



**Arrangements for Misbehaviour and Exclusions
Promoting Good Behaviour,
Rewards, Behaviour Management and Sanctions
Amended March 2021 (under regular review)**

**(Reference is made in formulating this policy to the non-statutory advice in the document
Behaviour and Discipline in Schools (2016) in formulating this policy)**

Introduction

St Anne's Preparatory School aims to encourage pupils to adopt and uphold the highest principles and standards of behaviour, which in turn promote mutual trust and respect for all within the school community and beyond. We believe that positive 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 curriculum and extensive programme of extra-curricular activities.

St Anne's School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. The school has due regard for its duties and responsibilities under the Equality Act 2020. It is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability and matters related to reasonable adjustments for pupils with special educational needs and disabilities. We treat everyone as an individual and aim to develop the whole person, equipped to take his or her place in the modern world.

The school community of staff, parents and pupils adheres to a code of conduct, rather than to lists of rules. St Anne's School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. 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 and Golden Rules, 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

At St. Anne's we encourage a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policies and procedures. Parents and guardians who accept a place for their child at St Anne's 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,

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uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

Involvement of Pupils

Here at St. Anne's we believe that respect for the school and its ethos is enhanced by giving our pupils a voice within it. By listening to the children and encouraging constructive suggestions from them, in particular via the School Council, which meets regularly, we foster a sense of ownership and pride in all it stands for as an institution and its reputation and place within the local community.

Teaching and Learning

St Anne's 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 staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

Pupil Code of Conduct

- be polite
- be honest
- be gentle
- be kind and helpful
- work hard
- show respect for and listen to others
- look after property
- be a good ambassador for the school

Rewards

St Anne's School believes that effective teaching and learning occurs in an environment where praise is awarded appropriately and where children and adults clearly understand the rules. Rewarding our children for positive behaviour is fundamental to a successful classroom as is the appreciation by all concerned of the steps and protocol to be adopted in order to change inappropriate behaviour.

St. Anne's promotes a positive attitude to good behaviour by emphasising 'Do's' rather than 'Don'ts'. Our Golden Rules and Code of Conduct set the standards of attitude and behaviour for all pupils, and copies of these are displayed prominently around the school. These principles are constantly reinforced in assemblies, in class and throughout the school day, as appropriate. Staff actively seek opportunities to recognise good behaviour, praising and rewarding whenever possible. Examples of this positive approach are reflected and communicated in the following ways:

- Half-termly Effort Cup awarded in all classes.
- Written comments/stamps on children's work
- Sticker awards
- Public words of praise in front of class or whole school

- House Tokens
- Responsibility given to a child by the class teacher
- A visit to the Head Teacher for a commendation
- Badges/Colours awarded for excellence and/or commitment in the Performing Arts, IT and Sport

An extensive system of rewards and sanctions is in place which primarily recognises the importance of encouraging pupils in their various endeavours, but which also offers them the security of knowing the boundaries and the school's expectations of them.

Our children generally respond very positively to praise, and no opportunity should be missed to give it verbally when deserved. Written commendations are made through comments in exercise books and termly reports. Pupils' work is displayed in form rooms and circulation areas. The formal means of reward are made known to pupils when they join the school, and to their parents in the Parents' Agreement.

Tokens in House Colours

These are awarded across all areas of school life, to acknowledge excellence, improved standards of achievement, special effort, and to recognise good citizenship. Pupils may be awarded these tokens for:

- Positive attitude to learning
- High standards of work, including homework
- Politeness and courtesy
- Kindness, support and encouragement for others
- Organisation

Gold Token or Head Teacher's Award

These equate to five House Colour Tokens and are only granted on very rare occasions for something exceptional. They can be given for:

- Outstanding achievement in all aspects of school life
- Commendation on representing St Anne's at an off-site event.
- Exceptional kindness and consideration for others within the school community
- Determination and perseverance

A Gold Token is accompanied by a Head Teacher's Award Sticker and Certificate, the latter being presented during whole school assemblies, (Currently, due to Covid-19 restrictions they are presented during 'bubble' assemblies.) and an entry in the Outstanding Achievement Book.

House Tokens are collated half-termly and form the basis of the House System.

Tokens and the House System

On entering the school, children are allocated to one of the four School Houses – Romans, Saxons, Normans and Vikings. Members of staff act as House Leaders, organising inter-house activities throughout the academic year, promoting a healthy, competitive spirit. There will

be one activity/competition per term. Each house has a Year VI House Captain who works with staff to organise events and encourage participation. The house system forms an integral part of the school's daily life, through the awards of Tokens, which accumulate for the children's House Team.

The winning house for each term is announced in the final whole school assembly after a ceremonial weighing of the tokens and the House Captain is presented with a cup dressed in a ribbon of the appropriate colour. The winning house team is also awarded a 'treat', given during the last week of term. The House Mistress and, where possible, staff members affiliated to the House, celebrate with the children.

Outstanding Achievement Book:

This record of achievement is designed to recognise excellence and notable consistency or improvement. The children are invited to visit the Head Teacher to give an account of their outstanding work or behaviour. They receive congratulations, an appropriate sticker and, as previously stated, a certificate which is awarded during a whole school assembly. A copy of their work or an account of their behaviour is recorded in the Outstanding Achievement Book which is dated and initialled. The Outstanding Achievement Book which will be kept on the small table in the reception area outside the school office.

Effort Cups:

These are awarded half-termly by Class Teachers from Kindergarten II to Year VI and are presented in the final Headmistress' Assembly.

Responsibilities:

Appointments are made to reward commitment and often reflect interest in a particular area of school life. Most posts are filled by children in Year VI and include: Head Boy and Girl, Class Prefect, Librarian, Sports Captain, House Captain, etc.

Throughout the Prep Department Years III to V appoint half-termly Form Captains and annual School Councillors; every effort is made to ensure that these responsibilities are shared around as widely as possible.

Sport, IT, Art and Performing Arts Badges

Music, Drama, Dance, Art and IT badges along with Sports' Colours are awarded at the discretion of the staff involved in the teaching of these subjects and presented in whole school assemblies.

Headmistress' Assemblies.

All appointments (e.g. positions of responsibility) awards and achievements, in or out of school, are announced and celebrated during the Headmistress' Assembly, usually held on a Monday.

Weekly Reminders/News/Bulletin:

Results of individual or team achievements & special mentions are published in the weekly bulletin, which is emailed to parents and teachers and available on our website and outside notice board. The names of pupils who have received a Head Teacher's Award and a mention in the Outstanding Achievement Book are also detailed in the weekly bulletin.

Behaviour Management

At St. Anne's we believe that behaviour management must be consistent throughout the school and proportionate so that our pupils' self-esteem is raised and their passion for learning increased. The main aim of the school's 'Pupil Code of Conduct' is to support our children in the development of a growing respect for themselves, other people and the school. All staff members hold a degree of responsibility for helping pupils to develop respect in each of these three areas.

The key aspects of school practice which, when effective, contribute to improving the quality of pupil behaviour are:

- Strong school leadership.
- Consistent behaviour management, promoted by all adults within the school.
- A positive classroom culture wherein children feel safe and happy.
- Promotion of self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Praise and rewards for appropriate behaviour.
- Sanctions for inappropriate behaviour, along with support to understand and change it.
- behaviour strategies and the teaching of good behaviour
- Staff development and support.
- Pupil support systems.
- Liaison with parents, carers and other agencies
- Efficient pupil transition management and organisation of facilities

Sanctions

The school's policy on sanctions rests on the following principles:

- The development of respect for others, the school and the individual pupil
- The recognition of good behaviour, good manners and tidiness
- The level of sanction should be proportionate to the seriousness of the offence
- Sanctions need to be applied fairly and consistently
- They should be understood by pupils and, where possible, seen by them as fair.

Staff are responsible for ensuring that rules are followed by all pupils however adjustments may need to be made for children who find controlling their behaviour more challenging and alternative strategies such as 'time out' may be adopted if proved to be more effective.

These specific guidelines must be followed:

In terms of behaviour management, we differentiate between poor organisational ability and unacceptable behaviour.

Low grade misdemeanours around school, such as inappropriate chattering, can usually be addressed through effective and consistent pupil supervision.

A mild or moderate verbal reprimand will very often suffice.

St. Anne's is mindful at all times that a 'time out' in many instances would be the most valuable sanction.

Pupils must be made quite clear as to how they have transgressed, and why they have been given a sanction.

Groups of pupils should not be punished for the misdeeds of an individual in their midst.

Mindless or unproductive sanctions are to be avoided, e.g. lines.

Children are NEVER punished physically or humiliated in any way. Corporal punishment is NEVER used. The school will not use or threaten corporal punishment. Any member of the school community who fails to meet these requirements commits an offence.

Physical intervention (where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property) is only used for the purposes of averting immediate danger of personal injury to any person, including the child. The school keeps a record of any occasion where physical intervention is used, and parents and/or carers are informed on the same day, or as soon as reasonably practicable.

The School's intention is to create an environment where pupils have every opportunity to succeed, where learning is not disrupted and where respect is shown to all members of the school community. St Anne's School should be a safe and secure place where a pupil's confidence, self-discipline and responsibility can flourish.

Pastoral Care:

It is clearly understood that unacceptable behaviour in school, may well be the result of anxiety, friendship problems and a variety of issues affecting pupils adversely in other areas of their lives. The Head of Pastoral Care is fully involved in the behaviour management in such cases, offering pupils support as and when deemed appropriate.

Poor Organisational Behaviour:

Each class teacher from Years II -VI will record in a child's Homework Diary instances when pupils fail to have essential equipment or clothing. Specialist subject teachers may also record such instances. The Homework Diary will be signed by the class teacher during class period or other suitable time, and appropriate support and advice given. If such entries become a regular occurrence, consideration will be given, in consultation with parents, to the use of an organisational monitoring card.

Misbehaviour throughout the school:

Misbehaviour in the classroom and elsewhere around school is dealt with immediately by the member of staff who witnesses it or is informed of it. A child will be invited to explain their unacceptable behaviour and, if appropriate, will receive a verbal reprimand, along with advice and guidance given for improvement. Where deemed necessary, the child's class teacher will be informed of the incident which he or she will record in either the Pastoral or Behaviour Overview. If the behaviour continues or is repeated, a range of sanctions may be implemented

Playground

Misbehaviour in the playground is dealt with immediately by the duty staff. A child will usually receive a verbal reprimand and warning, but a brief 'cooling-off' period, standing aside on the

terrace, may be deemed appropriate. Incidents are logged in the Playground Diary and reported to the child's Class Teacher. Children may also undertake 'pay-back time' (loss of an amount of playtime) if warnings against inappropriate behaviour go unheeded and the behaviour continues or worsens. Further sanctions will be applied as described below and parents may be informed due to the severity or continuous nature of the behaviour. The Head of Pastoral will also be informed if the problem is considered to stem from issues relating to a pupil's well-being.

Extra-curricular activities and Trips

Appropriate behaviour is expected in all clubs and during extra-curricular activities whether provided by the school or outside agencies. During off-site visits, pupils are required to act as ambassadors for the school, observing the Code of Conduct and Golden Rules. If a pupil's behaviour is deemed inappropriate on such occasions, normal sanctions will first be applied, including Continuous or repeated poor behaviour will lead to the involvement of the Head Teacher who will issue a reminder of what is expected of St. Anne's pupils and may request an appropriate apology be made.

Sanction Levels

Level 1:

A Level 1 misdemeanour might take a variety of forms such as:

- rudeness
- disrespectful behaviour
- distraction of others
- lesson disruption
- poor classwork
- incomplete, untidy or missing homework
- inappropriate uniform, including sportswear
- missing equipment, including sports' items
- Inappropriate shouting or horseplay

Class Teacher/Teaching Assistant/Subject Specialist Teacher (SST) can ask a child to *'payback time' up to ten minutes of morning break/lunchtime in order to catch up on any poorly completed or missing homework or classwork that was not completed during a lesson due to inappropriate or time-wasting behaviour. This is supervised by a TA, the Class Teacher or SST and a note is made in the weekly Behaviour Overview' where the 'payback time' is recorded.

If pupils cannot participate in a meaningful way in a prepared PE/Games lesson on site because they do not have the necessary clothes or equipment essential for their safety, they will generally attend the lesson with a book to read or as a spectator. At times, appropriate work may be set and undertaken under the supervision of a teacher. When pupils are off-site for PE/Games lessons and essential items are found to be missing, parents will be contacted and advised that their child is unable to participate in the event. If parents cannot be contacted, then an email from the PE department will be sent to the parents.

Level 2

A level 2 misdemeanour is as follows:

- repeated incidents at Level 1
- severe incidents of disrupting the learning of others
- name calling and unkindness to others

This sanction will either take the form of detention, the completion of missing work during break time or the fulfilment of a community service task such as sorting the Lost Property box. Alternatively, or in addition to any of the above sanctions, the Class Teacher may feel that a verbal or written apology is appropriate and this will be discussed with the child to ensure that he or she understands why it is necessary. (If the circumstances are appropriate, the Head of Pastoral may be involved in this process.) Pupils will be warned that their parents may be contacted should the inappropriate behaviour continue and incidents will be logged online, on the class weekly Behaviour or Pastoral Overview.

If improvement is not forthcoming, a pupil will receive a poor behaviour 'mark'. These are recorded in the weekly Behaviour or Pastoral Overview and a culmination of three 'marks' within a two-week period or less will result in a Level 3 sanction.

Every attempt to support a child in changing and improving their behaviour will be made by all staff prior to the initiation of a Level 3 Sanction.

Level 3

A Level 3 misdemeanour is as follows:

- continued disruption in class
- continued inappropriate behaviour (rude/disrespectful)
- continued failure to complete classwork/homework to an acceptable standard.
- repeated unkindness towards other children unkindness

This sanction takes the form of self-evaluation. In discussion with their Class Teacher, the child will consider reasons for their unacceptable behaviour and steps to bring about improvement. (At this point the Head of Pastoral may need to become involved). In consultation with the Head Teacher it may be decided to introduce a 'Behaviour Monitoring Report Card' to be completed by the relevant member of staff, after each lesson or activity. This process will be overseen by the Class Teacher (or Head of Pastoral) and the parents are informed.

The Class Teacher (or Head of Pastoral) will discuss the pupil's performance with them each week and the parents and Head Teacher will be advised of progress. When it is deemed that sufficient progress has been made, this intense level of monitoring will cease but the Class Teacher will continue to oversee the situation and update the Head Teacher.

Level 4 – Head Teacher Sanction

Children may be referred to the Head Teacher due to:

- Failure of the 'in-class behaviour monitoring report card' to improve behaviour
- Extreme rudeness
- Severe offences relating to the disruption of lessons or actions that prevent others from learning
- Severe acts of unkindness
- Bullying (including Cyber)

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- Stealing
- Vandalism
- Swearing

The Head Teacher will impose an appropriate sanction and the child's progress will be monitored closely by the Class teacher or Head of Pastoral and the Head Teacher until real improvement is seen. Parents will be contacted by the Head Teacher and the incident will be logged on the Central Behaviour or Pastoral Database.

Any incidents of a racist or homophobic nature, bullying, this includes cyber bullying, fighting, stealing, vandalism and leaving the school boundaries are referred immediately to the Head Teacher. Staff members use the Incident Report forms and update the Central Behaviour Database to record the incident and follow the school's protocol. The reports are retained as part of a pupil's Disciplinary Record. The Head must be provided with a copy of the reports.

The Head Teacher reserves the right to temporarily exclude a pupil in the best interests of the school community or the individual pupil. The decision to exclude will be taken in consultation with the pupil's Class Teacher and Head of Pastoral Care, as a last resort, when all other avenues to address repeated unacceptable behaviour have been explored, an exceptional 'one-off' offence has been committed or the pupil concerned is deemed to need an extended cooling-off period away from the school environment.

Level 5 - Head's Intervention / External Agencies

If a child has not responded in a positive manner to the support (including implementation of an individual behaviour plan) and sanctions as detailed in Levels 1-4, and he/she continues to breach the school's Code of Conduct, the Head, in consultation with the SMT, will meet with the child and the parents to establish protocols going forward in the interests of the child, other pupils and the school.

Level 6 - Exclusion Communication with Parents:

The parents are informed of any action taken and the reason for it, and are encouraged to support the school's standards. Parents may be asked to have a meeting with the Class Teacher or the Head of Pastoral to discuss ways in which the child's behaviour can be improved. A record is kept of any meeting or telephone discussion with parents concerning their child's behaviour, and any plan of action which has been agreed.

Suspension and Exclusion

The Head Teacher reserves the right to suspend or expel a pupil in the wider interests of the school community - such actions will only be taken after the necessary consultation with staff and discussion with parents.

Pupils will only be excluded in cases of a serious breach of the school's behaviour/discipline policy or if the continued presence in the school of the pupil being excluded would seriously damage the education or the welfare of other pupils or staff. Only the Head Teacher can exclude or, in her absence, the Proprietor who will generally have been consulted prior to a decision to exclude being taken.

As befitting its gravity, a decision to exclude a pupil will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed, e.g. serious violence, actual or threatened, against a pupil or member of staff.

Factors to be considered before an exclusion:

- an appropriate investigation has been conducted;
- all the relevant evidence has been considered;
- the pupil's version has been heard;
- if appropriate, other people have been consulted;
- if the balance of probabilities has been established, the pupil may be excluded.

Pupils who have reached this stage of the disciplinary procedure usually require more than the usual support and help. During the suspension at school, the Head Teacher is able to ascertain exactly what further support is required for the pupil suspended. This could include counselling, a specifically targeted card, (e.g. achievement, concentration, kindness) or regular meetings with a key supporter. Such help may already have been set up at an earlier stage as difficulties arose.

Record of Sanctions:

The school has a register of sanctions imposed for serious misbehaviour, defined by the school as Level 3 and above. All meetings relating to pupils' behaviour are recorded on the Central Behaviour or Pastoral Database which has the pupil's name, year group, the nature and date of the offence, and the sanction imposed, if appropriate, as a central record. This is how patterns of behaviour are identified.

Complaints:

We hope that you and your child do not have any complaints about the operation of our behaviour policy; but the school's complaints procedure can be viewed on our website or can be sent to you on request.

SAFEGUARDING STATEMENT St Anne's School is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding and Promoting the Welfare of Pupils Policy'.

EQUAL OPPORTUNITIES STATEMENT The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender reassignment and disabilities, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.
