



KING'S HOUSE SCHOOL

RICHMOND



PUPIL BEHAVIOUR, DISCIPLINE AND EXCLUSIONS POLICY

Member of staff responsible:	Head
Date of policy review:	September 2023
Date of next review:	September 2025
Approved by Governors:	January 2024



This policy applies to all pupils in the School including the EYFS.

INTRODUCTION

The School believes that good behaviour and discipline are essential if children's learning is to be effective. It believes that children must be:

- provided with clear and consistently applied behaviour expectations
- consistently rewarded for conforming
- dealt with fairly and consistently when they commit misdemeanours

The issuing of sanctions will rarely be the first course of action. Good classroom management and clear expectations and boundaries do much to limit their use.

This policy should be read in conjunction with the following school policies: Safeguarding Children Policy and Anti-Bullying Policy.

AIMS OF THE POLICY

The School aims to promote:

- a happy caring community for children and adults
- a place where we all feel secure and confident
- positive attitudes to learning
- consideration for the needs of others
- high standards of behaviour at all times

The School expects the children to:

- behave well in and around the school, be courteous and trustworthy and show respect for their property and that of their peers
- behave well out of school in school uniform, remembering that they are representing King's House at all times
- show respect for other people's feelings, values and beliefs
- show initiative and be willing to take responsibility for their behaviour
- show interest in their work and be able to sustain concentration

CODE OF BEHAVIOUR

The School promotes a clear Code of Behaviour for the pupils in the Senior and Junior Departments. The 'King's House School Code of Behaviour' can be found in the pupils' homework diaries and includes clearly stated rules and routines for behaviour in the classroom, the buildings and the grounds.



MANAGEMENT OF BEHAVIOUR

It is the responsibility of the Head, supported by members of the Senior Management Team, to implement this policy consistently throughout the School. The Head is also responsible for ensuring the health, safety and welfare of all children in the School.

The management of behaviour is the responsibility of all members of staff (teaching and non-teaching) who are expected to lead by example, treating pupils and other staff with respect, and encouraging good behaviour at all times in all areas of the School.

The School works in partnership with parents. It tries to build a supportive dialogue between the home and the School and inform parents immediately if we have concerns about their child's welfare or behaviour.

CORPORAL PUNISHMENT

The School does not use corporal punishment in any form and under any circumstance and it is never threatened.

MOBILE PHONES AND DEVICES

Pupils are not permitted to have mobile phones or similar devices on them during the school day. The School understands that the older pupils may be making their own way to school in the morning and home afterwards so has a storage provision in the School office so that the phones can be handed in.

REWARDS AND STRATEGIES FOR ENCOURAGING APPROPRIATE BEHAVIOUR

The School's aim, wherever possible, is to emphasise the positive so that pupils work and behave appropriately, understanding the benefits of it for all. Teachers celebrate good behaviour with praise and good behaviour should be promoted and reinforced through rewards within the classroom.

The general practice of classroom management involves many rewards being given to pupils on a daily basis. These include:

- Verbal praise, encouragement, written remarks about good work.
- House points, stamps and stickers.
- Contact with parents via homework diaries to praise good manners and behaviour.
- Certificates sent home for acts of kindness and other positive behaviour.
- Praise in Assembly for effort, manners, and behaviour as well as sporting, cultural or musical achievements.
- Rewarding pupils with Credits, Merits and Distinctions (Senior Department).



In the Senior Department, pupils can receive a Credit for any positive behaviour or piece of work. The number of Credits a pupil has been awarded will go towards a House Points total at the end of term. And the House which has amassed the greatest number of House Points will win the House Shield.

A pupil who has done something outstanding, or has consistently worked and behaved well, will be awarded a Distinction. Distinctions are recorded by the Head and mentioned in Assemblies and in the weekly Newsletter.

PHYSICAL INTERVENTION

The School recognises that there may be occasions when it is appropriate, or necessary to control or restrict a pupil. Members of staff, including those in the EYFS, may use reasonable intervention to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision on whether to intervene physically or not is down to the professional judgement of the member of staff. The decision to intervene should only be taken when the safety of the pupil or others is in question. Any use of physical intervention should always be a last resort, staff should give pupils verbal warnings in advance of any such intervention, and that, where possible, staff should always ensure that any exercise of physical intervention is witnessed by another member of staff.

If intervention is used, it should be the minimum required for the incident and could include passive physical contact such as standing between pupils or blocking their path; leading a pupil by the hand or arm; ushering a pupil away by placing a hand on the centre of the back. Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct.

All incidents where intervention is used should be advised, as soon as possible, to a member of the School's Senior Management Team by the member of staff involved and any other witnesses. Where appropriate they will be asked to make a written report and the parents will be contacted the same day or as soon as reasonably practicable to inform them of the situation. The Head will review the incident and decide if it warrants further disciplinary action.

REASONABLE ADJUSTMENTS

Whilst discouraging inappropriate behaviour, whether through the use of sanctions or reasonable use of physical intervention, members of staff have a duty to make reasonable adjustments for pupils with special educational needs or disabilities (SEND), as required by the Equality Act 2010.

Reasonable adjustments may also be made at times of pupils' transitions including moving between the departments (Nursery, Junior Department, Senior Department) or for those pupils who are new to the School. These may be unsettling times for pupils and consideration of this will be taken into account.



SANCTIONS AND STRATEGIES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

We have high expectations of all pupils and expect them to behave well. The School always aims to motivate pupils by praise and encouragement. Inevitably children will overstep the mark at times.

The School's policy on discouraging inappropriate behaviour is based upon the following fundamental principles:

- The level of sanction should be proportionate to the seriousness of the offence.
- Sanctions must be fair and consistent and whenever possible be acknowledged as fair by the pupil(s).

In the Nursery and Junior departments, an appropriate word from a member of staff is usually enough to resolve an issue. Circle time will be used to discuss appropriate behaviour. In the event of serious or repeated incidents, parents will be informed.

In the Senior department, we employ a graded set of sanctions that are used in lessons. The order of these can be seen below. Examples of behaviour that these sanctions might be used for include disrupting the lesson by interrupting the teacher or purposefully distracting others so they cannot work to the best of their ability. The sanctions can apply for a plethora of different issues but also for repeated actions such as constantly shouting out the answers.

1. Verbal warning.
2. Kept back at the end of the lesson to discuss behaviour.
3. Kept back at break to discuss behaviour. Parents contacted.
4. Required to miss break or lunch to discuss behaviour with a senior member of staff.
5. Conduct card.

Please note that these stages are a guide as they may not always be followed in order if a single incident merits moving to a particular sanction. For example, it may be appropriate to contact parents at an earlier stage, or to move straight to issuing a conduct card for swearing or physical harm caused to another pupil.

When a conduct card is issued to a pupil, it is sent home with the pupil so that they discuss the issue with their parents. This is accompanied by an email from the Head of Pastoral Care or another suitable member of staff. The following day the pupil brings in their card signed by someone at home and they discuss their actions further with a senior member of staff on off break duty.

In order to monitor a pupil's behaviour, any incidents in lessons are fed back to the Form Tutor initially, then the Head of Year and then, if required, the Head of Pastoral Care or another member of SMT.



If initial sanctions do not appear to achieve the desired results and a pupil's behaviour shows no sign of improving, other senior members of staff and/or the Head will be informed. Parents will be consulted and targets and acceptable rewards for improved behaviour will be agreed. The actions of the School will, at all times, be appropriate to the maturity and development of the child. Outside agencies may be involved to advise/diagnose if there is an underlying cause for the behaviour. E.g. medical or emotional issues.

All incidents and correspondence with parents, both inside and outside the classroom, are logged.

When sanctions are given to pupils, we will not inform anyone other than the perpetrator's parents of the sanction. This will be the case, even if your child is perceived as the victim in the incident concerned.

Should a pupil ignore all warnings and show by repeated unacceptable or criminal behaviour that they are unprepared to accept the School's expectations of pupils, the School reserves the right to ask the parents to remove them from the School.

EXCLUSIONS AND REMOVAL

The guidelines below, explain the circumstances under which a pupil may be excluded from the School or required to leave permanently for misconduct or other reasons. This policy does not cover cases when a pupil has to leave because of ill-health, non-payment of fees or withdrawal by his/her parents.

The main categories of misconduct which may result in exclusion or removal are:

- Bullying – including cyberbullying.
- Theft.
- Bringing a weapon (e.g. knife) into School.
- Physical assault/fighting/threatening behaviour.
- Drug/Alcohol abuse.
- Sexual harassment/misconduct.
- Racist abuse.
- Damage to property.
- Persistent disruptive behaviour.
- Parental behaviour.
- Malicious accusations against staff.

Child-on-child abuse will be treated as a child protection issue under the safeguarding policy if there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

A pupil may also be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the school, that he/she remains at the School.



Investigation Procedure

Any investigation and any subsequent disciplinary meeting will be conducted fully, fairly and in a way which is appropriate to a school, without formal legal procedures.

Disciplinary Meeting before the Head

The Head may also consult with one or more of the governors in preparing for a disciplinary meeting. The Chair of Governors will be informed of the investigation of the complaint.

Documents available at the disciplinary will include:

- The Investigation Report, which would include a statement setting out the key points of the complaint against the pupil, written statements, notes of the evidence and any relevant correspondence or other documents.
- Details of other previous sanctions or information about the pupil's behaviour relevant to the case.
- The relevant School policies and procedures.

The pupil and their parents will be asked to attend the meeting at which the circumstances of the complaint and the nature and scope of the investigation carried out in relation to it will be explained. They may be accompanied by one other person who may be a relative, teacher or friend.

Legal representation will not normally be appropriate. If the parents wish to bring a friend or relation who is legally qualified, they must give 7 School working days' notice to the Head of their intention to do so.

The pupil and their parents will be given a full and fair opportunity to answer the complaint. Members of staff will attend the meeting if needed and their statements will be disclosed but, except for exceptional cases, the anonymity of other pupils will be preserved. A written record will be made and kept of any disciplinary meeting.

Proceedings

There are potentially three distinct stages of a disciplinary meeting:

1. The Head will consider the complaint and unless they consider that further investigation is necessary, they will then decide whether the complaint has been sufficiently proved. The Head will give reasons for their decision.
2. If the complaint has been proved, the Head will outline the range of disciplinary sanctions which he considers are open to him.
3. Either then or within 24 hours, the Head will give his decision about the sanction, together with the reasons for that decision. If a pupil is temporarily excluded from the School, work will be set for the pupil to do at home. Parents will also be advised that excluded pupils should be at home during the normal School day and not loitering in public places.



Leaving status

If the Head decides that the pupil is to leave the School, their leaving status will be one of the following: excluded, removed or withdrawn by the pupil's parents. The Head will consult with the pupil's parents before deciding on the pupil's leaving status.

Additional points of discussion regarding a pupil's leaving will status include:

- The form of letter which will be written to the pupil's parents.
- The form of announcement informing the School that the pupil has left.
- The form of reference which will be supplied for the pupil.
- The entry which will be made on the School record and the pupil's status as a leaver.
- Whether (if relevant) the pupil may return to School premises to sit examinations.
- Whether (if relevant) the School may assist in finding an alternative placement for the pupil.
- The conditions under which the pupil may re-enter School premises in the future.
- Financial aspects including payment of any outstanding fees and extras; whether the deposit will be returned or credited and any refund of prepaid fees.

Delayed effect

A decision to permanently exclude or remove a pupil shall take effect 5 working days after the decision was first communicated to the pupil's parents. Until that time, the pupil shall remain temporarily excluded and away from the School's premises. If, within that period, the parents make a written application for a review, the pupil shall remain temporarily excluded until that review has taken place.

REQUEST FOR REVIEW OF DECISION

Parents who are not satisfied with the outcome of a disciplinary meeting may apply for a review of any decision taken. Any review of decision to exclude or remove a pupil from the School, will be dealt with in accordance with the Panel Hearing Stage (Stage 3) of the School Complaints Procedure. A written application for a Panel Hearing must be made, to the Bursar, within 5 working days of the disciplinary decision being communicated to the pupil's parents.

MONITORING AND REVIEW

The School maintains a register of sanctions imposed for serious misbehaviour which includes exclusions and disciplinary meetings involving parents. This helps the School to identify patterns of behaviour and assess the effectiveness of its behaviour management strategies.

The Head monitors the effectiveness of this policy on a regular basis and reports to the Governing Body as appropriate.

Policy Updates/Revisions		
18/4/2018	Updated policy after recommendations by Steve Popper, ISI Consultant	
13/07/2018	Updated to include policy regarding mobile phones and devices	Page 2
05/05/2022	Reviewed - no changes	
14/09/2023	Reviewed and updated to reflect best practice. Policy revised to be gender-neutral.	