



BEHAVIOUR AND DISCIPLINE POLICY
A whole-school policy including the EYFS



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1. Introduction and Purpose of Policy

This policy aims to:

- provide a consistent approach to behaviour management
- define what we consider to be unacceptable behaviour, including bullying and discrimination
- outline how pupils are expected to behave
- summarise the roles of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions

The school's behaviour policy applies to all pupils when they are on school premises or in the care of the school, or wearing school uniform, or otherwise representing the school.

2. Legislation and Statutory Requirements

This policy is based on UK standards and guidance for British Curriculum schools including the following statutory documents: -

- [Behaviour and Discipline in Schools \(Jan 2016\)](#)
- [Searching, screening and confiscation at school](#)
- [Use of reasonable force in schools](#)

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014: paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

3. Roles and Responsibilities

- **The School Council** is responsible for monitoring this Policy's effectiveness and holding the Headteacher accountable for its implementation.
- **The Headteacher** is responsible for reviewing and approving this Behaviour Policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are consistently applied.
- **Staff** are responsible for:
 - o implementing the behaviour policy consistently
 - o modelling positive behaviour
 - o providing a personalised approach to the specific behavioural needs of particular children
 - o recording behaviour incidents.



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- The **senior leadership team and senior management team** will support the staff in responding to behaviour incidents.
- **Parents** are expected to:
 - support their child in adhering to the pupil code of conduct.
 - inform the school of any changes in circumstances that may affect their child's behaviour.
 - discuss any behavioural concerns with the tutor promptly.

4. Pembroke's Statement Of Intent

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.

5. Rewards and Praise

Good Behaviour is encouraged with: -

- Positive praise and clear approval of good behaviour by staff on a daily basis
- Recognition of good behaviour in Chapel, End of Term Assemblies, Speech Day, etc
- Work Points (House Points) for academic/class work or good work in sports
- Conduct Points (House Points) for good manners, behaviour and helpfulness of all kinds
- Headmistress Conduct (HMC) stickers which recognises outstanding academic work or conduct

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- A House system that encourages, reinforces and promotes good behaviour
- Academic Awards – colours, subject awards or prizes
- Sports Awards – colours, man of the match, medals, trophies and so on
- Music, Art & Drama Awards – colours, LAMDA, MTB, certificates, etc.

At Pembroke, we find the following behaviour unacceptable:-

- Bullying of any kind
- Physical abuse including fighting and aggressive behaviour
- Verbal abuse
- Disobedience
- Disrespectful behaviour
- Vandalism
- Bad manners
- Sexual harassment, meaning unwanted conduct of a sexual nature
- Online sexual harassment
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any of the following prohibited/banned items
 - Knives or weapons (with the exception of utility tools for seniors)
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, vaping devices & other nicotine products
 - Pornographic images
 - Fireworks
 - Any item which a member of staff reasonably suspects has been or, is likely to be used to commit an offence or cause personal injury to; or damage to property of any person
 - Aerosols
 - Any hazardous substances including psychoactive substances
 - Chewing gum
 - Electronic devices (other than others agreed with the school for educational purposes) This includes SMART devices such as SMARTwatches and SMART mobile phones other than those with a prior agreement with the school
 - Laser pens
 - Matches or lighters

6. Sanctions

Schools have statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.

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Disciplinary sanctions have three main purposes namely to:-

- Impress on the child that what he or she has done is unacceptable
- Deter the child from repeating that behaviour
- Signal to other pupils that the behaviour is unacceptable and deter them from copying it.

Acceptable Strategies for Dealing with Classroom Behavioural Issues

- Deliver clear, organised lessons and 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.
- Use the Dots and Demerits System to deal with behavioural issues.
- In Early Years, there is a ‘Thinking Chair’ which children are put on to ‘think’ about what they have done.

Teachers must report misdemeanours promptly to the Head of Pastoral via a dot or demerit. If necessary, teachers should share issues with other staff individually e.g. the pupil’s Tutor or relevant Head of School (HoS).

Teachers should also bring up issues at 7:35 am at ‘Morning Shout’. Bring any worrying behaviour to the attention of the Head of Pastoral or Headmistress as soon as possible.

Acceptable Tools for Improving Pupil’s 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 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

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the Learning Support Department and Headmistress after discussion with the child's teachers. Making such statements to parents can cause undue stress and anxiety.

- 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 the Head of LS or the Headmistress. 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 Learning Support.
- 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. Concerns should be recorded on an Incident Report and shared with the relevant people.

The Disciplinary Scale

The following scale details the steps which will be taken when using sanctions. Humiliating or degrading punishments will not be used. Care must be taken when using sanctions with younger children, new children and children who have special needs. Staff must use their professional judgement over the issuing of sanctions and seek advice from senior staff if required; sensitivity, circumspection and compassion must be employed.

Dots

- A Dot is a layer of sanction below a demerit to help keep up standards and expectations of behaviour.
- The dots are discussed between the child and their tutor.
- By reporting the smaller misdemeanours it is easier to track behaviour which will then help the tutors to support the children and manage the things they struggle with.
- Minor instances of poor behaviour, both in and out of the classroom will be dealt with by the member of Staff involved. This may include giving the child a dot. This will involve reminding the pupil of the required behaviour and the consequences of repeated poor behaviour. Senior Staff and Heads of Department can be consulted as necessary.
- Three dots in a week results in a demerit but each Monday the slate is wiped clean so it does not become cumulative over the term.

Demerits

- Repeated poor behaviour - or an unsavoury incident - will result in a demerit being given. Staff should provide as much detail as possible about the offence on the demerit slip and initial it.
- 3 demerits in a term results in a detention



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- If a child seems to be regularly receiving demerits, he will be put on a Report Card where behaviour is monitored from session to session.

Detention

- 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 Head of Pastoral 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 Head of Pastoral 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 Headteacher, Head of Pastoral - the Head of School or Head of Pastoral brings the pupil up in the pastoral meeting and a course of action is decided if necessary.
- After 6 demerits the pupil writes another official letter home and the Head of Pastoral scans the letter and emails the parents, copying in the Headmistress, Head of School and Tutor - the Head of Pastoral brings the pupil up in the pastoral meeting and a course of action is decided e.g. report card.
- After 9 demerits, the pupil writes a final letter home and the Head of Pastoral scans the letter and emails the parents, copying in the Headmistress, Head of School and Tutor – a course of action is decided by the Headmistress after consulting any relevant staff or holding a special meeting.
- All Detentions take place at a suitable time under the supervision of the Head of Pastoral 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 Head of Pastoral can make the pupil miss their break/free time or give another suitable punishment.
- The Tutor deals with the problem at their discretion having consulted with the relevant Head of School, Head of Pastoral, 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).
- At or before this stage the child may be put on a report card by the Head of School.
- At this stage the Head of Pastoral who oversees discipline issues at Pembroke, along with the help of the Headmistress, HOS and House Parents, may decide it is appropriate to take ‘free time’ from the child in question.

Fixed Term Exclusion:

- After consultation with the Headmistress, if the poor behaviour persists the Head will ask for a meeting with parents to discuss the behaviour. Prior to the meeting with the parents

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the Head meets with the pupil concerned. This may result in a suspension, or a warning that the pupil risks suspension.

- If a pupil is provided with another chance to prove him/herself, but there is not sufficient improvement in the pupil's behaviour, the Head will suspend the pupil from the school for a brief period of time.
- Should the behaviour be considered totally unacceptable, a pupil may be suspended from school for a period of time determined by the Headmistress.

Expulsion/Permanent Exclusion

- If, on return to the school after a suspension, the unacceptable behaviours are still evident, then parents will once again be asked to the school for a meeting with the Head where it is possible that the pupil will be asked to leave the school permanently. Depending upon time and circumstances, this may be in consultation with the SMT/SLT and the Chairman of Council, if deemed necessary.
- 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.
- While the education and best interests of individual pupils are of huge importance, the welfare, safety and happiness of the whole school community is paramount and takes precedence.
- Any pupil who is excluded will be offered support.

A parent may appeal against an exclusion to the Chairman of the Council, and in that case, The Formal Complaints Procedure will be followed.

7. General Guidelines for Handling Behavioural Concerns

- When any disciplinary concerns arise the Head of Pastoral, Tutor, Headmistress, Designated Safeguarding Lead, House Parents and Heads of School must be kept informed.
- Where possible the teacher gives a quiet verbal warning.
- This may be followed up with a dot, demerit or detention, depending on the severity of the behaviour.
- A dot is filled in on the dot form with a clear reason as to why the pupil is receiving a dot. The pupil must be made aware of the dot and the reason.
- 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 given directly to the Head of Pastoral.
- If a pupil receives a demerit they must bring three things to the Head of Pastoral's office as soon as possible: a neat apology note/letter, their House Point Card and the demerit stub.
- A demerit will mean two Work Points and two Conduct Points are crossed off the pupil's House Point card by the Head of Pastoral and they are not allowed to go to the Tuck Shop



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(and/or Cafe in Year 8) that week (this indicated on the HP card i.e. Wk 5 circled after the crossed off house points).

- All demerits and detentions are recorded by the Head of Pastoral and stored on the SAT Drive in 'Lists' for any staff member to check if required. This document is shared by the Head of Pastoral with Tutors before Tutor meetings on Thursday.
- 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 or Tuesday break.

Physical Restraint

- Physical Restraint can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is not a form of punishment. For the avoidance of doubt, corporal punishment is prohibited at Pembroke House.
- In school, physical restraint is used to control pupils or to restrain them from causing disorder, hurting themselves or others and damaging property.
- Incidents of physical restraint must always be a last resort. In addition, It must
 - Be applied using the minimum amount of force and the minimum amount of time possible
 - Be used in a way that maintains the safety and dignity of all concerned
 - Never be used as a form of punishment
 - Be recorded and reported on the same day
- The following list is not exhaustive but provides some examples of situations where physical restraint can and cannot be used. Physical Restraint 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.

Recording Physical Restraint

- Any incident involving the use of physical restraint 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, Head of Pastoral, HM, etc.) and the DSL, Head of Pastoral and Headmistress must be informed immediately, and a course of action decided.



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- The Headmistress will discuss the situation with the relevant staff and decide the appropriate action, including whether to inform the parents or guardians of the child concerned.

Power to search pupils without consent

- In addition to the general power to use physical restraint 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, 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.

8. School Line Ups

- Line ups are done on a daily basis prior to lunch time, supper time and Chapel/Assembly. They also precede 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 (or appropriately socially distanced) 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 silently 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 walk in with the last duty member of staff, if they disobeyed the initial request to be silent. Sanctions given as required.

9. Free Time – Guidance for Pupils

- 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
- No ball play around buildings except the Science block, and this only with permission and supervision from a duty member of staff.
- Keep away from the school windows when lessons or clubs are taking place



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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 find 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.

10. Alcohol, Smoking and Substance Abuse

- Pembroke House has a statutory duty to promote pupils’ wellbeing and has a clear responsibility to prevent and condemn any kind of alcohol, smoking and substance abuse. The school also has a clear responsibility to educate the children in the dangers of alcohol, smoking and substance abuse. This includes “legal” substances such as alcohol, tobacco and solvents, over the counter and prescribed drugs, and illegal drugs such as cannabis, ecstasy, amphetamines, LSD, etc. ‘Drugs’ also include New Psychoactive Substances (NPS) often referred to as ‘Legal Highs’.
- It is unacceptable for pupils to bring any of the above items into school, have them on their person, or to consume them. Furthermore, it is the school’s policy that smoking and the possession of smoking materials are forbidden on school premises. This includes, but is not restricted to, cigarettes, tobacco, cigars, cigarette papers, e-cigarettes, pipes, personal vaporisers (vapes) and electronic nicotine delivery systems.
- Any pupil found to be in breach of the above guidelines whilst in school will be referred to the Head immediately and significant action will be taken.

11. Linkages with other policies

This Behaviour and Discipline Policy is linked to the following policies:

- Anti-Bullying policy
- Safeguarding and Child Protection policy
- ICT policy

12. Annex A - The Disciplinary Scale Table

Sanctions	Example of Behaviour
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Level 1 Dot	incorrect uniform; poor listening behaviour; not silent in line up or chapel; littering; silliness in class; being late; failure to produce a prep; forgetting a chromebook; failure to bring the correct equipment to a lesson; an untidy changing area or locker; poor table manners; incorrect shoes; untidiness; taking food from the dining room; inoffensive misuse of chrome book; low level disruption
Level 2 Demerit	Bringing tuck into school; anti-social behaviour such as rudeness, swearing, spitting, teasing, fighting, name calling; use of inappropriate language; defiant behaviour; going out of bounds; lack of respect for others;
Level 3 Detention	Serious misconduct - stealing, vandalism, graffiti, damage to property; interfering with school equipment such as fire alarm or fire extinguisher; any form of bullying, especially verbal, physical and cyberbullying; inappropriate device use; racism: aggressive behaviour; going out of bounds with intent to misbehave; abusive language;
Level 4 Fixed Term Exclusion	Use of cigarettes, e cigarettes or alcohol, or any other harmful or forbidden substance on the way to, from and whilst on the school premises or a school trip; threaten or use physical violence to a student or adult; severe and consistent bullying; severe and consistent racism; child on child abuse; sexual harassment; persistent level 3 behaviour Bringing the school's name into disrepute ?
Permanent Exclusion	Having an offensive weapon in school Possession of illegal drugs in school Supply or intent to supply illegal drugs in or out of school Assaulting a member of staff Serious misuse of social media that affects the health and well-being of a member of the school community or brings the school's name into disrepute