



# Old Vicarage School

## Behaviour, Discipline & Sanctions Policy

**This policy applies to the whole school including the EYFS.**

### **Introduction**

At Old Vicarage School, high standards of behaviour are expected of all girls while they are at school. In order to achieve this, all teachers agree that pupils benefit from being at a school where the expected and acceptable forms of behaviour are clearly spelt out. While the School does not have an extensive list of “school rules”, girls are given simple and clear instructions as to appropriate forms of behaviour under all circumstances.

The ethos of the School and the broad curriculum promote the attitudes and values necessary for individual pupils to contribute positively to their own personal development and to that of the School. These attitudes and values are further encouraged through a system of rewards and sanctions.

The issuing of sanctions will never be the first course of action. Good classroom management and clear expectations and boundaries do much to limit their use.

The School does not use or threaten corporal punishment in any form and under any circumstance.

This policy should be read in conjunction with the School’s Child Protection & Safeguarding and Anti-Bullying Policies.

### **Management of behaviour**

The Head is responsible for implementing this policy consistently throughout the School. The Head is also responsible for ensuring the health, safety and welfare of all children in the School.

The management of behaviour is the responsibility of all members of staff (teaching and non-teaching) who are expected to lead by example, treating pupils and other staff with respect and promoting good behaviour at all times in all areas of the School.

The expected standards of behaviour in class and around the School are discussed with staff and pupils at the beginning of each school year and, as necessary, thereafter. The regular morning staff meeting provides staff with an opportunity to share problems and concerns regarding specific pupils.

In the Upper School, form teachers have regular individual pastoral meetings with their pupils, during which time, teachers may quietly explore any behavioural concerns.

In the Lower School, behaviour is discussed and explored in weekly PSHE lessons. Children are invited to share any problems they have experienced or witnessed.

Any concerns about a girl’s behaviour will be reported to their form teacher and a note made on their electronic pupil record. This way, we can monitor the situation and a broad picture can be established and referred to in parental meetings if necessary.

Any serious injury resulting from a child's behaviour, or accident, will be notified to parents on the same day it occurs.

### **The School's partnership with parents**

The School endeavours to work in partnership with parents, so pupils receive consistent messages about how to behave at home and at school. We inform parents immediately if we have concerns about their daughter's welfare or behaviour and expect them to support their daughter's learning and to co-operate with the School.

### **Rewards for good behaviour**

We reward good behaviour in a variety of ways. The simplest, and perhaps the most effective, is continual positive reinforcement, by oral acknowledgement, whenever a girl behaves well. We should never fall into the trap of simply expecting good behaviour.

Many rewards are routinely given to pupils on a daily basis. These include:

- Verbal praise, encouragement, written remarks about good work, stickers.
- Reward Charts which promote good behaviour.
- House points, which are given for a wide range of reasons: good work, trying hard, behaviour, being helpful or kind, consideration of others, personal organisation etc.
- Commendations for outstanding work or sustained effort and achievement.
- Constructive comments and praise in formal written reports.

At the end of each term, Upper School girls are awarded graded Endeavour badges and certificates to show their house point achievement over the term. Each term, the House with the most points receives the House Cup and each girl in the winning house receives a House Pencil. The School's Prize Giving Ceremonies celebrate success and reinforce the values we are trying to deliver.

There are a number of positions of responsibility that girls can aspire to, such as Head Girl, Deputy Head Girl and Heads of House. Such positions are awarded on merit with good behaviour being a major criterion for consideration. All Year 6 pupils are given personal responsibility for an activity, such as library, playground, charity or a specific subject. The School 'Buddy' system where an older girl looks after a younger girl reinforces the sense of responsibility and caring for others.

### **Sanctions**

In order to maintain a safe and positive learning environment, we need and expect our pupils to behave well. The School always aims to motivate by praise and encouragement, but girls will overstep the mark at times. Sometimes a quiet word will suffice and sometimes not. Any girl producing work to a standard well below the level of her capabilities, will be asked to re-do it.

We employ a graded set of sanctions ranging from a simple verbal reprimand to a fixed term or even permanent exclusion. The actions of the School will, always, be appropriate to the maturity and development of the child and the misdemeanour (please also see 'Reasonable Adjustments' below).

If verbal reprimands do not achieve the desired results and a girl's behaviour shows no sign of improving, she may be referred to the Head. Any referral of a pupil to the Head will result in a consultation with the parents. Specialist outside agencies may be consulted if there is an underlying problem, for example, a medical or emotional issue.

### **Fixed Term Exclusions**

In situations where a girl has committed a very serious breach of accepted behaviour, it may be necessary to exclude her from attendance at school for a period of days decided by the Head.

This action would not be taken without a thorough investigation of the incident and interviewing of all those involved.

#### Permanent Exclusion

The Head may, at her discretion, exclude a pupil permanently from the School if she considers that the child's attendance or behaviour (including behaviour outside school) is seriously unsatisfactory and, in the reasonable opinion of the Head, the exclusion is in the School's best interests or those of the child or other children.

The Head will act fairly and will not permanently exclude a pupil other than in grave circumstances.

#### Required Removal

The Head may, at her discretion, require parents to remove a pupil permanently from the School if the behaviour of either one or both parents is in her opinion, unreasonable, and affects or is likely to affect adversely the child's progress, the progress of other pupils, the well-being of employees of the School or bring the School into disrepute.

#### **Fees after Permanent Exclusion or required Removal**

In the event of a Removal or Permanent Exclusion from the School, parents will not be entitled to any refund or remission of fees or supplemental charges paid or due and, in the case of permanent exclusion or removal, the deposit will be forfeited. However, in such circumstances, fees in lieu of notice will not be payable and any pre-paid fees will be refundable.

#### **Request for Review**

Parents who are not satisfied with the outcome of a disciplinary meeting may apply for a review of any decision taken. Any review of serious disciplinary matters will be dealt with in accordance with the Formal Resolution Stage (Stage Two) of the School Complaints Procedure.

#### **Physical intervention**

There may be occasions when it is appropriate, or necessary, to control or restrict a pupil. Members of staff, may use reasonable force to prevent pupils, including those in the EYFS, from hurting themselves or others, from damaging property or from causing disorder. The decision on whether to intervene physically or not is down to the professional judgement of the member of staff.

If force is used, it should be the minimum required for the incident and could include passive physical contact such as standing between pupils or blocking their path; leading a pupil by the hand or arm; ushering a pupil away by placing a hand on the centre of the back. Staff should always avoid touching or restraining a child in a way that could be interpreted as sexually inappropriate conduct.

All incidents where force is used should be advised as soon as possible to the Head or Deputy Head by the member of staff involved and any other witnesses. Where appropriate they will be asked to make a written report and the parents will be contacted the same day or as soon as reasonably practicable to inform them of the situation. The Head will review the incident and decide if it warrants further action (including disciplinary action).

#### **Reasonable Adjustments**

Whilst discouraging inappropriate behaviour either through sanctions or physical force, members of staff have a duty to make reasonable adjustments for pupils with Special Educational Needs or Disabilities (SEND), as required by the Equality Act 2010.

Reasonable adjustments may also be made at times of pupils' transitions, including moving between the Lower and Upper School Classes, and for those pupils who are new to the School as these may be unsettling times. Consideration may also be given to pupils who are vulnerable because they have, for example, English as an additional language or challenging domestic circumstances.

### **Allegations against Staff**

If a pupil makes allegations against a member of staff which are found to have been malicious, it may be necessary to suspend the pupil from attendance at school for a period of days decided by the Head.

Where a malicious allegation is made by the parents, the Head will consider whether the parents should be required to remove their child from the School on the basis that they have treated the School or staff member unreasonably.

### **The Role of the Governors**

The Head has the day-to-day authority to implement this policy, but Governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.

### **Monitoring and Review**

The School maintains a register of sanctions imposed for serious misbehaviour which includes exclusions and disciplinary meetings involving parents. This helps the School to identify patterns of behaviour and assess the effectiveness of its behaviour management strategies,

The Head monitors the effectiveness of this policy on a regular basis and reports to the Governing Body as appropriate.

**Signed:**            **Clare Strickland**  
**Position:**        Head

**Simon Waldman**  
Governor

Revised:            April 2023  
Review date:       April 2024