



# St Peter & St Paul School

**This policy is relevant to the whole school including the EYFS**

## **Discipline and exclusions policy**

At St Peter & St Paul School we encourage the establishment of good teacher/ pupil relationships 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 are identified in our behaviour management policy.

## **Sanctions for breaches of discipline that do not merit exclusion**

When poor behaviour is identified sanctions are implemented in line with the St Peter and St Paul School's behaviour policy. We have a range of disciplinary measures which include:

- i. **Headmaster's Detention.** (See notes A & C) ~ given for any serious offence. This punishment would certainly be used in cases where a pupil has deliberately behaved in a manner unacceptable to the school community. Any forms of bullying or major dishonesty, such as stealing, would be punished in this way
- ii. **Tutor's Detention** (See notes B & C) ~ given for one of two reasons
  - a) For an accumulation of at least three demerits over a set period. 15 minutes per demerit is the maximum and no detention may last longer than an hour.
  - b) For a specific offence reported to a tutor by another member of staff. Offences such as swearing or being unpleasant to another child might warrant this sanction which is used as sparingly as possible.
- iii. **Demerits** ~ a behaviour demerit is given for a minor misdemeanour while a work demerit is given for a poor piece of work or lack of effort. Once a demerit has been given no further punishment may be given. No more than two demerits may be given at any one time.
- iv. **Report** ~ pupils can be put on work report when it is considered necessary to monitor their work because of unsatisfactory performance in standards or effort. The report form is filled in by members of staff each lesson and shown daily to the child's Tutor or The Headmaster. A daily report for behaviour can be used if it is felt necessary to monitor an individual's behaviour for any reason.
- v. **Constructive Written Sanction** ~ may be used only when in the form of a letter of apology or as an explanation of the dangers and possible consequences of the type of behaviour for which it has been applied.
- vi. **Verbal Reprimand** ~ the quickest, easiest and by far the most common effective sanction. However, shouting is not encouraged and staff need to be careful not to overstep the mark and infringe the school's published policy on bullying in the form of verbal abuse.

- vii. **Physical Sanction** ~ a sanction involving exercise is only permissible if it is relevant to the offence and if it is supervised personally by a member of staff and does not exceed 15 minutes in duration.
- viii. **Isolation** ~ only applied when a member of staff feels it necessary for a pupil to be isolated from his peers either for his own safety or for a 'cooling off' period. The sanction should normally be concluded when the pupil feels able to rejoin his peers in the correct manner.
- ix. **Loss of Free Time** ~ only given by a member of staff if it is felt that a pupil has failed to complete work satisfactorily and can only last for as long as it takes the pupil to complete the work to the satisfaction of the member of staff. (It should not last longer than 30 minutes.)
- x. **Suspension and Exclusion** ~ Suspension and exclusion are only used if and when there is a complete breakdown of behaviour. Details are outlined below.

### **Notes**

- A. It is expected that any action taken against a pupil by The Headmaster will be reported to the pupil's Tutor.
- B. It is expected that any action taken against a pupil by their tutor will be discussed with the Headmaster.
- C. Detentions are usually when a child is required to stay in one place to do something constructive such as writing an apology or explanation or to do a job for a member of staff. A typical job would be to pick up litter or clean some piece of school equipment.
- D. It is important that this policy needs to be read in conjunction with the school policy relating to Bullying.

### **The Foundation Stage (EYFS)**

The Foundation Stage does not use the same sanctions as Years 1 to 6. Their sanctions are dependent on the age of the child but the following form the basis of what happens:

- i. Spontaneous interaction is used as a means of reinforcing right and wrong, explaining to the child why their behaviour is unhelpful and how it might affect others.
- ii. If there is a dispute between two children, an adult will act as mediator, talking through the situation and helping them to reach a solution to their problems that is appropriate to their level of development.
- iii. Children are not only encouraged to say sorry for an action but also to explain what they are sorry for.
- iv. If work is not of the expected standard, a child may be asked to do it again or an appropriate pictogram may be used on their piece of work.
- v. Children are reminded of their responsibility when using equipment and they are asked to amend their behaviour if necessary.
- vi. On occasions it is sometimes necessary to move a child from one activity to another either for their own or other people's safety.
- vii. Occasionally children are asked to take two minutes out to think about the consequences of their behaviour.

### **Breaches of discipline outside of the school grounds:**

The school takes the conduct of its pupils outside of school grounds extremely seriously. A pupil's misbehaviour outside of school can be damaging to the reputation of both the pupil and the school. Where an incident is reported to the school of a pupil's poor behaviour outside of the school grounds and the incident has not been witnessed by school staff, the school will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour

### **Exclusion**

A decision to exclude a pupil, either for a fixed period or permanently, is seen as a last resort by the School. The School is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

At all times the School will pay appropriate regard to the DCSF document *Improving Behaviour and Attendance Guidance on Exclusion from Schools and Pupil Referral Units (September 2007)*.

No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

### **Breaches of School Rules which merit exclusion:**

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;
- Abuse on grounds of race, religion/ belief, disability, Special Education Needs (etc.);
- Sexual misconduct;
- Drug and alcohol misuse;
- Damage to property;
- Theft;
- Persistent disruptive behaviour; and
- Unreasonable or otherwise inappropriate parental behaviour.

Please note that exclusion may also be imposed by the school as a sanction for a series of minor misdemeanours.

Any exclusion will be at the discretion of the Headmaster or, in their absence, at the discretion of one or more of the senior management team.

### **Fixed Term Exclusion**

A fixed term exclusion should be for the shortest time necessary; OfSTED evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

### **Persistent or Cumulative Problems**

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the School had already offered and implemented a range of support and management strategies. These could include:

- discussion with the pupil,
- mentoring (support from the class teacher or an LSA),
- discussions with parents,
- target setting,
- checking on any possible provocation
- mediation,
- counselling,
- internal seclusion

### **Single Incident**

A fixed term exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Headmaster will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the School's policies. The pupil will be encouraged to give his/her version of events and the Headmaster will check whether the incident may have been provoked, for example by bullying or racial harassment.

If necessary the Headmaster will consult the Trustees.

### **Permanent Exclusion**

A permanent exclusion is a very serious decision and the Headmaster will consult with the trustees before enforcing it. As with a fixed term exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- serious actual or threatened violence against another pupil or a member of staff,
- possession or use of an illegal drug on school premises,
- carrying an offensive weapon,

- persistent bullying, or
- persistent racial harassment.

### **The Decision to Exclude**

If the Headmaster decides to exclude a pupil he will:

- ensure that there is sufficient recorded evidence to support the decision,
- explain the decision to the pupil,
- contact the parents, explain the decision and ask that the child be collected,
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or fixed term exclusion,
- the length of the exclusion and any terms or conditions agreed for the pupil's return,
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked,
- plan how to address the pupil's needs on his/her return, and
- plan a meeting with parents and pupil on his/her return

### **Pupils with Special Educational Needs and Disabled Pupils**

The School must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the *Disability Discrimination Act 1995* as amended not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Headmaster should ensure that reasonable steps have been taken by the School to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- differentiation in the School's Behaviour Policy
- developing strategies to prevent the pupil's behaviour
- requesting external help with the pupil
- staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the School may be such a reason.

### 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 this Policy rather than under the school's Complaints Policy, and should be made in writing to the Headmaster within one week of the pupil's exclusion.

An appeal meeting will follow within 14 days, if practicable, to which the parent may be accompanied by a friend or relative if they wish (although legal representation is not appropriate). The appeal will usually be heard by at least two of the school's Trustees and one person who is independent of the running of the school.

The Trustees are required, in the case of a fixed period exclusion of 5 school days or fewer in one term (and which does not bring the pupil's total number of days of exclusion to more than 5 in one term), to consider any representations made by the parent. If representations from the parent are received the Trustees will consider them, but they cannot direct reinstatement, although they can place a copy of their findings on the pupil's school record. In such cases the Trustees have the discretion to agree to a meeting if the parent requests a meeting to discuss the exclusion. No statutory time-limits apply to the consideration of such exclusions, but they will respond promptly to any request from the parent.

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Next Review	September 2016
Review initiated by	Headmaster