

Heathfield Knoll School

Behaviour, Discipline and Exclusions Policy including Rewards and Sanctions

This policy is supported and complemented by the following policies:

- Accessibility
- Admissions
- Alcohol & Tobacco
- Anti-Bullying
- Anti-Racism
- Complaints
- Curriculum
- Drugs & Testing
- Equal Treatment
- Home work
- ICT Acceptable use –Pupils
- ICT Acceptable use -Staff
- Marking
- Missing Child
- Mobile Phone & PED
- Preventing Extremism & Radicalisation
- Positive handling
- Safeguarding & Child Protection
- Supervision

Key personnel:

- | | |
|-----------------------------|------------------|
| • Headmaster | Lawrence Collins |
| • Deputy Headmaster | Mark Stubbs |
| • Upper School Coordinator | Joanna Tidmarsh |
| • Middle School Coordinator | Adam Jackson |
| • Lower School Coordinator | Hannah Griffiths |
| • Head of EYFS | Celia Swain |



This document is reviewed annually by L Collins, Head teacher or as events or legislation change require.

Reviewed August 2018

Updated November 2018

Next review due: July 2019

Contents

1. Introduction	3
2. Pupil code of conduct	3
3. Management of pupil behaviour	3
4. Involvement of parents and guardians	3
5. Involvement of pupils.....	4
6. School rules and regulations.....	4
7. Teaching and learning.....	4
8. Rewards	4
9. Homework and Focus cards	6
10. Sanctions	6
11. Physical intervention	9
12. Behaviour management of pupils with special educational needs where this affects pupil's behaviour	9
13. Managing violence between pupils or between pupils and staff.....	10
14. How the school deals with pupils making malicious allegations against a member of staff.....	10
APPENDIX 1: Middle School Rewards System	11
APPENDIX 2: Example of tracking grid in Middle School	12
APPENDIX 3: Pupil Behaviour / Code of Conduct	13

1. Introduction

Our vision is to '*work together to be exceptional in all that we do every day*'. Heathfield Knoll School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote core values of respect for self, respect for others, tolerance and integrity. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

Heathfield Knoll School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aim to develop the whole person equipped to take his/her place in the modern world.

2. Pupil code of conduct

Heathfield Knoll School community of Trustees, staff, parents and pupils adhere to a code of conduct, rather than to lists of rules. The school sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's code of conduct.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will **never** be tolerated. Our Anti-Bullying policy is available on request. The school is strongly committed to promoting equal treatment for all, regardless of race, gender, gender orientation or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

3. Management of pupil behaviour

The Trust entrust the responsibility for Behaviour and Discipline to the Headmaster, who in turn relies on all the staff to follow the school guidelines relating the Behaviour and Discipline including Rewards and Sanctions. The School Coordinators, in turn lead the day to day management of the policy, checking its implementation through observation and management of rewards and commendations as well as monitoring concerns, sanctions and incidents. Teaching staff are responsible for maintaining good classroom management and are expected to report concerns/incident to the appropriate head of school.

4. Involvement of parents and guardians

Parents and Guardians who accept a place for their child at Heathfield Knoll School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We will always telephone home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is the Trustees' policy usually not to allow holiday to be taken during term time..

5. Involvement of pupils

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, for example via the School Council, which meets at least once per term.

6. School rules and regulations

The school's Code of Conduct is designed to encourage positive behaviour. Sanctions help us to manage challenging behaviour. Parents and Guardians undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole. The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time, but will not involve any form of unlawful or degrading activity. Examples of sanctions include: detention, withdrawal of privileges, assistance with domestic tasks, such as collecting litter, suspension for a specified period, removal or expulsion.

7. Teaching and learning

Heathfield Knoll School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching gives every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Rewards and sanctions are vital in recognising and celebrating the achievements of our young people, in supporting their understanding of right and wrong and in helping them learn to take responsibility for their actions. The consistent and fair manner in which staff follow the guidelines is crucial to a whole school approach and effective outcomes. The skills and standards of each individual member of staff should be consistently high; they should seek to intervene actively in promoting orderly conduct, academic achievement and social development. Pupils learn by the standards set and displayed by the staff. It is vital that parents are fully aware of our expectations and are involved in the process with their sons and daughters.

Rewards and sanctions must be communicated to the head of section/form teacher, who will be best placed to look for patterns of both good and poor behaviour.

8. Rewards

At Heathfield Knoll School we encourage the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards which are designed to promote a calm, disciplined learning environment. Rewards are given for positive outcomes: personal academic achievement; achievements of all forms in and out of school; social, musical, sport, community-based issues; acts of helpfulness and kindness and service to the school. Pupils will be rewarded using a variety of positive outcomes:

8.1 House merits/stars

The most commonly used school approach.

In Lower School, stars are recorded in the classroom. Stars are given for good work, effort or acts of helpfulness. In the Lower School, form teachers record the amount weekly and a yellow circular badge is awarded for the highest number of stars in a class and a green circular badge for the second highest. Stars also accumulate towards star badges, with children choosing a star badge each time they reach 150 stars.

In Middle School pupils carry a House points (stars) card and staff sign their cards to indicate a house point; points are given for good work, effort or acts of helpfulness. The total number of points accumulated during the year by each pupil is recorded by form teachers on shared Google Sheets.

At the end of each term, in the final assembly, the pupil with the most stars in the Lower School are awarded with a prize, and in Middle School are presented with a gift token.

In the Upper School receive House reward points rather than stars (maximum of 3 reward points at any one time). Pupils fill up colour cards to earn a reward. Each week Form Tutors log the reward points on Engage for the termly house competition. Pupils bring any completed reward cards to the Upper School Coordinator, who gives them choice of either claiming the reward for that card or trading up for the next colour card. If they cash in a reward pupils stay on the same colour card and start from scratch. At the end of the year all pupils on the highest colour card, regardless of year group, are given a special reward evening/event. One person from this group will be selected at random to win the overall reward prize for Upper School (Amazon voucher). This scheme has been implemented through direct consultation and collaboration with school council.

The house stars and points are put towards a whole school House total. The House with the most average stars/points/rewards at the end of each term wins the House cup. Prefects from the winning house will collect the cup at the end of term final assembly.

8.2 Headmaster's credits

When pupils make an extra special effort with work or produce an exceptional piece of work/project or in contributing to the life of the school, they will be presented in assembly with a Headmaster's credit, which they can keep and take home.

8.3 Other rewards and achievements (See also APPENDICES)

Assembly: Positive achievements will be identified in assemblies (e.g. Celebration assemblies to which parents are invited).

Open class rooms: parents invited to a lesson and to share / celebrate achievements

Reward postcards: handwritten and sent by headmaster following release of half termly grades (for effort and attainment)

Headmaster stickers / interviews: individual celebration of successes; pupils nominated by class teacher and share work individually with headmaster

Twitter: Positive achievements and news are tweeted in a timely manner.

Website: Awards and achievements are shown on the website within the News tab.

Phone app: The recently launched phone app, provides easy access to Twitter and the website. Additionally push notifications allow immediate celebration of an achievement as it happens.

Speech Day: Achievements throughout the year are celebrated. A variety of certificates and prizes are awarded for effort, progress and achievement.

A variety of additional rewards may be used by individual teachers across the school. No form of reward should be used without reason; a reward must remain something to aspire to for a significant achievement or outcome. Form teachers benefit from being aware of positive outcomes

In the Upper School, a record of rewards and participation in activities is recorded by pupils each week during Form time. This serves as a record of achievement and helps Year 11 pupils to write personal statements when applying for Post 16 colleges/institutions.

9. Homework and Focus cards

Focus and homework cards are issued to address specific concerns. In lieu of a formal report, the aims of the cards are to encourage and support positive behaviour whilst providing a record of areas of concern. The cards operate as a formal reporting system and support the home-school partnership. The cards are issued following discussions of the intended outcomes with parents and the child. Teachers comment in the spaces provided on the card in each lesson and the cards are sent home for parents to review and to discuss at the end of each school day.

At the end of the week, the School Coordinator meets with the pupil and writes a summative comment that includes a review of that week and the next steps, including the continuation of the card into the next week.

10. Sanctions

To be punished must be seen as a relatively unusual occurrence. When looking at any system of sanctions or punishments it is important to remember that the vast majority of pupils will rarely encounter it on a regular basis.

No form of physical (corporal) punishment is acceptable at Heathfield Knoll School.

Sanctions are in place should they be needed to remind pupils of their responsibilities and to ensure they learn appropriately about right and wrong. Individual teachers may use measures as appropriate to ensure good conduct and personal achievement. An immediate reprimand in class is often sufficient to focus a pupil's attention on the task in hand. Similarly, to ask a pupil to stay behind at the end of a lesson or to ask a pupil, during a break or that evening to ensure that a piece of work be finished, are all examples of quick punishments which allow the situation to be handled with the minimum of fuss. Staff must record the incident on Engage using one of the customised Daybook templates. Sanctions should be carried out as swiftly as possible and at all times be recorded on Engage.

Heathfield Knoll School firmly believes in supporting young people to understand the error of their actions and helping them in putting it right for the future. The pastoral system supports this by requiring staff to discuss issues with pupils and explain the need for any sanction with them. Parents should be notified of concerns at the earliest opportunity.

The Heads of Upper, Middle, Lower and EYFS Schools hold regular academic/pastoral staff meetings which include the discussion of behaviour so that trends can be identified and recorded as evidence for future action. Any incident recorded on Engage is sent directly to the appropriate section coordinator. These reports help to form the agenda at the next weekly pastoral meeting. If necessary parents are spoken to by the subject teacher in the first instance and in the event of further escalation it would then be addressed by the appropriate School Coordinator.

The student planner is extremely useful in providing a record of warnings. Staff are consistent and diligent in entering comments into the planners, which are regularly read by senior staff and the pupils' parents.

It is vital that sanctions are applied consistently and fairly. The advice given below should be followed as far as possible but individual circumstances, context and previous history can all serve to modify any response to poor conduct and behaviour.

10.1. Misbehaviour in lessons

Teaching staff are expected to take appropriate action as they see fit. Possible responses/sanctions include moving the pupil to another seat, giving additional work, or giving a break or lunch-time detention. The teacher must record the incident on Engage if a punishment has been given which involves loss of break/lunchtime. If the incident is of a serious nature, it should be reported to their School Coordinator as appropriate.

10.2. Misbehaviour around the school

All teaching staff are responsible for good order around the school. If misbehaviour is seen then a warning should be issued so that the pupil is aware that their behaviour is not acceptable. If more serious, the pupil should be sent to their School Coordinator as appropriate, who may issue a suitable loss of their break time. Staff may also give a pupil a break detention, where they should write an appropriate apology/statement of what they have done wrong. Staff are expected to have regard to the Supervision of Pupils Policy in relation to duties.

10.3 Internal exclusion

On occasions where actions taken in respect of 10.1 and 10.2 are ineffective or misbehaviour constant, it may be necessary to internally exclude the pupil. The pupil should be sent to the main school office from where they will be internally excluded until a point at which a member of SLT, usually the Headmaster or Deputy Headmaster, is able to intervene. Internally excluded pupils should be sent to the main school office with a brief note explaining the reason for the exclusion. This should be followed-up with a fuller entry on Engage. Internal exclusion automatically triggers a same day conversation with parents and follow-up action as appropriate.

10.4 Temporary Exclusion (Suspension)/Permanent Exclusion (Expulsion)

If a pupil has committed a misdemeanour of a particularly serious nature, the Headmaster (or the Deputy Headmaster in his absence) may decide to exclude the pupil temporarily (for a period of no more than five school days). In such cases, parents will be contacted and invited to arrange an appointment with the Headmaster to discuss the matter. In the case of an exceptionally serious misdemeanour, the Headmaster may decide to exclude the pupil permanently.

Examples of such behaviour include

- Drug abuse
- Alcohol abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

Parents will usually be invited to a meeting in advance of such a decision.

Only when all other methods have been exhausted, or, if the misdemeanour is of such a serious nature, should suspension or expulsion be deemed necessary. Only the Headmaster (or in his absence, the Deputy Headmaster) may take these extreme courses of action.

10.4.1. Post Suspension Policy

Each suspension is recorded on Engage and a copy of the letter(s) placed within the relevant pupil file(s). The Headmaster informs the Chairman of Trustees that the suspension has taken place. Upon the return of the pupil to school, a meeting is held involving some, or all, of those concerned with the original incident to define the way forward. The relevant member of SLT, should arrange and chair this meeting as the Headmaster deems appropriate.

10.4.2 Expulsion appeal procedure

The parents of a child who is expelled by the Headmaster may appeal to an Exclusion Appeal Committee of the Trustee Body comprising two Trustees and an independent person. The Board of Trustees may establish a panel of Trustees from which two may be selected by the Chairman to sit as an Appeal Committee when necessary. No technical irregularity in forming the appeal committee will invalidate any hearing.

No Trustee will sit on an appeal committee who has had any form of prior involvement in the case or whose presence on the committee might reasonably give rise to doubt as to that Trustee's impartiality. Parents will be notified in advance of the names of the panel members. Fair consideration will be given to any bona fide objection to a particular member of the panel.

Notice of appeal must be in writing to the Chairman of Trustees. It must be given within 14 days of the expulsion and it must set out the grounds for the appeal and the outcome which the parents seek.

The Clerk to the Trustees will convene a meeting of the appeal committee as soon as reasonably practicable. The objective will be that the appeal will be heard within 15 school days of notice of appeal being received but this is not a binding obligation.

At least five school days before the hearing each side will supply the appeal committee (through the Clerk to the Trustees) and the other party copies of any documents to be used at the hearing. No documents may be presented that have not previously been supplied to the other side unless the chairman decides at the hearing that it is fair to allow this.

The parents may have a friend with them to present the case or help with its presentation. The parents may be legally represented but in that case the hearing may be adjourned for such time as it may be necessary to enable the school to arrange for the headmaster also to be represented.

A Committee Meeting is a private procedure and all those who are concerned in it are required to keep its proceedings confidential, subject to law

The order of proceedings will be for the Headmaster to present the reasons for the expulsion and call any relevant evidence. The parents will then present their case and call their evidence. Each party will have the opportunity to question the other and to question any witnesses and the committee may ask questions at any time. It

will not normally be appropriate for the expelled child or any pupil to attend or give evidence although the chairman has discretion to allow this. After each party has presented his or her case the Headmaster will sum up followed by the parents who are entitled to have the last word. The appeal committee will consider its decision in private and will communicate the decision as soon as practicable in writing with brief reasons.

The appeal committee is entitled to consider the interests of the school and the school community as well as the interests of the expelled child. The appeal committee will either confirm the expulsion or direct that the child be reinstated. It has no power to impose any other sanction but if the child is reinstated the Headmaster may impose a lesser sanction if he thinks it appropriate. Failure to follow the procedure in exact detail will not invalidate the process if in substance the Pupil and Parent have been dealt with in a fair manner that conforms generally to the rules of natural justice.

Additional requirements apply for EYFS settings beyond those which apply to the main school. Written complaints about the fulfilment of the EYFS requirements must be investigated and the complainant notified of the outcome of the investigation within 28 days. The record of complaints must be made available to Ofsted and ISI on request.

11. Physical intervention

As per section 548(5) of the Education Act 1996 physical intervention is allowed in the following circumstances:

- Where there is a risk of immediate injury to the pupil and /or to others
- Where there is a risk of immediate significant damage to property
- Where a pupil is behaving in a way that is compromising to good order and discipline to a dangerous degree

Within the EYFS corporal punishment is not used or threatened. Where physical intervention is allowable (for example, to avert immediate danger of personal injury); the incident will be recorded and the parents informed on the same day

Further details can be found in our Positive Handling policy.

12. Behaviour management of pupils with special educational needs where this affects pupil's behaviour

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require help or counselling for some, or all, of the following:

- flexible teaching arrangements
- help with development of social competence and emotional maturity
- help in adjusting to school expectations and routines
- help in acquiring the skills of positive interaction with peers and adults
- specialised behavioural and cognitive approaches

- re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- provision of class and school systems which control or censure negative or difficult behaviour and encourages positive behaviour
- provision of a safe and supportive environment.

13. Managing violence between pupils or between pupils and staff

It is an extremely rare occurrence for there ever to be any physical violence between pupils or pupils against staff. However, the school will take such incidents, should they occur, extremely seriously and will be dealt with by the Head or in his absence, The Deputy Headmaster. Incidents will be dealt with under the Temporary Exclusion and Permanent Exclusion clause in this policy.

14. How the school deals with pupils making malicious allegations against a member of staff

Any allegation or concern which arises should be reported immediately to the Designated Senior Lead; unless that person is the subject of the allegation, or where their relationship with the subject could compromise their independence, in which cases it should be reported to the Deputy Designated Senior Lead, who should then inform the Local Authority Designated Officer (LADO). Where staff receive an allegation against someone from another organisation, this should be reported directly to the LADO.

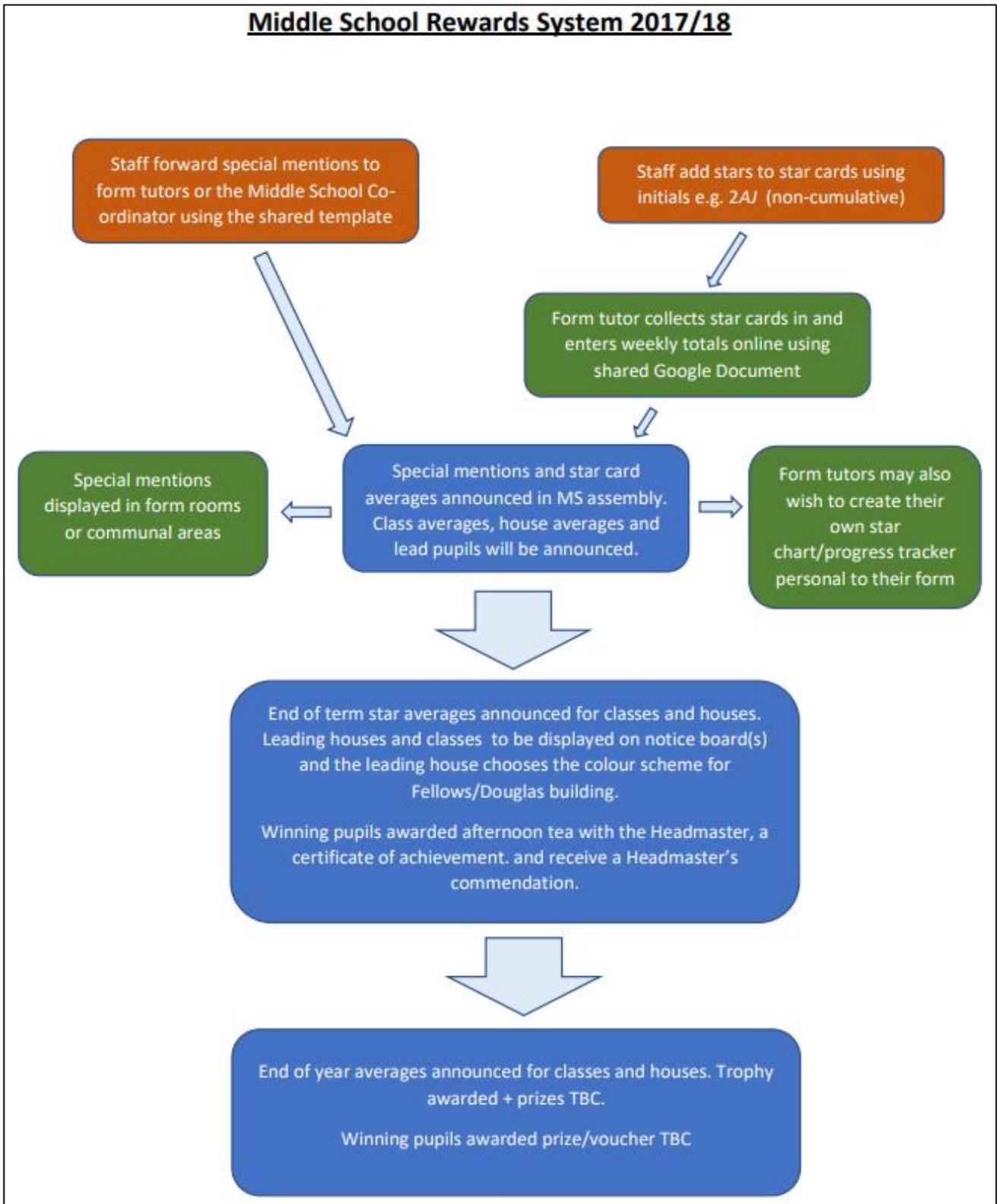
Any proven malicious allegation made against staff will result in serious sanctions (as described in Section E8 'Disciplinary Procedure' of the Staff Handbook).

Any attempt by a pupil to abuse or to deliberately misinform the process for dealing with malicious allegations against a member of staff will be dealt with severely.

The School's Safeguarding procedures will be followed in all cases.

In the case of all rewards and sanctions, the Headmaster reserves the right to decide the appropriate course of action and the decision of the Headmaster or the panel are final.

APPENDIX 1: Middle School Rewards System



APPENDIX 2: Example of tracking grid in Middle School

5R Stars Autumn 2017																Term Total	Grand Total	House
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12						
1	5R Stars Autumn 2017																	
2																		
3																		
4		0	0	8										8			G	
5		0	3	3										6			B	
6		0	7	5										12			G	
7		0	5	2										7			B	
8		0	2	6										8			T	
9		0	5	6										11			G	
10		0	3	2										5			V	
11		0	7	9										16			B	
12		0	5	5										10			T	
13		0	7	8										15			B	
14		0	3	3										6			V	
15		0	4	3										7			V	
16		0	2	4										6			T	
17		0	8	4										12			B	
18																		
19	Brintons	56																
20	Grosvenor	31																
21	Tomkinsons	24																
22	Victoria	18																
23																		
24																		
25																		
26																		
27																		
28																		
29																		
30																		
31																		
32																		
33																		
34																		
35																		
36																		
37																		
38																		
39																		
40																		
41																		
42																		

APPENDIX 3: Pupil Behaviour / Code of Conduct

As a school we strive to work together to be exceptional in all that we do every day. In the academic year 2018 -19 we are continuing to work on the following:

- **STEAM** – offering new STEAM (Science, Technology, Engineering, Art and Maths) opportunities and outside the classroom.
- **CHALLENGE** – providing stretch and challenge activities that make you think.
- **WELLBEING** – keeping your body and brain fit and active, mindfulness and ‘emotional resilience’; a range of sporting, music and outdoor activities for all.
- **SUPPORT** – working together to support each other in order to achieve our goals, including work in careers and use of learning support.
- **PROGRESS** – making good use of all feedback from your teacher to achieve and to progress.

This code of conduct contains guidance about the sort of behaviour appropriate at Heathfield Knoll School to help us all work towards providing a happy, caring community. It is not a list of school rules, nor is it possible to list every possible circumstance; we expect pupils to behave with courtesy and respect at all times in keeping with the ethos of our school.

General Expectations

- Arrive at school punctually at the start of the day
- Arrive at lessons on time with appropriate equipment
- Remain focused and attentive during lessons
- Be polite and courteous in all conversations, addressing all adults appropriately
- Move around school quickly and quietly without disturbing the learning of other classes.
- Be smartly dressed in correct school uniform
- Hair, make-up and piercings should be in line with school policy
- Treat school property and equipment with care and report any damage

Rules

It is impossible to draw up a complete list of 'school rules'. Below are some of the more common ones.

- Mobile phones are not permitted around school. Any phones brought to school should be handed to reception on arrival in the morning and collecting on departure in the evening.
- Electrical items are not permitted in school without prior permission.
- Laptops may only be brought to and used in school with specific permission. They must only be used in lesson time for academic work.
- Chewing gum is not permitted in school.
- Food should only be eaten in break times in the dining room or on the playground.
- Running around school is not permitted, with the exception of on the playground in break times.
- Pupils are not permitted to enter changing rooms without the presence of or permission from a member of staff

Trips and Visits

School trips and visits are an important part of school life. They are part of school and pupils should adhere to the same code of conduct as when at school. Failure to abide by school rules and behave in an appropriate way may result in exclusion from future school trips.

Engage

Details of detentions and positive behaviour or achievement will be shared with parents via the Parent Portal

Sanctions

Below is a table of sanctions applied for some typical misdemeanours. This is a list of examples and does not cover every eventuality.

Sanction	Duration	Who can issue this?	Typical reason for sanction
Break time detention (morning or lunch break)	15 minutes	Any teacher/LSA	<ul style="list-style-type: none"> Late for lesson Untidily dressed
Lunch time detention	30 minutes	Any teacher/LSA	<ul style="list-style-type: none"> Unprepared for lesson, e.g. no equipment Poor effort in class No homework (without note from home) or poor quality homework Incorrectly dressed (uniform or PE/Games kit) Failure to attend break time detention
After School detention 4-5pm (Homework for that particular day is not to be done during this time.) (A minimum of 48 hours' notice will be given)	60 minutes	Co-ordinator	<ul style="list-style-type: none"> Disruption to the learning of others in class Any rudeness to staff After every 3rd lunchtime detention Failure to attend lunch time detention
Head's Friday evening detention 5-6pm	60 minutes	Headmaster or Deputy Head	<ul style="list-style-type: none"> Discretion of Headmaster The 3rd After School detention in a term
Internal exclusion	1 day	Headmaster	<ul style="list-style-type: none"> Discretion of Headmaster
Temporary exclusion	2-5 days	Headmaster	<ul style="list-style-type: none"> Discretion of Headmaster
Permanent exclusion		Headmaster	<ul style="list-style-type: none"> Discretion of Headmaster