus being given should also be recorded. Children are expected to have this minus signed by the Pastoral Deputy Head, at which time he will discuss their actions and will take the matter further if required (contacting the Head, parents or implementing suitable punishment).

In more extreme cases of poor work or behaviour a pupil may be issued a minus immediately or placed on positive report for a number of days (the length of time being determined by the Form Tutor, Head of Section, the Pastoral Deputy Head, the Head or a combination of these). This should not usually exceed a period of one to two weeks during



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which time it is hoped that the very close supervision of the pupil will result in improvements.

If staff consider an incident to be serious it should be recorded in the Day Book in the Staff Room.

Consistently bad behaviour should be reported to

- the Form Tutor in Years 3-4 or the Head of Section in Years 5-8, who will most likely make the Pastoral Deputy Head aware
- in Pre-Prep to Caroline Maggs, the designated Pre-Prep representative for Behaviour and Exclusion who will in turn report it to the Pastoral Deputy Head
- the Pastoral Deputy Head directly
- the Head, should the Pastoral Deputy Head feel that his intervention has not had the desired effect

If behaviour is deemed particularly serious, it may be necessary to exclude the pupil/s for a fixed period, or possibly permanently (see below).

#### **Specific guidance for Early Years Foundation Stage**

The Early Years Foundation Stage approach is based comprehensively on the whole School emphasis towards encouraging positive behaviour; developing a sense of right and wrong and the respect for oneself and others. We do, however, identify that the children within this age range are very young and need a particularly sympathetic approach to discipline rather than the more defined structures that form the basis of the discipline policy further up the School.

#### **Rewards in the EYFS**

Throughout the Perrott Hill Early Years Foundation Stage, children are given opportunities for self-fulfilment to enable them to understand their own worth and to value their own learning and development.

We believe that all children should be rewarded for their displays of courtesy and positive behaviour, personal effort and achievement through completion of planned tasks, to the best of their abilities.

In the first instance, children respond well to appropriately placed praise and, thereafter, the following encouragements are awarded:



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- Choice of play activity to model to other children.
- Children's work displayed in the classroom.
- Motivational stickers in curriculum books.
- Activity symbols displayed on personal drawers for end of day reflection and sharing with parents.
- Learning and development certificates.
- 'Helping Hands' awards for helping others.
- Post cards sent home to parents noting particular achievements.
- Peer recognition in Pre-Prep assembly.

### **Sanctions in the EYFS**

Should a child behave in a fashion that may be construed as 'antisocial' they will be reminded of the correct way to behave and will be asked to explain why they have reacted in such a fashion. They will also be encouraged to apologise for the behaviour.

Repeated incidents of unacceptable behaviour will result in the child(ren) being removed from the situation and constructively occupied under close supervision. In extreme cases, a sanction may be imposed during that session. Parents will be informed when collecting their child.

In cases of persistent or extreme antisocial behaviour such as smacking, biting, pinching, scratching, wilful destruction of equipment, continued disobedience or where difficult behaviour is perceived to be becoming habitual, staff will discuss the situation with the child's parents and formulate a plan of action to be implemented both at home and within the setting. This will be coordinated by the Head of EYFS in liaison with the Head of Pre-Prep.

Contact will also be made with the parents of any children who are affected by such behaviour.

Guidance on dealing with antisocial behaviour within the setting:

- ensure that all children are safe
- remove children from the situation if required (to a safe place that is well supervised)
- provide relevant medical assistance if required (for instance if biting or scratching has taken place)
- keep children under supervision and provide comfort to those requiring it
- investigate the situation, ensuring that information is gathered from all parties concerned
- explain to those involved how the situation may be dealt with more appropriately in the future



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- encourage the perpetrator to apologise
- record the incident on the relevant form (accident/incident)
- report the incident to the Head of EYFS (Cecilia McKenzie) who will in turn report it to the Head of Pre-Prep. In certain circumstances, the Head of Pre-Prep may inform the Pastoral Deputy Head e.g. if there has been any difficulty whilst liaising with the parents
- inform parents as required and ensure that they sign to acknowledge they have been informed of the situation

### **TRACKING AND RECORDING OF ISSUES, REWARDS AND SANCTIONS**

The school's management information system enables staff to record accomplishments and instances of bad behaviour and sanctions on each pupil's profile as and when they occur. The system allows enables staff to track possible patterns of behaviour at a glance.

### **EXCLUSIONS**

Only the Head can exclude a pupil. For an external exclusion, this must be done in consultation with the Chair of Governors. Recommendations for exclusion can only be made by the Deputy Heads, Head of Boarding, Form Tutors or Heads of Department.

Pupils may be excluded for one or more fixed periods (commonly referred to as being 'suspended') or permanently.

An internal exclusion (suspension) involves a pupil being removed from the regular timetable and events for the period defined in order to undertake supervised, suitable work in a space adjacent to the Head's office.

An external exclusion (suspension) involves a pupil having to stay at home for the period defined.

#### **Fixed Periods**

For serious breaches of the school's behaviour policy, pupils can be suspended (internally or externally, depending) for one or more fixed term periods not exceeding 45 school days in any one academic year.

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 employed to no avail or if an exceptional 'one-off' offence has been committed, e.g.:



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- serious violence, actual or threatened, against a pupil or member of staff
- sexual abuse or assault; this may include possessing in electronic form or otherwise sexually explicit material and showing it to others
- supplying an illegal drug
- carrying an offensive weapon

### **Drug-related Exclusions**

Any decision to exclude in a drug-related case will be based on the criteria identified in the school's Drugs, Alcohol and Tobacco Policy.

### **Alternatives**

Before resorting to exclusion the school will normally try alternative solutions.

For example:

- a restorative justice process – whereby the harm caused to the 'victim' can be redressed;
- internal exclusion (removal from class, but not the site)

### **Inappropriate Exclusion**

The school does not see exclusion as normally appropriate in the following cases:

- minor breaches of discipline
- poor academic performance
- truancy or lateness
- non-compliance with uniform regulations

### **Parental Co-operation**

Parental co-operation forms part of the contract between the school and all parents of pupils at the school. A refusal to abide by the terms of exclusion may be considered a breach of contract.

### **Appeals**

Parents are entitled to appeal to the Governing Body against any external exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body at the school. A hearing will be set up as quickly as possible, but within 10 days at the latest.



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### **Continuing Education**

The school will continue to provide education for a pupil who remains on roll and in the case of an exclusion of more than 15 days, the school will consider:

- how the pupil's education will continue;
- how his/her problems might be addressed in the interim;
- reintegration post-exclusion

### **CORPORAL PUNISHMENT AND PHYSICAL RESTRAINT**

The use of force as a punishment - corporal punishment - is not allowed. The law forbids a teacher to use any degree of physical contact that is intended deliberately to punish a child or that is intended primarily to cause pain, injury or humiliation.

Use of reasonable force (restraint) by a member of staff is addressed separately in the Use of Reasonable Force Policy.

### **BEHAVIOUR SUPPORT SYSTEMS**

The school has a number of programmes and techniques for supporting behaviour management, many of which have been detailed above. Should there be the need for additional help, members of staff should consider bringing the problem to the weekly staff meeting after discussion with the child's Form Tutor and/or the Pastoral Deputy Head or Head. Once all the details have been considered, particularly if the child's behaviour is considered part of a wider picture of 'need', one possible result may be that the Learning Support Department then recommends a suggested course of action.

### **SAFEGUARDING**

All staff have had appropriate safeguarding training. Both individually and collectively, staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Designated Safeguarding Lead and the Assistant Safeguarding Lead should consider whether a multi-agency assessment is necessary.



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### **INVOLVEMENT OF STAFF**

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 bad behaviour, and to suggest possible courses of action. Training in behaviour management will be provided from time to time and any staff feeling particular need in this area may readily liaise with the staff Professional Development and Review Co-ordinator with regards to access to an appropriate external course.

The Day Book, minus record and any pupil behaviour problems are discussed weekly at the Senior Management Team meeting. Individual instances of poor behaviour are discussed at the weekly staff meeting.

### **INVOLVEMENT OF PUPILS**

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 Head and Pastoral Deputy Head are responsible for ensuring the positive contribution of prefects. Prefects will take an active and positive role in promoting good pupil behaviour. The prefects can log problems or issues arising with the Pastoral Deputy Head or Head directly.

### **REPORTING TO THE GOVERNORS**

The Head will report at least annually to the Governing Body on this policy's implementation and its efficacy.

### **EQUAL OPPORTUNITIES**

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



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## **PUBLICATION**

This policy is available to all parents and prospective parents of pupils at the school via the school website.

## **LINKS WITH OTHER POLICIES**

- the Drugs, Alcohol and Tobacco Policy
- the Searching & Confiscation Policy
- the Data Protection Policy
- the Counter-Bullying Policy
- the Complaints Policy
- the Use of Reasonable Force Policy