



9a Behaviour, Discipline and Exclusion policy

INTRODUCTION

This policy is applicable to all pupils, including EYFS.

Ripley Court requires pupils to adopt the highest standards of behaviour, principles and moral standards. The key concept is one of respect – for people, property, position and knowledge.

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.

Pupils are taught that ethnicity, religion or physical characteristics and ability or lack thereof are irrelevant in deciding whether a person is worthy of respect.

CODE OF CONDUCT

All at Ripley Court, including staff, parents and pupils adhere to a code of conduct, rather than to lists of rules. We see education as a partnership. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy details this. The school is strongly committed to promoting equal opportunities 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 and follow the school's attendance policy. 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.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Ripley Court 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.

Parents sign a contract with the school before the children can attend. It is vital that parents familiarise themselves with this.

Kindly call the school on the first day of an absence - we will always telephone the home on the first day of an unexplained absence in order to make sure that child has not suffered an accident.

INVOLVEMENT OF PUPILS

The school's expectations of behaviour are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. Parents and Guardians undertake to support the authority of the Headmaster and teachers in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headmaster, the Head of Little Court, Mrs Neville (SWS) for early years and all staff undertake 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.

PHYSICAL RESTRICTIVE HANDLING

Any physical restrictive handling is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restrictive handling should be recorded in writing and reported immediately to the Headmaster who will decide what to do next.

CORPORAL PUNISHMENT

The school does not practice or tolerate physical chastisement of pupils in any form.

TEACHING AND LEARNING

Ripley Court School aims to raise the aspirations of all its pupils. 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 teachers offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that parents and children do not have any complaints about the operation of our behaviour policy; an outline complaints procedure is listed in the parent's Handbook, and copies of the School's complaints procedure can be sent on request.

Discipline, Rewards and Sanctions

Teachers naturally have a considerable degree of power and authority over the pupils in our charge. The manner in which we exercise this has a major impact both on our own personal credibility as teachers and, more importantly, on the example that we set to our pupils who may themselves have positions of power and authority in adult life. The ability to use power appropriately and to exercise authority equitably is, therefore, an immensely important professional and pastoral responsibility.

3.7a Some general guidelines

- There are ample rewards in the system – stars and Headmaster's Commendations for example. In order for all to be consistent, staff should not reward the children with treats such as sweets or cake.
- Sanctions should always be demonstrably fair and matched both to the misdemeanour and

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to the individual child concerned.

- They should be issued as promptly as possible, so that the child associates his/her bad behaviour with the consequence thereof.
- Blanket sanctions (such as punishing a whole class) are fraught with the possibility of unfairness or victimisation and should be avoided.
- Children should always understand exactly why they are being punished.
- Once a sanction has been dispensed and followed through, the matter should be deemed forgotten.
- Beware of dishing out sanctions in the ‘heat of the moment’. Take some time to think the matter through and perhaps consult colleagues or a member of the SMT.
- Teachers should not threaten an inappropriate sanction and never threaten a sanction that they are not able or prepared to carry out.
- Teachers should always be as consistent as and always be sure of your facts before taking action.
- Teachers should always question whether the simple imposition of a sanction is consistent with good pastoral care in a particular circumstance. Often it will be, but sometimes it may not. A quiet, one-to-one chat may prove more effective and more revealing. (For example, a sharp admonishment or a yellow or stripe for a pupil found ‘lurking’ again in a classroom at break-time might not always be the order of the day: why is this pupil steering clear of the playground?)

3.7b Stars, commendations, thirds, stripes, and detentions (not for Little Court or EYFS)

Stars may be awarded for good work or for positive behaviour. As a reward and encouragement they can, and should, be used liberally. They are awarded on SchoolBase. Five stars is the most that should be awarded at any one time.

Headmaster’s Commendations are awarded only by the Headmaster or in his absence the Deputy Headmaster for exceptional work, behaviour or performance for that child.

Both stars and HM Commendations should be judged according to the abilities of the child – an exceptional piece of work for a weak performer is just as important as one for outstanding attainment by a high achiever.

Thirds for misdemeanours of a relatively minor kind, but which may lead to more serious sanctions such as a stripe. It is to be thought of as a yellow card in sport would be, and it costs the child ten stars. The third **Third** in a term automatically becomes a stripe. They are awarded for thoughtless slips in behaviour, lack of concentration on a task, minor rudeness and the like. Thirds are awarded by teachers and details are logged on SchoolBase. They would not normally warrant any parental follow-up.

Stripes should be used sparingly and only for poor, thoughtless or discourteous behaviour, rudeness, disobedience, bad language or for repeated failure to follow instructions amounting to deliberate disobedience. They should not be used for sub-standard work: this should be repeated.

Only a teacher can recommend a stripe, and it must be confirmed by a Head of Section (MC or UC) or the Deputy Head or Headmaster, who, having been briefed, will interview the pupil. The details of a stripe will be noted on SchoolBase and it costs the child fifty stars. Parents will be notified of the stripe by the teacher, and given the reasons for its award, by phone call or email as soon as possible. It is important that the child has demonstrated to the teacher and/or Head of Section that they understand the reason for the stripe.

At his discretion the Headmaster will read out the reasons given for a stripe at assembly so that punishments are seen to be done, and so that the whole school learns from this.

Detentions

If children need to repeat work in break times it should be supervised by the teacher awarding the detention or the Head of Section. The Deputy Head will assist if asked. Detentions awarded must be mentioned in the weekly staff meeting so that patterns of such behaviour can be avoided.

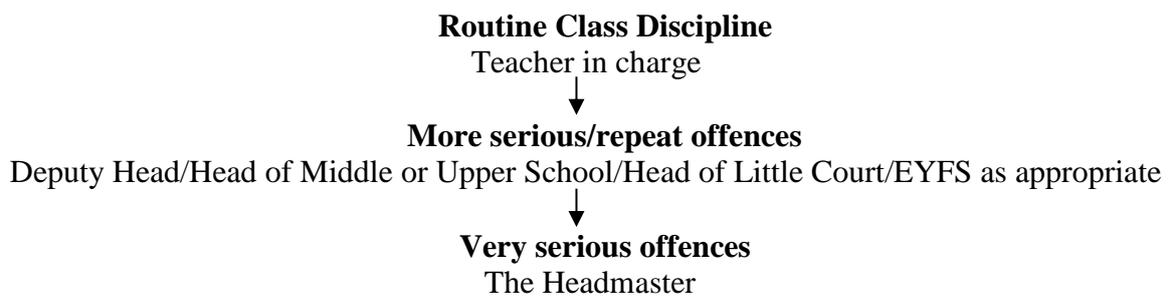
3.7c Other Sanctions

The best sanctions are generally the ones that fit the crime, e.g.

- Litter duty
- Table-clearing duty for poor behaviour or manners at mealtime.
- “Time-wasting” exercises in return for wasting other’s time.
- Changing practice for excessively dilatory or poor behaviour in the changing rooms.

However, in all such cases it is the responsibility of the member of staff who issues the sanction to supervise putting it into effect.

3.7d Communication and lines of reporting of disciplinary issues:



- It is expected that in the normal course of events, teaching staff should deal with misdemeanours and minor offences without recourse to ‘higher’ authority. However, in the case of repeated misbehaviour, or of a serious offence (bullying, stealing, etc.) it is essential that the next layer of management be informed as appropriate, and consulted.
- Only the Headmaster, or in his absence the Deputy Head, may deal with Suspension or Expulsion. **No teacher may threaten these sanctions.**
- Form teachers should also, as a matter of course, be apprised of any serious offences committed by pupils in their charge.
- Parents should be informed of serious offences earning a stripe and this should be done by the teacher concerned, or the next level of management.
- Written records of serious offences and action taken must always be made on SchoolBase and file notes of parental conversations submitted.
- If a referral is made to higher authority, teachers should not predict the outcome of this to the pupil.

3.7e Points to note on discipline

It is school policy that:

- Pupils should never be sent out of lessons to stand outside the classroom, other than in the (unlikely) event that by remaining in the room they risk endangering themselves or others. If it is found absolutely necessary to eject a pupil from the classroom, he or she should be sent directly to the appropriate ‘higher’ authority.

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3.7f On Report (Not for Little Court/EYFS)

This is a booklet system administered by the Deputy Head to monitor either the WORK or the BEHAVIOUR of an individual pupil so as to monitor a recidivistic behaviour or dilatory work pattern. The following points should be noted:

1. The On Report system cannot be implemented without informing the parents.
2. A pupil should only be on report for two weeks before a review.
3. After each lesson, each teacher is required to make a written comment and award a grade according to the schedule in the cover of the report booklet.
4. The booklet should be counter-signed by the pupil's parent each evening. The pupil will present his/her report booklet either to the teacher, Head of Section or Deputy Head (to be decided in each case) on the Friday afternoon of each week.
5. Should a pupil's work or behaviour fail to improve following being on report, then the Headmaster or his appointee will discuss the matter with the child's parents.

3.8 Expulsion and Suspension (exclusion)

As the ultimate sanctions, these warrant their own section. A distinction should be drawn between expulsion and suspension.

3.8a Suspension

The Headmaster has the authority to suspend a child either as a sanction in its own right or to allow a serious situation time to cool off. The Headmaster should if possible inform the Chairman (or vice-Chairman) of his decision to suspend, but if this is not practical within the time frame, he may nevertheless proceed.

3.8b Expulsion

Expulsion is the non-negotiable removal of a child from the school as a consequence of either

- a one-off offence which is considered so serious that the child's continued presence in the school is unacceptable, or
- long term and continuous behaviour which is considered so disruptive, unacceptable and untreatable that the same conclusion is reached, or
- unreasonable, threatening or violent behaviour by a parent to other members of the community.

Most misdemeanours will be dealt with within the school and by the normal and accepted disciplinary procedures. A small number of offences may be considered by the Headmaster to merit expulsion. These might include

- exceptional violence
- recidivistic bullying
- significant and deliberate damage to property
- involvement with illegal drugs
- internet crime or misuse
- major theft

This list is not intended to be exhaustive.

In the event of the Headmaster deciding that a child should be expelled, he will:

- Satisfy himself that as far as possible he is in possession of all the relevant facts and circumstances. If any member of staff is involved they should be asked to summarise any statements they may have made in writing and the written statement should then be signed.
- The Headmaster will then inform the parent(s) about what he believes has taken place and

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say that he intends to speak to the Chairman. It will probably be sensible for the child to go home at least for the day.

- The Chairman will then be informed in detail of the circumstances. If the Chairman is likely to be unavailable for twelve hours or more, the vice-Chairman or another governor should be approached.
 - The Chairman will wish to satisfy himself that expulsion will involve no contravention of existing legislation and that it is an appropriate response to the facts of the affair. He may choose to consult other Trustees before reaching a decision.
 - Having received the approval of the Chairman, it will then be up to the Headmaster to inform the parents that, with the knowledge and approval of the Trustees, the child is to leave the school.
 - A proportion of the fees already paid for the current term may be returned, less a small administration charge.
 - Only the Headmaster or, if he has been so appointed, the Acting Head (such as the Deputy Head) may approach the Chairman on an expulsion matter.
 - The parents may invoke the complaints procedure if they are not happy with the situation
- In the event of an incident involving more than one child, it is particularly important that the Headmaster treats each child's case quite individually and avoids any charge of collective blame being apportioned indiscriminately.

A Legal Requirement and an ISI Reporting Standard

References:

- A. Independent schools Handbook (Regulatory) 2015
- B. "School Discipline & Pupil Behaviour Policy: Guidance for Schools" (A DCSF guidance Document)
<http://www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies/>
- C. "Excluding Pupils –A Practical Guide for Independent Schools" by Farrer & Co (an ISBA Briefing Document)
- D. The Education Act 2002
- E. ISI Regulatory Checklist (0907)
- F. Section 61, School Standards and Framework Act 1998
- G. Disability Discrimination Act 1995 (DDA)
- H. Special Education Needs and Disability Act 2001 (SENDA)
- I. "Advice on Whole School Behaviour and Attendance Policy" (A DCSF guidance Document)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf