Behaviour and Sanctions Policy
(including the Discipline and Exclusions Policy)

This policy covers the whole school including the Early Years Foundation Stage

AIMS AND EXPECTATIONS
At The Prebendal, we have high expectations regarding the behaviour of our pupils. It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. The Christian ethos and values of mutual respect and respect for all are central to this.

This policy aims to promote an environment where everyone feels happy, safe and secure. It is a means of promoting good relationships, so that can people can work together with the common purpose of helping everyone to learn. The Prebendal expects every member of the school community to behave in a considerate way towards others. Positive behaviour is modelled by the staff in their relationships with one another as well as with the pupils and we encourage a culture of openness.

Scope
This policy applies to all staff with responsibility for pupils, including teaching, visiting and support staff. It covers all behaviour within School as well as conduct outside school when pupils are representing the school. Under certain circumstances, pupils may also be disciplined for misbehaviour outside School.

References
This policy has been drawn up with regard to the non-statutory advice Behaviour & Discipline in Schools (DfE 2016), statutory guidance Keeping Children Safe in Education (DfE 2018) and the Equality Act (2010).

Other Policies
This policy should be read in conjunction with Prebendal’s:
- A2_Learning Support Policy
- A5_Online Safety Policy
- A6_Child Protection and Safeguarding Policy
- A8_Anti-Bullying Policy
- A14_Complaints Procedure
PARENTAL INVOLVEMENT AND PARTICIPATION
The School acknowledges that all positive behaviour management strategies must be developed in consultation with parents, teachers and, where appropriate, other professionals.

We are committed to developing positive home-school links through:
- Regular consultation about pupil progress and strategies being employed in the management of behaviour.
- Realistic target setting and management strategies that can be used in home and school settings effectively.
- Providing mutual support through discussion, development of practical strategies and opportunities for training sessions.
- Providing advice on resources, procedures, outside agencies etc.

The School seeks support, particularly for students with SEND, from external agencies to support children with behavioural difficulties and their parents.

THE PROMOTION OF GOOD BEHAVIOR
At The Prebendal, we believe that without high standards of discipline and self-discipline a learning environment will not be conducive to an individual achieving his or her full potential. We strive for a relaxed and tension-free atmosphere in which positive relationships are built on mutual respect.

Throughout the school, children are never subjected to humiliating or abusive personal attacks. We believe that children need to know the boundaries of acceptable behaviour. We encourage children to relate positively to others and respect the views of those adults who care for them. We believe that good behaviour is best promoted by following a short set of simple rules. Children are taught these by example and by rewarding positive behaviour.

The following principles for good behaviour indicate our values at The Prebendal:
- Children should respect the rights and feelings of others.
- Children should respect their own and others safety.
- Children should respect the School, including staff, buildings and equipment.

To promote these values, children should:
- treat other people with respect and consideration;
- understand that bullying of any kind will not be tolerated;
- be truthful, helpful and polite at all times;
- stand and be quiet when a teacher or visitor enters their classroom;
- be courteous at all times – use “good morning”, “please” and “thank you”, and hold doors open for adults and each other;
- be quiet when walking to and from the Cathedral, as well as walking to and from the Bishop’s Kitchen for lessons, rehearsals or assemblies;
- demonstrate good sportsmanship;
- always look after their own property and respect other people’s belongings;
- hand in lost property to its owner or to a member of staff;
- walk around Richmond Hall;
- walk inside the school buildings.

30.08.18/30.08.19/DHP/M
Good behaviour depends upon FUEL:

- Feeling safe and secure;
- Understanding and accepting the ground rules;
- Expecting fair and equal treatment;
- Learning how to deal with situations, but knowing there is always someone to help.

The School works towards providing opportunities to develop these skills and attitudes as part of the learning activities that are planned for the children. Positive behaviour is encouraged as part of social activities, mealtimes, playing in the playground or on visits, etc.

We reward by giving praise and aim to promote each child’s self-esteem. We show disapproval of a child’s unacceptable behaviour, not disapproval of the child. We are consistent in our approach and have high expectations of the children.

Staff provide positive role models for children by demonstrating appropriate language and conduct at all times. They should ensure that children are accountable for their own actions and take action as necessary.

Children are encouraged to recognise that bullying, fighting, hurting others and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

REWARDS

At The Prebendal we encourage the establishment of good relationships between teachers and pupils, and support for the School’s values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment. Our system of rewards includes:

- verbal praise and written praise for good work or excellent behaviour;
- pluses (and associated certificate awards);
- feedback to Form Tutors;
- academic commendations for both effort and achievement;
- annual subject and year group prizes;
- displaying work;
- showing good work to the Deputy Head Academic or the Head;
- posting examples of excellent work and concert achievements on the School’s Website and social media, so that the community can celebrate success;
- credits are awarded to boarders and they are given treat nights;
- reports to parents.

DISCIPLINE

Confiscation of property

Staff can confiscate inappropriate items or items that are being used inappropriately at their discretion. It is important that it is made clear to the owner why the item has been confiscated and when it will be returned. Parents may need to be informed. The Deputy Head Pastoral should also be informed.

Mobile telephones are not allowed in school (except under agreed, special circumstances). Day children are required to register with the School Secretary that they bring a mobile phone to school and they are to hand it in to the office as soon as they arrive. They should collect it from the member of staff on duty before leaving the premises for the day. Boarders keep their telephone with the Matrons who will give them out on request at pre-agreed times. Any mobile telephone which is found in school will be 30.08.18/30.08.19/DHP/M
confiscated and returned in person to the parent of the pupil. This will be noted on file for future reference.

Close control supervision
There may be occasions when it is necessary for a pupil to be under close control. They will be handed over to the Duty Staff or the House Masters during free time, whom they will ‘tag’. The pupil may need to be taken directly from free time and between lessons by a member of staff, and younger children may be required to hold hands with the adult on duty.

Restraint
The use of physical intervention should be avoided if possible. However, by law, teaching staff, and other staff who are authorised by the Head to have control or charge of pupils, may use such force or physical contact as is reasonable and proportionate in the circumstances to prevent a pupil from doing, or continuing to do any of the following:
- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

All incidents when restraint is used must be documented. Please refer to the Staff Code of Conduct for further guidance.

SANCTIONS
Sanctions must always be seen as being appropriate to the situation, and to the children involved. A distinction must always be drawn between minor and serious offences, and sanctions must be seen as a way of encouraging positive behaviour in the future.

When poor behaviour is identified, a verbal warning will usually be given in the first instance. If the warning is not heeded, or the behaviour is deemed dangerous or serious, the School has a range of disciplinary measures upon which it can call. However, the following must be remembered:
- At no point will corporal punishment be used or threatened;
- At no point will punishment be degrading or humiliating;
- Group or blanket punishments should be avoided where possible;
- Specific needs and disabilities should be considered when applying sanctions. (For instance, lengthy writing tasks should be carefully considered when sanctioning a child with Dyslexia.)

As far as possible, pupils will not be removed from a lesson unless absolutely necessary. If a pupil must be removed, they should be taken to another member of staff, or a member of SLT should be called. Staff should also consider that the problem they are dealing with may be a symptom of further underlying difficulties and should refer to Form Tutor or Deputy Head Pastoral if uncertain.

For Boarding House sanctions, please refer to B3_Boarding Discipline Appendix.

Sanctions for minor offences
Up to 15 minutes loss of break time may be imposed by any member of staff for the following minor offences:
- lack of organisation;
- unkindness or negativity towards other children;
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- lateness;
- repeated low-level disruption to lessons;
- poor or incomplete prep;
- running in the buildings;
- running around Richmond Hall;
- uniform infringements.

During this time:
- additional school work may be undertaken;
- unsatisfactory work repeated until it meets the required standard;
- a letter of apology may be written;
- other written tasks may be set;
- School-based service may be undertaken, such as picking up litter under the supervision of a member of the pastoral team;

It may also be appropriate for the child to spend this time 'tagging' the member of staff if they are on duty. In rare situations, and in discussion with the Head and/or Deputy Head Pastoral, this time may be spent outside the Head's Study.

Each offence should be noted as a Comment in the pupil's organiser as well as on the central Comment Register. In all cases, staff will use their professional judgement in determining and issuing sanctions.

Sanctions for repeated or serious offences
If a child receives three comments within a week, they will receive a lunch-time detention with the Deputy Head Pastoral or Deputy Head Academic, or other nominated member of staff. Detention may take place on any day of the week, and may also be immediately imposed at the discretion of senior staff.

If a child receives six comments in a half term or three lunch-time detentions in a term, they will be referred to the Deputy Head Pastoral. The child's behaviour will usually be monitored for one week through a Report Card. They should also expect loss of privileges or exclusion from sporting fixtures.

Should there be persistent lapses in behaviour, the child will be referred to the Head and parents will be called in for a case conference to discuss an action plan for behavioural improvement.

Serious or repeated acts of poor conduct can result in:
- isolation;
- a 30-minute after school detention with the Head, Deputy Head Pastoral or Deputy Head Academic;
- a 60-minute Head's Detention to be served on a Saturday morning;

All incidents of such behaviour will be documented on the child's file and communicated to parents.

Ultimately, and with the Head’s approval, where there are serious breaches of discipline, a child may be temporarily or permanently excluded, as detailed below.

EXCLUSIONS

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Behaviour that merits exclusion may take place in or out of School. It includes behaviour in the school grounds, on trips or anywhere close to the school or in view of the extended school community of parents and friends of the school. It includes behaviour which brings the school into disrepute which is more serious than a minor infringement.

Exclusion may also be imposed by the School as a sanction for a series of minor misdemeanours.

**Procedure when temporary exclusion takes place**

The Head, in discussion with the Deputy Head Academic or Deputy Head Pastoral, may temporarily exclude a pupil for 24 hours or more for very serious indiscipline, or for less serious offences where repeated punishment has proved ineffective. If it is decided that a pupil is to be excluded temporarily, the parents will be called into the school to collect the pupil and to discuss the actions that have brought about the situation, and the exclusion and/or warnings that have been issued consequently. Whilst waiting for parents to arrive, the child will be placed in isolation.

Sometimes parents are not able to take part in an immediate consultation, and in such cases, a meeting will be called at a later date with the Head, Deputy Head Academic or Deputy Head Pastoral. A letter will also be sent stating the reasons for exclusion. In some cases, the letter may be available beforehand, but it is mostly given after the exclusion.

It is not usual for appeals to be carried out with reference to a temporary exclusion.

At the end of a temporary exclusion period the School takes steps to integrate the pupil back into School. This may include the Head or Deputy Heads speaking to the pupil and also the form to which they need to be re-integrated.

However, if exclusion proves to have been ineffective, the school may be forced to exclude the pupil for a longer time, or to require them to leave the school permanently.

**Procedure when a permanent exclusion takes place**

The Head, in discussion with Deputy Head Academic or Deputy Head Pastoral, may request a pupil’s removal from school on disciplinary grounds, either when further disciplinary issues have occurred following a Final Written Warning (usually because of previous temporary exclusion(s)) or in the case of a single serious offence. This would be the final disciplinary sanction, ending the pupil’s relationship with the school on the grounds of misconduct or an inability to benefit from the school’s educational opportunities. A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion includes the following:

- physical assault against pupils or adults;
- verbal abuse/threatening behaviour against pupils or adults;
- bullying, including through social media and other forms of cyber-bullying;
- abuse on grounds of race, religion/belief, disability, special education needs or other protected personal characteristics;
- sexual misconduct, including in relation to indecent images;
- drug and alcohol misuse;
- damage to property;
- theft;
- persistent disruptive behaviour.
Before a final decision is made about a permanent exclusion, the Head will consult with the Governing Body or its nominated representative. Removal may be for the pupil’s own protection, progress or health and, in such cases, is not part of the disciplinary process. Consultation with parents will demonstrate the issues to be relied upon and will be recorded.

Parents will be called in to take the pupil home and, if possible, at the same time the situation will be discussed with the parents or as soon as is reasonably possible. A letter will also follow the permanent exclusion, setting out the grounds for permanent exclusion, and presenting the Appeals process should it be required.

**Appeals against exclusion**

The School will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with under Appendix 1 and should be made in writing to the Head within three days of the receipt of the Head's letter regarding the exclusion. The outcome of any appeal will be final and cannot be resubmitted under A14_Complaints Procedure for Parents.

Parents may also be offered the right to withdraw their child to avoid exclusion. If this offer is accepted, the right of appeal is void.
APPENDIX 1

APPEALS AGAINST EXCLUSION

If the Head takes the decision to exclude a pupil permanently from the school, then the parents of that pupil shall have the right to appeal to the governors of the school that the decision be reviewed.

This is the process for such appeals:

**Lodging the Appeal**
1. The parents shall have three days from receipt of the Head’s letter communicating their decision in which to inform the Clerk to the Governors of their desire to lodge an appeal.
2. The Clerk will immediately inform the Chair of Governors, who will convene an appeal panel.
3. The exclusion will normally remain in force pending the appeal.
4. The parents will have no contact regarding the incident with the Head, nor with any other pupils or members of the school staff involved with the incident, until the appeal has been heard.
5. The Clerk will collect documents which will assist the parents in preparing the Grounds of Appeal. This will normally include: the pupil’s attendance record; his/her disciplinary record; copies of past school reports; relevant statements of school policy; all papers relating to the incident which occasioned the Head’s decision.
6. The parents may request additional documentation if they wish. The school should normally attempt to accede to such requests.

**The Grounds of Appeal**
7. From the receipt of documents from the Clerk, the parents have seven days in which to prepare the Grounds of Appeal. This should cover all the reasons for their belief that exclusion is the wrong punishment in this case. It should address nothing else.
8. The Grounds of Appeal may include other supporting documentation in addition to that provided by the Clerk.

**The Head’s Response**
9. Once the Grounds of Appeal are received by the Clerk, the Head shall have seven days in which to prepare their Response to the Grounds of Appeal. This should address the arguments raised by the parents and may include additional arguments. However, the Head’s Response must not rely upon any document or information that was not made available to parents after the appeal was lodged.
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10. The Clerk will pass the Head’s Response to the parents and will pass the Grounds of Appeal together with the Head’s Response to the panel members and will communicate to all parties the date for the hearing, which will normally be no more than two weeks from the completion of the Head’s Response.

The Appeal Panel
11. The Chair of Governors will identify three panel members to hear the appeal, two of whom will be governors and one of whom must be independent of the school. The Chair of Governors will decide who should chair the panel (which might be the independent member).
12. The members of the panel must not have had any involvement in the disciplinary decision and should not discuss the case with either the appealing family or the Head prior to the hearing.
13. As soon as the names of the panel members are known, they should be communicated by the Clerk to the family, who have one day in which to object to any panel member(s). The only grounds for such objection can be evidence that a panel member might reasonably be reckoned to have a conflict of interest in the case.
14. If more than one appeal follows the same disciplinary event, the same panel will normally hear all the appeals, but not simultaneously.

The Appeal Hearing
15. The Panel Chair will convene a private meeting of the panel to review the documents prior to the hearing, and to decide whether they require the pupil to attend the hearing.
16. The Head will normally attend the hearing, though the Panel may decide that this is not necessary.
17. The hearing can only consider the Grounds of Appeal and the Head’s Response.
18. The appellant may be accompanied by a friend or supporter. Legal representation is not appropriate.
19. Only panel members may ask direct questions of the appellant or the Head at the hearing.
20. The appellant and the Head will not make statements at the hearing. Everything that they have to say should be included in the Grounds of Appeal and the Head’s Response. The purpose of the hearing is to ensure that panel members fully understand all facts and arguments.
21. An independent note-taker must be present to record proceedings. As soon as possible after the hearing, copies of the transcript must be made available to the appellant and the Head either of whom may point out errors or omissions.

The Appeal Judgement
22. The judgement is made by the panel in private. It must be unanimous.
23. Panel members will consider whether the Head’s decision was reasonable in consideration of all relevant circumstances.
24. Once the judgement is agreed, the Panel Chair must prepare a full summary of the hearing and of the judgement. This must be signed by all panel members and passed to the Chair of Governors who will arrange for copies to be sent to the appealing family and to the Head. This
will normally be completed within seven days of the hearing, though this period may be extended if more than one appeal is associated with the same incident.

25. All governors should also be informed of the appeal and judgement at this time.
26. The judgement decision is final and cannot be followed by a complaint under the A14_Complaints Procedure for Parents.
27. The Chair of Governors will also ask the panel confidentially to report to governors any issues arising from the incident that may give rise to reviews of general school policy or practice.
The Prebendal School Rules

❖ We respect the rights and feelings of others.

❖ We respect their own and others safety.

❖ We respect the School, including the staff, buildings and equipment.

To do this, we should:

• treat other people with respect and consideration;
• understand that bullying of any kind will not be tolerated;
• be truthful, helpful and polite at all times;
• stand and be quiet when a teacher or visitor enters their classroom;
• be courteous at all times – use “good morning”, “please” and “thank you”, and hold doors open for adults and each other;
• be quiet when walking to and from the Cathedral, as well as walking to and from the Bishop’s Kitchen for lessons, rehearsals or assemblies;
• demonstrate good sportsmanship;
• always look after their own property and respect other people’s belongings;
• hand in lost property to its owner or to a member of staff;
• walk around Richmond Hall;
• walk inside the school buildings.
EVERYONE NEEDS "FUEL" TO LEARN

Feel safe and secure
Understand & accept school rules
Expect fair and equal treatment
Learn how to deal with situations

Think FUEL for Good Behaviour
# Sanctions (at a glance)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Sanction</th>
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| 1     | Minor offence:  
• Disorganisation  
• Unkindness  
• Lateness  
• Repeated low-level disruption  
• Poor / incomplete prep  
• Running in the buildings  
• Running around Richmond  
• Uniform | Comment given by issuing staff  
and  
Up to 15 minute detention with issuing staff to:  
• Complete work  
• Write a letter of apology  
• Litter picking (or similar)  
or  
Tagged to duty staff |
| 2     | Three Comments  
or  
Immediately where appropriate (discuss with DHA, DHP or Head) | Lunchtime Detention  
Noted on CF by DHA, DHP, Head |
| 3     | Six Comments (in a half term)  
or  
Three Lunchtime Detentions (in a term) | Referred to Deputy Head Pastoral  
Report Card may be issued  
Loss of privileges / omission from fixtures  
Noted on CF by DHP |
| 4     | Persistent lapses  
or  
More serious offences | Referred to Head. Parents informed and met.  
Following action may be taken:  
• Isolation  
• 30-minute After School Detention  
• 60-minute Head’s Detention  
Noted on CF by DHP |