



## **Finton House School** **Discipline & Exclusion Policy**

*This policy is made available via the school website, is provided to all parents (current and prospective) in the parents' handbook, is provided to all Governors in the Governors' handbook, is provided to all staff in the Staff Handbook, is available from the school office and is kept in the Library.*

This document details the aims, principles and strategies for the dealing with disciplinary and exclusion issues at Finton House School and includes the EYFS. The policy has been devised by the staff, in consultation with the children and parents where appropriate, and agreed by the governing board. It is reviewed annually and all parents and prospective parents are aware of its existence through the Parents' Contract.

The children at Finton House are expected to behave to a high standard at all times. They are made aware of the school's Code of Behaviour.

### **TONE OF FINTON HOUSE**

The tone of the school is such that little "disciplining" is needed. The staff talk to the children in an encouraging manner. If a member of staff requires something to be done in a certain way, he or she normally explains to the children the reasons, and virtually always the request is cheerfully complied with. Ideally, staff do not raise their voices at the children.

The school tries to instil in the children a sense of self-discipline and self-respect. There are clear expectations by the staff on standards of behaviour and work. Essentially there is one fundamental school rule: children and staff should behave to each other with respect, courtesy and consideration.

At Finton House, individuals are valued and encouraged to achieve within an atmosphere of care and respect for one another. Rewards and sanctions are applied fairly and consistently, and attempts are made to find the cause of any misbehaviour before applying sanctions.

### **CODE OF BEHAVIOUR**

The school has high standards of behaviour and endeavours to encourage good standards of behaviour from the moment the child enters the school.

The staff promote self-discipline amongst the pupils and deal appropriately with unacceptable behaviour. In lessons, behaviour must be of a standard that allows constructive teaching and learning to take place, and all staff have a duty to ensure that disruptive behaviour is not tolerated.

Children are encouraged to show respect, consideration and courtesy to others at all times, through, for example:

1. Demonstrating good manners - including 'please', 'thank you' and 'sorry' to staff and each other
2. Holding the door open for others
3. Listening to each other and accepting another's point of view
4. Not shouting out in class
5. Looking for opportunities to be helpful

## **EARLY YEARS BEHAVIOUR**

In the Early Years children are looked after in an atmosphere of warmth and encouragement. The following management of behaviour underpins and reflects the needs of younger children in an EYFS setting and allows children to progress to Year 1 happy and secure in the knowledge of how to behave. Corporal punishment is never used in the EYFS setting.

### **Positive Management**

Positive praise is essential in managing children so that the children develop an understanding that there needs to be agreed values and codes of behaviour. This ensures the EYFS setting is warm and harmonious for all.

Pre-emptive behaviour strategies are adopted and children are taught the difference between right and wrong and why. Good manners are encouraged at all times and children are taught to respect each others' needs, views, cultures and beliefs.

### Rewards

For good work and good behaviour certain rewards are used.

- Sharing work with another member of the EY team.
- Writing about the success to parents in the message book.
- Sharing the write up with the child in the EYFS profile
- House Points
- Celebration Certificate in weekly assemblies
- Good Work shown to the Headmaster

For further details please refer to Rewards and Sanctions below.

### Sanctions

In most discipline cases just a stern look is required. Very occasionally a quiet warning is given. Adults' voices are never raised. An adult never points or waves a finger at a child. After three warnings, if a child continues to misbehave they are sent for minor offences to a different Early Years teacher e.g. for consistently being disobedient.

For more serious offences e.g. biting another child they are sent to the Head or Deputy Head with their class teacher or assistant to have a talk.

If behaviour persists the child's parents are invited to come in and discuss the matter.

## **REWARDS AND SANCTIONS**

All staff are aware that Finton House will never practice or condone the use of physical force or corporal punishment as means to control behaviour.

All rewards and sanctions must be applied fairly and consistently.

### **Rewards**

#### a) Praise

The main system of 'rewards' consists of words of encouragement and praise. Every opportunity is sought to praise children, verbally and in writing, for good behaviour in and outside the classroom. In addition good work and behaviour is shared, for example through:

- Children sharing their work with their peers – reading aloud or displaying.
- Children showing their good work to another teacher or another class.
- House Points given to children for good work or good behaviour.
- Celebration Certificates given out in the twice weekly Lower School Assemblies (KS1/EYFS).
- Headteacher's Awards given out to Upper School children on a Friday lunchtime and Lower School children as appropriate.

#### b) House Points

All teachers (including EYFS teachers) give House Points to pupils for their general behaviour and for effort and achievement in their work. These are recorded by staff on the class House Points Chart. Prefects collect House Points each Friday and the total score for each House is read out in assembly each week. The name of the child with the most House Points in each house is displayed on the House Board, and the child with the most House Points in each class is awarded a certificate at the end of term.

#### c) Additional rewards

Individual teachers may have their own rewards such as star or sticker charts. These are always applied fairly and consistently.

#### d) Prize Giving

At the end of each term, prizes are awarded for effort and achievement in citizenship as well as in curriculum matters.

### **Sanctions**

Sanctions are applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

All staff seek to ensure that punishments are proportionate to the offence, and enable pupils to make reparation where possible. As far as possible, the sanctions applied are constructive.

The following sanctions may be used in the school, as appropriate:

- completion of work at home or in school
- removal from the group or class

- being sent to see the Head of the Lower School, Head of the Upper School, Deputy Head or the Head. For Early Years children they are sent for minor offences to a different Early Years teacher e.g. for being disobedient. For more serious offences e.g. biting another child they are sent to the Head or Deputy Head with their class teacher or assistant.
- carrying out useful tasks to help the school
- writing a letter of apology
- withdrawal of break or lunchtime privileges
- detention within school hours (only given by the Head, who notifies the parents)
- withholding participation in educational visits or sports events which are not essential to the curriculum
- fixed temporary exclusion
- permanent exclusion.

In accordance with law, Finton House does not practice or condone the use of physical force or corporal punishment as means to control behaviour.

Where appropriate, instances of unacceptable behaviour are recorded in the minor incidents book and/or the child's confidential report form. All forms of bullying must be recorded in the pastoral file kept by the Headteacher.

## **EXCLUSIONS**

Only the Head, in consultation with the Chairman of the Governors, may exclude a pupil, whose behaviour he feels, is seriously unsatisfactory. Pupils may be excluded for one or more fixed periods or permanently.

For serious, or persistent breaching of the school's Disciple & Exclusion Policy and the Code of Behaviour, pupils can be excluded for one or more fixed term periods, not exceeding more than 30 days in one school year. A decision to exclude a pupil permanently 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 an exceptional 'one off' offence has been committed,

e.g:

- serious violence, actual or threatened, against another pupil or a member of staff
- serious abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

### Parental Co-operation

Parental co-operation forms part of the contract between the school and all parents of pupils at the school. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

### Appeals

Parents are entitled to appeal to the governing body against an exclusion. A letter stating the intention to appeal should be sent to the Secretary to the Board of Governors, at the school. A hearing will be sent up as quickly as possible, but within ten days at the latest. The governors' decision is final.

### Continuing Education

During any fixed-period of exclusion the school will continue to provide education for a pupil, for example through work to be completed at home, during any fixed-period of exclusion. The school will consider ways in which to reintegrate the pupil post-exclusion.

## **CORPORAL PUNISHMENT AND RESTRAINT**

In accordance with the law the school does not use corporal punishment. However the Head has authorised the staff to use ‘reasonable force’, when necessary, to prevent pupils from:

- endangering themselves or other pupils and staff
- causing serious damage to the premises and property.

*Refer to the Physical Intervention Policy for guidance.*

## **BEHAVIOUR SUPPORT SYSTEMS**

Where appropriate, behavioural targets are discussed and agreed between the teacher and pupil.

An Individual Behaviour Programme is put in place to help children who require additional support. The Individual Behaviour Programme is drawn up the class teacher, child and parents, with assistance from the SENCO or Management Team, where necessary.

## **INVOLVEMENT OF PARENTS**

At Finton House we believe that parents play an important part in promoting good behaviour and their support and involvement is encouraged. Parents are regularly informed about their child’s behaviour both formally and informally, e.g. written reports, parents’ evenings, chats at the end of the school day, notes home. When appropriate they are involved in disciplinary cases.

## **INVOLVEMENT OF PUPILS**

In accordance with Article 12 of the UN Convention on the Rights of the Child, Finton House involves the children in reviewing and setting the school’s Code of Behaviour, for example through:

- Assemblies
- Circle time
- Discussing and setting class rules
- House meetings
- PHSCE and RE lessons
- Prefects’ meetings
- House Captains’ meetings

In addition, when drawing up an Individual Behaviour Programme or Individual Educational Programme, the views and needs of child are taken into account. Where appropriate, the

SENCO will ensure that the needs of pupils with special needs are properly taken into account and their participation in the consultation process is assured.

## **EQUAL OPPORTUNITIES**

All rewards and sanctions are applied fairly and consistently and in accordance with the school's Equal Opportunities and Inclusion Policies.

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