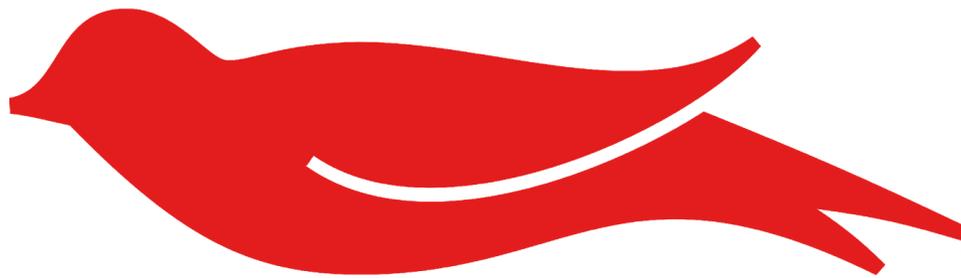




PEMBROKE HOUSE



BEHAVIOUR & DISCIPLINE POLICY

A whole-school policy including the EYFS



BEHAVIOUR & DISCIPLINE POLICY

At Pembroke House we believe that good behaviour is founded on certain principles which form our aims and objectives, applicable throughout the school from EYFS up to Year 8. We aim to:

- Promote a positive and caring environment in which pupils feel valued and secure, where positive behaviour is celebrated, and effort and achievement are valued and rewarded.
- Where negative behaviour is displayed, it is our duty to try to change this behaviour to a more positive approach.
- To ensure that pupils are positively motivated in order that they may develop a sense of purpose in all aspects of school life.
- To create a community in which pupils are considerate and courteous, and relate well to each other and to adults.
- To encourage pupils to be responsible for and realise the consequences of their actions, within a secure framework which encourages independence and individuality.
- To ensure pupils develop the self-confidence to be independent and display initiative if called upon.
- To ensure that all adults show a consistency of approach to behaviour, rewards and sanctions throughout the school and that pupils are made aware of this consistency by reinforcement at all times.
- To ensure that agreed rules, rewards and sanctions are communicated clearly to all concerned and that expectations, boundaries, responsibilities and rules are clearly understood.

Good behaviour is encouraged with:

- a) Positive praise and clear approval of good behaviour by staff on a daily basis
- b) Recognition of good behaviour in Chapel, End of Term Assemblies, Speech Day, etc
- c) Work Points (House Points) for academic/class work or good work in sports
- d) Conduct Points (House Points) for good manners, behaviour and helpfulness of all kinds
- e) An HMC stickers which recognises outstanding academic work or conduct
- f) A House system that encourages, reinforces and promotes good behaviour
- g) Academic Awards – colours, subject awards or prizes
- h) Sports Awards – colours, man of the match, medals, trophies and so on
- i) Music, Art & Drama Awards – colours, LAMDA, ABRSM, certificates, etc.

We believe that within this framework, all staff will find support and a comprehensive and usable structure with which to enable pupils to develop self-esteem, self-discipline and the ability to

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adhere to standards of behaviour which contribute to effective learning and a sense of community.

Corporal punishment is prohibited at Pembroke House.

Unacceptable Behaviour

At Pembroke House we find the following behaviour unacceptable:

- Bullying of any kind
- Physical abuse
- Verbal abuse
- Disobedience
- Disrespectful behaviour
- Vandalism
- Bad manners

Useful Strategies for Dealing with Behavioural Issues in Class

Deliver clear, organised lessons/tasks. Ensure the lesson addresses the different learning styles of the pupils.

Set firm yet fair class rules e.g. pupils must raise their hand when they wish to speak.

Quiet pupils must be given a chance to speak by more verbose pupils.

Set sufficient, appropriately differentiated work.

Do not allow 'slack' periods of time within a lesson - all pupils should be focused and occupied.

Separate some pupils from each other if required.

A set seating plan for specific classes - pupils should not necessarily choose where they sit.

Report misdemeanours promptly to the Deputy Head (DHM) via a demerit.

If necessary, share issues with other staff individually e.g. the pupil's Tutor or relevant Head of School (HoS).

Bring up issues at Monday or Saturday staff meetings or at 7:40 am at 'Morning Shout'. Bring any worrying behaviour to attention of the DHM-Pa or Head (HM) as soon as possible.

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Tools for Improving Pupils' Behaviour and Learning

The following are techniques to be considered when dealing with all children, but they are also appropriate for the disruptive pupil and seek to create a positive work and play ethic. They are useful to consider when working in the classroom environment.

Descriptive Praise	How we speak affects how pupils learn
Using Rules	Consider alternatives to repeating, reminding and nagging
Reflective Listening	Respond to pupils in a calm way so they can focus on solutions
Rewards	Consider how rewards and sanctions are used
Routines and Rituals	Consider ways to foster self-reliance and strong work habits
Differentiating	Simplifying/enriching work so that pupils can cope and really learn to succeed
Teaming	Techniques for working with others to ensure consistency and persistence

At no time, during informal discussions with parents, should staff suggest that pupils are dyslexic, dyspraxic or need Educational Psychology reports. This is the responsibility of the Learning Support Department and HM after discussion with the child's teachers. Making such statements to parents can cause undue stress and anxiety.

Whenever concern occurs, teachers should keep a record of negative and positive comments and actions. This information should include the location where the events took place, in which lesson and with which teacher, and at what time - for instance it might be when moving from one room to another.

Teachers should speak with the Head of Learning Support if they have questions about a pupil or require information appertaining to the various documents associated with a specific pupil, such as Assessments, LSPs and medical concerns. It may, at this stage, be necessary to set up an informal meeting with Head of LS or the HM. Concerns should be shared with staff at a staff meeting. All staff involved in the teaching of the named pupil must be aware of concerns, in particular the child's tutor.

If necessary the parents will be called in for a meeting with the Head and the teacher or tutor, as well as with the Head of LS.

Review meetings with parents will be scheduled and, especially if no improvement is noted, parents will be called in for discussion.

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Form teachers and tutors experiencing problems with individual LS pupils should inform the Head of Learning Support without delay about the issue (also see the Learning Support Policy for more information about how to report an issue to the LS department), and the Head should be copied into all communication.

Within our school we have much expertise with, and considerable success in regard to, dealing with behavioural issues. No one should feel they are isolated or unsupported.

Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force may be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force cannot be used as a punishment – it is always unlawful to use force as a punishment.

Any event requiring 'reasonable force' must be documented by the member of staff involved using the 'Incident Report' template on the SAT Drive (copying the relevant people e.g. tutor, DSL, Houseparent, HoS, DHM, HM, etc.) and the DSL and HM must be informed immediately, and a course of action decided.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items, such as any article that has been or is likely to be used to commit an offence,

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cause personal injury or damage to property or is suspected of being stolen. This search needs to be conducted within the presence of the child as well as two members of staff.

Recording Reasonable Force:

Incidents involving use of reasonable force will be recorded on a 'Incident Report' (as mentioned above) and distributed to relevant teachers, who will discuss the situation and decide the appropriate action, including whether to inform the parents or guardians of the child concerned.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

Line up

On a daily basis this precedes lunch time, supper time and Chapel/Assembly. It also precedes any event where the children need to be gathered and organised before filing sensibly and quietly to the venue e.g. Theatre.

When children line up, the columns should be close together and near to the Arab Doors by the Pre's Lawn. The columns are then to be controlled by two members of staff and line monitors (prefects).

Pupils should line up quietly and in **alphabetical** order, and the staff on duty must wait until this is achieved before allowing the pupils to proceed.

Any pupils in line up who do not stand facing the front in silence should be made to stand instead on the Pre's Lawn and then walked in with the last duty member of staff, if they disobeyed the initial request to be silent.

Free Time – Guidance for children

- Always be polite and go out of your way to greet and help adults, visitors and each other
- Be extra careful when playing near young children
- Treat others as you would like to be treated - Fair, Firm and Friendly
- Do not run past adults
- Do not run on pathways
- As a rule, try to only run in play areas
- If you see somebody on their own, invite them to play with you
- Always look where you are going when you are running
- Keep your hands and feet to yourself
- Ask before fetching a ball from outside the playground. No ball play around buildings except

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- the new block
- Keep away from the school windows when lessons or clubs are taking place

All teachers moving around the school should take note of behaviour in the buildings and ensure good behaviour is maintained - it is our responsibility. In order to ensure lessons can commence effectively at any time during the day, it is very important that teachers leave rooms as they found them; this is a vital discipline for the pupils to learn. The Head Boy, Head Girl, Prefects and House Captains are used to set an example to the children. All children are encouraged to use their initiative and report any incident or issue they may feel needs adult attention.

Disciplinary Matters

When any disciplinary concerns arise the Deputy Head Pastoral, Tutor, Head, Designated Safeguarding Lead, House Parents and Heads of School must be kept informed.

- 1) Where possible the teacher gives a quiet verbal warning.
- 2) This may be followed up with a demerit or detention, depending on the severity of the behaviour.
- 3) A demerit should be filled in fully and clearly initialled. The longer stub goes to the pupil and the shorter stub can be posted in the wooden demerit box in the staffroom or give directly to DHM-Pa
- 4) If a pupil receives a demerit they must bring three things to the DHM-Pa's office as soon as possible: write a neat apology note/letter, bring their House Point Card and the demerit stub.
- 5) A demerit will mean two Work Points and two Conduct Points are crossed off the pupil's House Point card by the DHM-Pa and they are not allowed to go to the Tuck Shop (and/or Cafe in Year 8) that week (this indicated on the HP card i.e. Wk5 circled after the crossed off DMs).
- 6) All demerits and detentions are recorded by the DHM-Pa and stored on the SAT Drive in 'Lists' for any staff member to check if required. This document is shared by the DHM with Tutors before Tutor meetings on Friday.
- 7) If a child's behaviour is consistently poor and/or they have received more than one demerit or have had to go to detention, they can be raised at a staff meeting i.e. the morning Shout, Monday break or, more usually, on Saturday at 8am.
- 8) DETENTION
 - A full detention may be given for particularly bad conduct or behaviour. 'Detention' should be written on a demerit slip, along with the pupil's name and an explanation of what they did, and initialled by the member of staff. It should be given to the DHM-Pa in person, and not posted in the demerit box in the staffroom, as a straight detention is a serious matter and will require immediate attention.
 - A full detention will also be given by the DHM-Pa for 3 demerits in any one given term, and for every additional 3 demerits i.e. on receiving 3, 6 and 9 demerits in a term.
 - After the first 3 demerits the pupil writes an official letter home to his/her parents explaining why he/she received them and then the HOS scans the letter and emails the parents, copying in the HM, DHM-Pa and Tutor - the HOS or DHM-Pa brings the pupil up in the staff meeting and a course of action is decided if necessary.

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- After 6 demerits the pupil writes another official letter home and the DHM-Pa scans the letter and emails the parents, copying in the HM, HOS and Tutor - the DHM brings the pupil up in the staff meeting and a course of action is decided e.g. report card
 - After 9 demerits, the pupil writes a final letter home and the DHM scans the letter and emails the parents, copying in the HM, HOS and Tutor – a course of action is decided by the HM after consulting any relevant staff or holding a special meeting.
 - A Work Detention may be given by a teacher for poor or insufficient work by a pupil. The teacher should inform the DHM-Pa about the Work Detention and what work needs to be completed. A Work Detention is not considered a Full Detention, and is not recorded on the Demerit and Detention list on the SAT Drive. If a child repeatedly produces poor or insufficient work for their ability, they should be issued a Demerit or another course of action taken, after consulting other relevant staff.
 - All Detentions take place on a Wednesday evening (during the 2nd Prep slot, after Reading & Catch Up Prep) under the supervision of the DHM-Pa and a suitable punishment is administered. Normally detention will last for between 30 minutes to 1 hour. If a pupil is not seen to take their detention seriously or not show remorse for their poor behaviour, the DHM can make the pupil miss their break/free time or give another suitable punishment.
- 9) The Tutor deals with the problem at their discretion having consulted with the relevant Head of School, Deputy Head, Director of Studies and/or Head. It is at this stage that the Tutor should inform/contact the parents if it is considered appropriate. After consultation with the Head, if the poor behaviour persists then the pupil's Tutor asks for a meeting with parents to discuss the behaviour. (This is to find out why the pupil may be acting in such a way and work with parents to help the pupil conform to acceptable standards of behaviour).
- 10) At or before this stage the child may be put on a report card by the Head of School.
- 11) At this stage the DHM-Pa who oversees discipline issues at Pembroke, along with the help of the HM, HOS and House Parents, may decide it is appropriate to take 'free time' from the child in question.
- 12) After consultation with the HM, if the poor behaviour persists the HM asks for a meeting with parents to discuss the behaviour. Prior to the meeting with the parents the HM meets with the pupil concerned.
- 13) Should the behaviour be considered totally unacceptable, a pupil may be suspended from school for a period of time determined by the HM.
- 14) Expulsion should only be taken as a last resort, after all other avenues have been exhausted or the behaviour was deemed so dangerous or unacceptable that no other course of action can be taken.

In Conclusion

Pembroke House is a school where good behaviour is expected, where children interact in a very positive way with each other and serious misdemeanors are infrequent. Our philosophy is one of positive reinforcement where children are given appropriate strategies to improve their behaviour. Individuality and initiative are encouraged; all children are taken seriously and there is much support from dedicated, caring staff and supportive families when a problem arises.

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