



ST EDMUND'S SCHOOL

CANTERBURY

Whole School Behaviour Management Policy (including Early Years)

1. INTRODUCTION

St Edmund's School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development, as is promoting good behaviour amongst our pupils. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure, safe 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 extensive programme of extra-curricular activities.

St Edmund's School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world. Corporal punishment is not used at St Edmund's School, nor is it threatened.

2. CODE OF CONDUCT

The St Edmund's School community of Governors, staff, parents and pupils adhere to an established routine and code of conduct rather than to lists of rules. We see education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour 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 Rules and the Code of Conduct and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at St Edmund's, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying Policy is on our website, and summarised in the Junior School and Senior School Parent Handbooks (Pre-Prep parents may request a copy from the Head of the Pre-Prep). The school is strongly committed to promoting equal opportunities for all, regardless of race, gender or sexual orientation or physical disability or learning difficulty.

We expect pupils to 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.

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them in Chapel, Lines, House and Tutor times and via the various groups (such as Head's Question Time) which meet regularly.

3. RESPONSIBILITIES

The Head has overall responsibility for behaviour management issues. The following staff are responsible for day to day behaviour management issues:

Pre-Prep:

Julia Exley (Head – JEPE@stedmunds.org.uk)

Junior School:

Holly Goodwin (Deputy Head - HEG@stedmunds.org.uk)

Senior School:

Catherine Shearer (Deputy Head Pastoral – CJS@stedmunds.org.uk)

The above members of staff provide guidance and support to other staff on behaviour management issues.

The member of staff responsible for behaviour management in EYFS is the Head of the Pre-Prep.

4. PROMOTING GOOD BEHAVIOUR

The guiding principles underpinning the code of conduct for pupils are self-respect, courtesy and consideration for others. Good behaviour is celebrated through positive staff feedback to

pupils, the rewards system (described below) and through prizes for courtesy, kindness and citizenship at the end of the academic year.

Pupils are expected to know and understand the Code of Conduct as well as the School Rules. Pupils are expected at all times to comply with the reasonable instructions of those in authority.

- The School expects and demands behaviour that is courteous, well-mannered and considerate at all times, and to all people. All forms of interaction between pupils will be appropriate and proper.
- Pupils should strive to achieve the highest standards in their academic work, and in all aspects of school life.
- Pupils should show respect for other people's property, and take proper care of their own.
- Consideration for others must be shown at all times in the use of all technologies such as computers, mobile telephones and music players.
- Pupils must adhere to published rules on school uniform, which are designed to ensure they look smart and well-presented at all times.
- Pupils who, for any reason, will not be following normal school routine must ensure that staff affected are properly informed.
- Pupils may not obtain, possess or use tobacco or any drugs prohibited by law at any time on school premises.
- The possession or use of alcohol in School is forbidden. The only exception relates to Sixth Form pupils, who are permitted to consume alcohol only under strict supervision at designated school events.
- Pupils must at all times adhere to rules concerning the use of vehicles and other forms of transport.
- Pupils are required to register their presence in School twice a day and may not leave the site during the working day without permission. Pupils must avoid those areas and places deemed to be out of bounds.

Any behaviour which is against the law, against common sense, dangerous or ill-mannered is considered a breach of the school rules. Any pupil who brings the name of the school into disrepute will be dealt with severely.

Pupils will be regularly informed and reminded about the School's expectations regarding behaviour. These will be brought to the pupils' attention throughout their time at the School and in particular at key transition or entry points to the schools.

The school focuses on the transition points between the three St Edmund's schools (the transition from Pre-Prep to Junior and from Junior to Senior) and ensures that a thorough

handover of information, advice, strategies and patterns is carried out in the summer term before the move to the next school. Heads of Department and pastoral leaders meet with their opposite number and ensure a handover of information. The school aims to make the transition points between schools as seamless as possible for the pupils involved in terms of the monitoring of behaviour. For pupils who come to St Edmund's from other schools, where possible, we aim to have reports from a pupil's previous school and, in Pre-Prep and Junior Schools, invite the pupil to a taster day.

Pupils will be educated about good behaviour through the operation of the School's curriculum, PSHEE lessons, the Tutorial Programme, Head's Line and through the School's pastoral support systems.

Staff are expected to model excellent behaviour at all times and demonstrate the highest standards of professionalism in accordance with the Staff Code of Conduct.

Parents and Guardians who accept a place for their child at St Edmund's undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extra-curricular activities and prep/private study.

We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

5. REWARDS

At St Edmund's 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 includes:

- Verbal praise and written praise for good work
- Posting examples of excellent work in art/design, sports, and drama and concert achievements on the school website, so that the community can celebrate success.
- Reports to parents which are always worded to be as constructive as possible.
- School Colours awarded for excellent contribution to eg. sport, music, drama.
- Pupil work is displayed.

Senior School :

- Academic Commendations formally presented in a Head's assembly for a piece of work of exceptional quality.
- Academic Recommendations for both effort and achievement which are celebrated both in the classroom, in the House and by paying a visit to the Head to receive a reward for every 10 Recommendations collected.
- Annual subject and year group prizes awarded at Speech Day.
- End of year prizes are awarded to those who display good citizenship, kindness, leadership and other values promoted by the school

- Colours are awarded to pupils for contributions to a wide range of areas in the school eg. sport, drama, music, chapel, service, charity.
- Pupils receive mention and handshakes in the Head's Line each week when they have achieved in any area of the school, be that the curriculum, the extra-curricular or when they display the values which the school holds dear.

Junior School :

- Stars/ House Points awarded for good work or behaviour.
- Bronze, silver, gold and platinum certificates formally presented in a Head of the Junior School's assembly for the accumulation of 25, 50, 75 and 100 stars/ House Points respectively.
- Certificates of Excellence formally presented for outstanding achievement in any area of School life.
- Commendation certificates awarded to pupils who attain consistent excellence in effort grades on Academic Review Cards.
- Effort prizes awarded termly and academic et al. prizes awarded annually at Speech Day.
- Creative methods will be used from time to time by staff in Lower and Upper Junior School to recognise and promote children who display the values of the school through their actions including a visit to the Head of the Junior School to recognise a piece of work or an act of kindness which is particularly notable

Pre-Prep :

Each class will create its own 'Golden Rules' at the beginning of the year. These will be displayed in each classroom. The rules may include statements such as:

- We will follow instructions first time
- We will be polite and kind
- We will not touch other people or their things

The emphasis is always on praise, encouragement, positive reinforcement and rewards where appropriate.

Each class will work together to collect Golden Tickets which are awarded for being kind, helpful, thoughtful and behaving well. 20 Golden Tickets earns a class treat.

There is also a star system for rewarding good work. Each child has a star card with space for 25 stars. When a child has earned 25 stars, a Star Certificate is present to him or her in a Celebration Assembly. Children are subsequently awarded certificates for 50, 75, 100, 150 and 200 stars. In the Nursery, children are rewarded with stickers.

Children can also receive a Head Teacher's Award sticker for outstanding work or behaviour. This will be recorded in a 'WOW' book which will also be shown in a Celebration Assembly.

6. SCHOOL RULES AND REGULATIONS

The School Rules and the Code of Conduct are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour. Sanctions help us to set

boundaries and to manage challenging behaviour. Copies of the School Rules and the Code of Conduct are set out on the school's website and in the Junior School and Senior School Parent Handbooks (Pre-Prep parents may request copies from the Head of the Pre-Prep) and may change from time to time. Parents and Guardians undertake, when signing the Parent Contract, to support the authority of the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Head undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include:

- Detention
- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- Assistance with domestic tasks, such as collecting litter
- Withdrawal from a lesson, school trip or team event
- Suspension for a specified period, removal or expulsion.

The school's procedures on sanctions are set out in detail in the appendices to this policy.

They are also available in the Junior School and Senior School Parent Handbooks (Pre-Prep parents may request copies from the Head of the Pre-Prep) and on the school's website. All parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Head can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include

- Substance abuse
- Alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/threatening behaviour
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

7. MALICIOUS ACCUSATIONS

Disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Such matters will be dealt with by Head who, in consultation with the Deputy Head (Pastoral), will decide upon the most fitting sanction from the range of existing school sanctions. The school's sanction policy is designed, wherever possible, to correct and guide pupils. Where practical, the school will aim towards mediation while respecting the working conditions of staff affected and considering the impact on all learners, including the pupil in question. It might be necessary, for example, to explore changing teaching or tutor / House groups.

Given the seriousness of a malicious accusation, the recommended level would begin at meetings with parents and likely an external suspension. The school reserves the right to pursue expulsion with approval from the Governing body.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, we will follow the schools' safeguarding policy and also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

8. PHYSICAL RESTRAINT: PRE-PREP (INCLUDING EYFS)

In exceptional circumstances, where there is immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. Before intervening physically, staff should wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The staff member should continue to attempt to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. In such cases only the minimum force necessary will be used whilst maintaining a calm and measured approach.

Staff should not put themselves at risk of injury. In these circumstances, the teacher should remove the other pupils who may be at risk and seek assistance from a colleague or colleagues and if necessary telephone the police. Staff should inform the pupil(s) that they have sent for help. Until assistance arrives, staff should continue to attempt to defuse the situation orally and try to prevent the situation from escalating.

Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others
- A pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category may include:

- A pupil persistently refuses to respond to instructions to stay with the class or teacher
- A pupil is behaving in a way that is seriously disrupting a lesson.

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should not:

- Hold a pupil by the neck or collar, or in a way that may restrict their ability to breathe
- Slap, punch or kick the pupil
- Twist or force limbs against a joint
- Trip up a pupil
- Hold or pull a pupil by the hair or ear
- Hold a pupil face down on the ground

The Range of Interventions: How May Pupils be Restrained?

In the unlikely event of a staff member needing to use restrictive physical intervention, the following points should be noted:

- Restrictive physical intervention must be consistent with the concept of reasonable force.

- The circumstances must warrant the use of force
- The degree of force employed must be in proportion to the circumstances of the incident and the minimum to achieve the desired result.
- Avoid causing pain or injury
- Avoid holding or putting pressure on joints
- In general hold long bones
 - Do not use objects
- Do not hold a pupil face down on the ground or in any position that might increase the risk of suffocation

Recording Incidents

Any member of staff involved in an incident requiring physical intervention or restraint must inform the Head of Pre-Prep and write a detailed report in the Incident Report Book to help prevent any misunderstanding or misrepresentation of the situation. Parents will be informed as soon as possible. Parents will be informed by the school of such an incident on the same day as its occurrence or as soon as is reasonably practicable.

SEND

If the school is aware that a pupil is likely to behave in a way that may require physical control or restraint, for instance those with Social, Emotional, Behavioural Disorder, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder or Medical needs etc., it will plan how best to respond in the situation. This may involve a risk assessment, provision map, health care plan or pupil support plan depending on the child's needs. Management of these pupils will be agreed by parents. Other agencies may be involved in this process. Teachers will be given training and additional support if necessary.

9. PHYSICAL RESTRAINT: JUNIOR & SENIOR SCHOOL

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The guidance '*Use of Reasonable Force*' (DfE, July 2013) enables school staff to use such force as is reasonable in the circumstances to:

- *"Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so"*
- *"Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit"*
- *"Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others"*
- *"Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight..."*
- *"Restrain a pupil at risk of harming themselves through physical outbursts"*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

The above list is not exhaustive, but provides examples of situations where reasonable force may be used.

The guidance also defines to whom the power applies as follows:

“All members of staff including those whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit”

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first, to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL’s Guidance “Restraint,” that include:

- *“The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used*
- *“The chances of achieving the desired result by other means*
- *“The relative risks associated with physical intervention compared with using other strategies”*

Every member of staff will inform the Head of the relevant school immediately after he or she has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint and invite them to the school so that we can, if necessary, agree a protocol for managing that individual pupil’s behaviour. Detailed and up to date records are kept of any incidents where force is used and a copy of these records is lodged with the Head of the relevant school and with the Designated Safeguarding Lead .

Parents will be informed by the school of such an incident on the same day as its occurrence or as soon as is reasonably practicable.

The school will make reasonable adjustments for disabled pupils and for those with special educational needs and carries out its duties under the Equality Act 2010.

The school has a separate Search policy which provides guidance on searching pupils and their possessions.

10. REGISTER OF SANCTIONS AND MONITORING

Registers of sanctions are kept as follows:

Pre-Prep : the classroom teacher keeps the record. At staff welfare meetings, behavioural incidents and concerns are raised and discussed (the Pre-Prep SENCO will be present) and patterns are identified. The Head of the Pre-Prep keeps records of serious offences.

Junior School: pupils who receive, for example, a detention, have this logged onto 3SYS our online management information system. Entries are reviewed and patterns identified by members of the Senior Management and Pastoral Teams. The Head of the Junior School monitors serious offences closely.

Senior School : Housemasters keep the record. Behavioural incidents and concerns are raised at the weekly Senior Pastoral meeting and patterns are identified. The Deputy Head (Pastoral) keeps records of serious offences.

11. SUPPORT SYSTEMS

There are active support systems in place in the Pre-Prep, Junior and Senior Schools. Pupils are encouraged to take responsibility for their behaviour and it is understood that, on most occasions, with good support and advice, pupils may not repeat behavioural misdemeanours. Pupils may approach any member of staff for guidance and support, but especially their Tutor or Class Teacher, Housemaster, Boarding staff, the Chaplain, School Counsellor, SENCOs. Independent Listener or any member of the management teams. Pupils will be listened to when they seek help and help will be offered by staff where it would be appropriate and needed. The school aims to identify and address underlying social, emotional and mental health issues.

12. COMPLAINTS

We hope that parents will not feel the need to complain about the operation of our Behaviour Management Policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Complaints Procedure (which applies equally to the Pre-Prep School and has been drafted to meet the specific requirements for EYFS pupils) is on our website. We will send parents copies on request. We undertake to investigate all complaints and to notify parents of the outcome of investigation normally within 28 days. We maintain records of complaints for three years after a child has left the school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Nursery Department, because it is part of an independent school, parents should be aware that, if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted.

They can access *Complaints to Ofsted about Schools: Guidance for Parents and Carers* (Ofsted April 2014) here:

<http://www.ofsted.gov.uk/filedownloading/?file=documents/other-forms-and-guides/c/Complaints%20to%20Ofsted%20about%20schools.pdf&refer=0>

13. BEHAVIOUR MANAGEMENT CONTACTS (IN-SCHOOL AND EXTERNAL AGENCIES FOR LIAISON):

In School

Edward O'Connor (Head) – 01227 475600, EOC@stedmunds.org.uk
Medical Centre – 01227 475607

Pre-Prep:

Julia Exley (Head – JEPE@stedmunds.org.uk)

Junior School:

Holly Goodwin (Deputy Head - HEG@stedmunds.org.uk)

Senior School:

Catherine Shearer (Deputy Head Pastoral – CJS@stedmunds.org.uk)

Out of School

The school recognises the need to consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary. Other agencies accessed by the school are:

School Doctor – Dr J Thompson
Cossington House Surgery
Cossington House
51 Cossington Road
Canterbury
Kent CT1 3HX
01227 763377

Child Adolescent Mental Health Service
East Kent (Access Point) Team
Georges Turle House
54 London Road
Canterbury
Kent CT2 8JY
01227 597055

Area Safeguarding Advisor
Julie Maguire
Office: 03000 418503
Mobile: 07786191359
Julie.maguire@kent.gov.uk

Kent County Council Road Safety Team
08458247800

Kent Police

Non-emergency 101 /Emergency 999
From outside of Kent: 01622 690690

Associated links

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.kelsi.org.uk/child-protection-and-safeguarding/safeguarding-contacts>

EOC
September 2019

Signed: _____
Chairman of Governors

Date: _____

Review Date: September 2020

Version Number	Date of Amendment	Signature
1	September 2013	LJMH
2	April 2014	LJMH
3	April 2015	LJMH
4	September 2015	LJMH
5	September 2016	LJMH
6	September 2017	LJMH
7	February 2018	LJMH
8	September 2018	EOC
9	September 2019	EOC

APPENDIX A : WHOLE SCHOOL (INCLUDING EARLY YEARS) SANCTIONS POLICY FOR BREACHES OF DISCIPLINE THAT DO NOT MERIT EXCLUSION

Corporal punishment is not used at St Edmund's School, nor is it threatened.

SENIOR SCHOOL

The teacher is responsible in the first instance for dealing with minor infringements such as lateness, casual rudeness in class, late or poorly completed work. Additional work may be set or the pupil may be required to re-do unsatisfactory work. Repetition of this behaviour will be reported to the Head of Department and to the pupil's Tutor or Housemaster, and may lead to a Department-based detention in the first instance for specific academic shortcomings or a school-based Thursday afternoon detention. Thursday afternoon supervised detention takes place from 4.40-5.40pm and is awarded for unacceptable academic performance, including failure to submit or complete work and other academic shortcomings, including non-attendance at departmental detention. Other detentions may be arranged after school for pupils who fail to comply after warnings have been issued, including a Deputy Head's detention from 4.30-5.30pm on a Friday.

Poor academic performance may result in the teacher entering into communication with the Tutor or Housemaster via the use of the Yellow card system until the problem has ceased.

For sustained academic shortcomings Academic report cards may be issued by Housemasters.

Housemaster's detention (Thursday after school) is the school's response to poor behaviour or indiscipline in the classroom or on the Games field. Such misdemeanours are reported to the pupil's Tutor, Housemaster or the Director of Boarding and may lead to a pupil being set a written task aimed at promoting self-reflection or additional academic work. This can lead to a Deputy Head's detention for a second offence.

Withdrawal from class and sending to the Deputy Head or Head, will be imposed by class teachers for more serious breaches of behaviour that disrupt the learning of others. A letter will be sent home to parents by the supervising member of staff in order to inform the family of the pupil's misconduct.

Reporting cards or Gating (being confined to school premises) may be issued by Housemasters, the Director of Boarding, Assistant Head or the Deputy Heads for lateness, unauthorised absence, breaking bounds etc. Withdrawal of the privilege of driving a car to school will be imposed for contravention of the school's driving rules. Confiscation (for the possession, use or wearing) of disallowed, incorrect or illegal items will be applied.

Detention may be issued by Housemasters or the Director of Boarding for persistent breaches of the school dress code. Haircuts or restyling may be required of pupils by Housemasters in extreme cases. Staff who have had to talk to pupils about minor dress infringements are

encouraged to log this on 3Sys. Persistent low level dress offences will lead to tutor/Housemaster and then Deputy Head detentions with contact home at all stages.

Persistent lateness to lessons will be reported to the pupil's Tutor or Housemaster and may lead to a one hour supervised Thursday detention after school. A 'lateness detention' for isolated incidents takes place on Mondays at lunchtime and is supervised by the Deputy Head (Pastoral).

Deliberately missing lessons or becoming seriously behind in work may result in the Deputy Head (Pastoral) or Head issuing a school suspension where the pupil is required to be involved in day-long community service in place of lessons/Games, followed by two hours' study in the Library.

The Head may suspend a pupil (where they return to their parents or guardian), for a period of between 48 hours and one week for very serious indiscipline, or less serious offences where repeated punishment has proved ineffective. If suspension is ineffective, the school may be forced to exclude the pupil or to require him/her to leave the school under the procedure described in Part B below.

Boarders' sanctions

When boarders get it wrong, the school is here to steer them right in the right direction.

Boarders' detention

These detentions are held on a Saturday afternoon from 1pm until 2pm, in the Library and are attended in full uniform. A boarders' detention is most commonly given for:

- Repeatedly failing to register at breakfast, supper or milk and biscuits
- Failing to observe bedtime routines (including tiredness in lessons as reported by day staff)
- Not keeping your room adequately clean and tidy

Of course, refusal to comply with any reasonable request from a member of the boarding team can result in a boarders' detention, at the discretion of the Head of Boarding.

Further school sanctions

Saturday evening detention, confiscation of digital equipment and restrictions into town.

More serious offences e.g. smoking inside the building, may be escalated without lower-level sanctions being applied.

- Community Service detentions

- School suspension (internal) – contact will be made with home
- Meeting with the Head and letter home from the Head
- External suspension
- Exclusion

Persistent lateness to bed, disrupting other members of the boarding house etc. may result in the Head of Boarding or member of the boarding staff requiring the pupil to attend Friday afternoon detention or another appropriate sanction.

JUNIOR SCHOOL

In St Edmund's Junior School we strongly believe that nurturing personal values, respect for others and a sense of responsibility in young people is the most effective way of preventing lapses in behaviour. Pupils are constantly reminded of our expectations through regular assemblies, our PSHE programme, classroom posters and through their daily interactions with teachers. However, when disciplinary problems do arise, we use a clear set of responses:

- Stage 1 behaviours such as calling out or making silly noises are dealt with by classroom teachers as part of their regular classroom management. Low level sanctions might include a change of seating or asking the pupil to remain after the lesson to discuss their behaviour.
- Stage 2 responses are triggered by a persistent pattern of Stage 1 behaviours or more serious matters like disrespectful comments or unacceptable language. There are two main sanctions: an Academic Detention or a Behavioural Detention. Parents will be informed by email.
- Stage 3 responses might follow a persistent pattern of Stage 2 behaviours or more serious incidents like challenging authority or deliberately hurting someone. The sanctions reflect the increased seriousness of the incident: EXIT (the removal of a child to work under the supervision of a member of the SMT) or an after school detention. Parents will be informed by the Deputy Head by email and invited in to meet the Head or the Deputy Head.
- Stage 4 behaviours might include theft, vandalism or verbal abuse. Sanctions for these kinds of behaviours include internal and external suspensions. Parents will be immediately informed and the Head or Deputy will be involved. Parents will be required to attend a meeting that day and a letter home explaining the event and the school response will be sent.

If suspension is ineffective, the school may be forced to exclude the pupil or to require him/her to leave the school under the procedure described in Part B below.

A more detailed explanation of this approach can be found in the “JS Behaviour Management System” document on the School Portal.

There is no corporal punishment in the school, nor is it threatened.

PRE-PREP INCLUDING EARLY YEARS

Our emphasis is always on praise, but if a child does not follow the ‘Golden Rules’, there will be some sanctions:

1. Remind the child of the rules
2. Move the child away from the group for a few minutes
3. Miss a playtime or treat such as golden time
4. See Mrs Exley, the Head of the Pre-Prep
5. Parents informed

Parents will be informed by the class teacher if their son or daughter has broken the rules 5 times in one day – this rarely happens. The children begin each day with a fresh start. Teachers will always work with the child and parents to try to resolve any behavioural issues.

In the case of a serious behavioural issue, the Head of the Pre-Prep will contact parents immediately to discuss the incident. In the case of very serious indiscipline, or less serious offences where repeated sanctions have proved ineffective, the Head of the Pre-Prep may suspend a pupil (where they return to their parents or guardians) for a period of between 24 hours to one week. If suspension is ineffective, a pupil may be excluded or be required to leave the school under the procedure described in Part B below.

A separate and more specific Pre-Prep ‘Guidelines for Behavioural Incidents’ document is made available to all Pre-Prep parents.

The Head of the Pre-Prep manages and makes decisions concerning behavioural matters in the Pre-Prep.

There is no corporal punishment in the school, nor is it threatened.

APPENDIX B : WHOLE SCHOOL (INCLUDING EARLY YEARS) POLICY FOR BREACHES OF DISCIPLINE THAT MERIT EXCLUSION

In the unfortunate event of a pupil being potentially excluded from school for a serious breach of discipline, the following guidelines should be adhered to:

The Procedure

Establish exactly what the allegation is. Clarity at this stage is essential, not least because the pupil must be informed of the case against him/her. For example, if the allegation is that pupil A supplied drugs to pupil B, pupil A should be told all the elements of this (i.e. the identity of the other pupil where possible, what was allegedly supplied, when and where) and asked to explain what happened.

Establish what information is available and what further information is required. Consider what evidence is already available to support the allegation. Next, consider what additional information is required and how best to obtain it.

Establish if anyone is at risk (i.e. do the Police or Social Services need to be informed?).

Establish who should be dealing with the matter. A different person should conduct each of the following stages:

- interviews with witnesses and general investigation of the allegations;
- the hearing; and
- the appeal

In the Senior School, the investigation should be carried out by the relevant tutor, Housemaster or Deputy Head (Pastoral). The hearing should be conducted by the Head and any appeal should be held by the Governors. In the Junior School, the investigation should be carried out by a senior member of staff, with the hearing conducted by the Head of the Junior School or the Deputy Head of the Junior School. In the Pre-Prep, the investigation should be carried out by the child's class teacher or, in the Nursery, the lead teacher, with the hearing conducted by the Head of the Pre-Prep or Head of the Junior School.

Investigation

Information Gathering

Before a decision to exclude can be fairly taken, it is essential to establish the facts. If exclusion is being considered then statements should be taken from all pupils and staff who were involved in or witnessed the incident. All written statements should be attributed, signed and dated by the witness who should first be given the opportunity to read it. The statement should also be countersigned by the person who took the statement and the person who was present when the pupil signed it. The original statement should be kept on file. The information gatherer should not be the same person as the decision taker.

Another adult should be present

It is good practice for another adult to be present when pupils are being interviewed by the person charged with the investigation. However, this need not be a parent. A neutral adult or another member of staff is preferable.

When should the parents be informed?

This will always depend on the facts of the particular case. As a general rule, however, it will normally make sense for the parents to be informed after initial investigations have been made but sufficiently in advance of any hearing to allow them time to prepare for that hearing. Clearly, where a pupil has been suspended pending the outcome of a disciplinary process, then it will be necessary to inform the parents immediately of this. Similarly, in cases where Social Services or the Police become involved, it will generally be prudent to inform parents as soon as possible.

Suspects should be kept apart to the extent that this is reasonably possible.

The pupil should be told not to discuss the matter with other pupils and, in particular, with the other pupils involved. This is particularly important where the accusation relates to issues such as bullying and physical or verbal abuse.

When is suspension appropriate?

In particularly serious cases it may be appropriate for the pupil to be suspended. Any suspension should be as brief as possible. If a relatively lengthy suspension is unavoidable, make suitable arrangements to ensure that, so far as is practicable, the child is able to continue with his/her education during this time. For example, arrangements could be made for work to be sent home and marked. Parents should be told immediately of any decision to suspend and this should be followed within one school day by a confirmatory letter.

HEARING

Once the information gathering stage has been completed, the next step is to hold the hearing itself. The hearing will generally be heard by the Head (or by the Head of the Junior School or Head of Pre-Prep for the Junior and Pre-Prep Schools respectively) and attended by the pupil, parents, a note taker and any other person required (e.g. witnesses or the member of staff who carried out the investigation). A checklist for conducting the hearing is set out below.

BEFORE THE HEARING

- Notify the pupil and parents of the hearing by letter if possible.
- Make sure that the letter sets out precisely what allegations have been made. It should also contain all relevant practical details (e.g. the time, date, place and purpose of the hearing and who will be attending).
- Circulate the evidence to be relied upon by the school.
- Provide copies of all evidence to be relied on by the school (including witness statements) and ask for any written submissions from the pupil/parents (including

witness statements) to be provided for circulation by a specified (reasonable) date. Make sure all parties have sufficient time to prepare for the hearing.

- Circulate any further evidence produced by the pupil/parents. Ideally, all parties should have copies of all evidence within five working days of the actual hearing. If this is not possible then consider whether a brief postponement is preferable.

AT THE HEARING

- Explain the purpose of the hearing. The Head (or Deputy Head Pastoral) – in the Junior School, the Head of the Junior School or the Deputy Head of the Junior School; in the Pre-Prep, the Head of the Pre-Prep - should set out how the hearing will be conducted and the role of all those present. The school will then present its case. This should, if possible, be done by the person who conducted the investigation. If witness statements have been obtained then these should be read out loud. The pupil/parents should be allowed to ask questions. From a legal perspective, the pupil and parents are entitled to know the precise nature of the alleged facts. From a practical perspective, allowing sufficient questioning will reinforce the school's wish for fairness.
- The pupil/parents present their case. The parents will normally undertake this role, but the pupil should be allowed to comment if appropriate.
- The Head (or Deputy Head Pastoral) – in the Junior School, the Head of the Junior School or the Deputy Head of the Junior School; in the Pre-Prep, the Head of the Pre-Prep- asks questions of the pupil/parents in order to establish all the relevant facts to allow a fair decision to be reached.
- The hearing should be minuted. A designated note-taker should note the names and roles of all people present, all written documents considered, all oral evidence given and the decision reached, including the reasons stated.
- Explain what will happen next and when. Then adjourn before the decision is made.

FOLLOWING THE HEARING

- Inform all parties of the decision. This can be done face to face in the first instance but should always be confirmed in writing, preferably within one school day of the hearing. The letter should state the decision in relation to the charge (or each of them), the sanction, when it takes effect, the reasons, to whom the parents may appeal and the deadline within which they must do so.

Additional notes pertaining to the hearing:

- The pupil should be present at the hearing if at all possible. Natural justice requires that a pupil is able to hear the case against him/her and defend him/herself. Unless there are strong reasons to the contrary, therefore, the pupil should be present and allowed to speak on his/her own behalf if he/she wishes to do so and the parents agree.
- Where the other witnesses are also pupils, it is preferable to rely on written statements at the hearing. Sometimes it may be felt that a witness should be present, for example

to allow necessary questioning on the content of their statement. If so, the pupil may be asked to appear but will not be compelled to do so and the parents of that pupil must first give their consent.

- Parents should not bring legal representatives to the hearing unless there are compelling reasons for allowing it (e.g. illness, English not parents' first language). Parents may however bring a non-legally qualified supporter, making it clear in advance that this person is not able to make representations. Parents will be asked to name any such supporter in advance of the hearing.
- The hearing should not be recorded except for good reasons and if all parties consent. The time taken to produce transcripts, and subsequent arguments over their accuracy, can cause significant and unhelpful delays. A full minute of the meeting should still be taken and retained on file.

SANCTIONS

Once the hearing has been held, the Head (or Deputy Head Pastoral) – the Head of the Junior School or the Deputy Head of the Junior School in the Junior School; the Head of the Pre-Prep in the Pre-Prep - will have a range of sanctions open to him/her. Before concluding that exclusion is justified, the following questions should be asked:

1. Has the burden of proof been discharged? Where the pupil is accused of something that does not amount to a crime, the burden of proof required is that, on the balance of probabilities, the pupil did what was alleged.

Where the pupil is accused of something that amounts to a criminal offence, a higher standard of proof is required when excluding. The more serious the allegations the more convincing the evidence substantiating the allegation should be. The regulations and guidance do not apply directly to independent schools who can implement their own behaviour policies.

2. Is an exclusion fair in all the circumstances? The decision to exclude is a very serious one with significant potential repercussions. In general, the decision will only be taken in response to a serious breach of the school's behaviour policy, once other options have been exhausted and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Once guilt has been established, the following questions should be asked:

- a. Does the offence fall within the school's list of offences which may lead to exclusion?
- b. Have pupils been excluded for similar offences in the past? The school is not bound to follow precedent but should feel able to justify why a more severe sanction was fair in these circumstances.
- c. Has this pupil committed a serious disciplinary offence in the past? Excluding for a first breach of discipline is far more susceptible to challenge than where a pupil has a proven track record of misbehaviour. The sorts of first offence that may justify exclusion typically involve violence, sexual assault, drugs and/or offensive weapons. Even then, a decision to exclude should have regard to all the relevant circumstances.

- d. Have any relevant domestic circumstances and whether the pupil was provoked, perhaps as a result of bullying or harassment, been taken into account?
- e. Are any other pupils involved in the investigation being dealt with in the same way? Check for consistency.
- f. Are the interests of the pupil outweighed by those of the school community as a whole?
 - le. how much harm will it do to the school and those in it if this pupil is allowed to remain?

If the answer to any of these questions is “no”, consider whether a less draconian sanction is more appropriate. Suspension (perhaps accompanied by a final warning) is the logical and less severe alternative. If the Head feels able to then she could consider agreeing to a managed move of the pupil to another school, provided such an alternative can be readily identified.

Another option may be to allow the parents an opportunity to withdraw the pupil rather than having an exclusion imposed. Both of these options should be used with care and are generally to be avoided. Furthermore these two sanctions present an inconsistency in the School’s position – if exclusion is not justified on the evidence then it is logically hard to justify a ‘lesser’ sanction which still involves the removal of the pupil from the school. The Head should consider taking advice before offering either of these options.

APPEAL

Fundamental to the fairness of any exclusion process is the right to appeal. A failure to allow this will invariably make the exclusion unfair and hence susceptible to legal challenge.

An appeal should usually be heard by at least two of the Governors and at least one person who is independent of the running of the school. A key point is that the appeal is not heard by the original decision taker and to this end, no Governor who has been directly involved in the matter at hand should hear the appeal. From a practical perspective it makes sense for schools to have a pool of Governors and independents from which to select three or five to hear an appeal at any given time. This flexibility should help minimise delays. Any Governor with a connection to the pupil should also be excluded from the panel.

There may be circumstances where it is unwise to hold an appeal hearing at the school if this can be avoided. A more neutral location should be identified that is convenient for all the parties.

The risk of lost schooling is a key concern that makes time of the essence. The objective must therefore be to hold the appeal within five working days.

The school offers an appeal hearing against a decision it takes that materially affects a pupil or his/her parents - this appeal process is limited to a review of the fairness of the investigation and the sanction imposed. The purpose of the appeal hearing is to decide two issues; first, whether the pupil actually committed the disciplinary offence in question and, second, whether permanent exclusion is a reasonable response. If the appeal panel concludes that the answer to the first question is no, the second question ceases to be relevant and the pupil should be re-admitted. The appeal panel should not receive or consider fresh evidence that relates to

issues not considered when the decision to exclude was taken. Equally, it should not overturn a decision to exclude purely on the basis of there having been a technical defect in the procedure followed – unless that effect was so substantial that justice was not done. The appeal decision is final.

The procedure for an appeal hearing is broadly the same as for the original hearing. The principal differences are that the appeal will be heard by the panel and the Head (or the Head in the Junior School; the Head of Pre-Prep in the Pre-Prep School) will present the case for the school, taking everyone through the charges and supporting evidence, then submitting why in her view the decision to exclude was justified. The parents then present the “case for the defence” (i.e. why their child is not guilty and/or why the sanction is disproportionate). The same principles as before; such as advance notification, the opportunity for questioning, preparation of minutes and so on should be followed.

Both the school and the parents are free to introduce any relevant new evidence that has subsequently come to light and that relates to the issues considered when the original decision was taken. As with the first hearing, however, it is important to ensure that any such evidence is distributed to the relevant parties in advance of the appeal and in sufficient time to allow everyone to prepare – at least 48 hours before the hearing takes place. If new evidence emerges at the appeal itself, an adjournment may be necessary. It is important to remember that, whilst new evidence may be introduced, a new reason for the exclusion should not.

Inevitably there are some occasions where, often unintentionally, the investigatory process or first hearing was so flawed that it is difficult, if not impossible, for these flaws to be corrected by an appeal. In that situation, careful thought should be given to offering an appeal by way of re-hearing instead. Whilst this approach may require a little extra work in the short term, if its effect is to prevent lengthy further debates on procedural fairness then it is likely to be time well spent.

In drawing up this policy, regard has been given to non-statutory advice *Behaviour and Discipline in schools* (2016) and *Keeping Children Safe in Education* (2019).