



BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE, REWARDS, SANCTIONS AND EXCLUSIONS POLICY

This Policy applies to the whole school including the Early Years Foundation Stage (EYFS) and is publically available on the School website and a copy may be obtained from the School Office. It is drawn up in accordance with non-statutory guidance Behaviour and Discipline in Schools 2016. See also positive support strategies in the anti-bullying policy.

In our school the term 'staff', is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers, and the Headteacher.

Designated Member of Staff responsible for Behaviour Management

The Member of Staff with overall responsibility for Behaviour Management in the whole school is: Mrs. Maggie Putt, Pastoral Deputy Head, who has oversight of Pastoral Care.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Head will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than August 2021 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: Aug 2020

Mr A.Bentley
Acting Head

INTRODUCTION

Our policy is in line with the Norfolk Children's Services Vision which is:

'All children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for the future'

Statement of Purpose: At Riddlesworth Hall we are committed to promoting the highest standards of behaviour and to ensuring those standards of behaviour are monitored and maintained so that the stated aims of the school can be achieved. It is crucial that we foster and develop an atmosphere in which Pupils can learn and that we create a climate in which Pupils not only know exactly what standards of behaviour are required of them, but appreciate that it is one in which relationships are based on mutual respect. To this end each Pupil will be made aware of our school's expectations. This policy includes details of how we promote good behaviour amongst pupils including rewards and the sanctions we adopt in the event of pupil misbehaviour. In formulating our Behaviour Policy, we first define the terms 'behaviour' and 'discipline'. Good behaviour is conduct that assists the school to fulfil its function. Discipline is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

Riddlesworth Hall is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Context: As part of our Behaviour Policy all children and adults have the right to live in a supportive, caring environment in which Pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. We ensure that Pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. Our school makes the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping support the implementation outlined above. The Behaviour Management Policy is dovetailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying.

Aims:

Riddlesworth Hall aims to provide:

- good adult role models of caring cooperative behaviour;
- an acceptance by all staff of a responsibility for maintaining good discipline;
- the celebration of a wide range of achievements;
- the reinforcement of positive attitudes to expectations;

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn

School Ethos:

Riddlesworth Hall is expected to be a place where:

- all individuals are respected and their individuality valued;
- pupils are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently;
- bullying, disruption and harassment are not tolerated;
- early intervention is the norm;
- there is an emphasis on self-discipline

The ethos of our school is such that all who come here are valued as individuals in their own right. Pupils are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other pupils and adults. Pupils should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – pupils, parents and staff – to keep to the guidelines, requiring these to be applied consistently. All members of staff have an important role to play in promoting good behaviour. A particular strength is our approach to Spiritual, Moral, Social and Cultural Education (SMSC).

The Role of the Head: The Head has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. The Head's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. Support for staff faced with challenging behaviour is also an important responsibility of the Head. In compliance with DfE Guidance *Behaviour and Discipline in Schools* (2014), we ensure that our professional practice:

- promotes self-discipline and proper regard for authority among pupils; has a consistent approach to behaviour management; has clear, well organised working practices along with maintaining its facilities to a high standard;
- encourages good behaviour and respect for others and prevents all forms of bullying pupils; ensures that the standard of behaviour is acceptable; regulates the conduct of pupils;
- provides support to children to self-manage their behaviours, taking into account all aspects of the child and why they are displaying certain behaviours; provides staff development and support; liaises with parents and other agencies;

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- includes issues related to pupils with special educational needs or disabilities and provides reasonable adjustments for these pupils;
- makes provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- has at least weekly whole school discussions about children's behaviours and records behaviour strategies in behaviour management logs; manages pupils' transition;
- ensures a strong school leadership; supports teachers with classroom management; implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- has an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling pupils' behaviour where it may require additional support;
- is able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- familiarises new staff members with the school's behaviour policy and guidelines for behaviour;
- takes appropriate disciplinary action against Pupils who are found to have made malicious accusations against staff and fulfils its duties under both the *Equality Act 2010* (HM Government: 2010)
http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The Role of All Members of Staff: All members of staff are expected to encourage good behaviour and respect for others in Pupils and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Well-planned, interesting and demanding lessons make a major contribution to good discipline. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management Staff need to recognise that codes for interacting with other people vary between cultures, and staff need to be aware of, and respect, those used by all members of the school. All staff need to provide a positive model of behaviour by treating Pupils, parents and one another with friendliness, care and courtesy. Through regular discussions at staff meetings and briefings regarding children's behaviours, the school endeavours to ensure that staff apply all standards fairly and consistently. Any children with specific behaviour issues will have their behaviour monitored and recorded as part of a Pastoral Support Plan (PSP).

All members of staff are expected to be clear in their understanding of the standards expected of our pupils and to be vigilant in ensuring that any lapses of behaviour, either in or out of the classroom do not go unchecked. With that in mind all staff should strive to:

- develop an effective rapport with each individual pupil; establish a feeling of security for pupils by being consistent, firm and fair with them;
- avoid direct confrontation but deal with situations in a calm and reasoned manner; send problematic pupils to the Deputy Head; know the whereabouts of every pupil in their charge at all times;
- seek advice from the Head or her deputy as and when a need arises and follow the procedures outlined below.
- Where reasonable force has to be employed this will be in keeping with DfE guidance.

The Role of the Pupils: Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. At Riddlesworth Hall we recognise that every pupil has the right to feel safe, to learn and to be treated with respect. Linked to those rights are the following responsibilities:

In the Classroom: Pupils at Riddlesworth Hall are expected to:

- arrive at lessons on time properly equipped; enter the classroom in an orderly manner when invited by their teacher;
- ensure that telephones and other electronic devices are switched off and left in the office
- have their laptops (if used) turned off until the teacher instructs for them to be turned on;

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- enter classrooms quietly and sit in the place allocated by their teacher;
- follow the particular ground-rules established by departments for lessons in which practical work takes place;
- contribute to the creation of a good learning atmosphere; treat all other Pupils, members of staff and visitors with respect;
- record all homework set in their homework diary; ensure the classroom is left in a tidy state at the end of each lesson and
- leave the classroom in an orderly manner.

Behaviour elsewhere:

It is the responsibility of each Pupil to:

- move between lessons and around the building and site in a safe and sensible manner;
- behave in a safe and responsible manner at break and lunchtimes ; see Breaktime code of conduct.
- eat and drink only in the dining room area. Food should not be taken into the changing rooms or upstairs without express permission. Note that chewing gum is not allowed at school;
- wear the school uniform correctly and with pride with shirts tucked in, ties done up and sleeves pulled down;
- take responsibility for their bags and equipment; Years 3 to 8 should keep their changing room area tidy; Years 1 and 2 should use their classroom coat pegs and individual desk trays;
- avoid any interference with the equipment or property of others; look after and take pride in the equipment, facilities and buildings of Riddlesworth Hall;
- adhere to the Acceptable Use Policy regarding the use of ICT equipment at Riddlesworth Hall and
- remember that they are ambassadors for Riddlesworth Hall and to act accordingly **within and outside the walls of the school.**
- The school will take no responsibility for electronic devices on site that are not stored in the school office including mobile telephones.

The Role of Parents: Riddlesworth Hall strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, pupils receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child’s learning, and to co-operate with the school, in this respect.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. Parents should not become angry publically, and if they have a problem this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the Order. School premises are private property and parents will generally have permission from the school to be on school premises. However, in cases of abuse or threats to staff, pupils or other parents, schools may ban parents from entering the school. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

The Class Teacher and Classroom Management Support: The class teacher has prime responsibility for pastoral care with the support of the Pastoral Deputy. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, sending children with their work to other teachers/Head and a points or house system. School reports are also seen as a means of constructive praise.

Standards of Behaviour: Riddlesworth Hall demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a Pupil enters the school. All staff are expected to promote good behaviour and self-discipline

amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons is required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons, but behaviour that does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated.

The School Environment: We are well aware of the impact of the Riddlesworth Hall environment on the behaviour of our pupils. If we are to raise self-esteem and demonstrate the value of each individual member of our school then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which Pupils' work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The Pupils will also be encouraged to be similarly aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Pupils showing pride in their own classroom and cloakroom is the first step towards this.

Encouraging Positive behaviour:

Our school aspires to excellence and has high expectations of every pupil and every member of staff. We want our pupils to do their best and we insist on high standards of industry and application. We want them to be proud of their school. The school has a number of strategies to support and promote positive behaviour:

- Whole school assemblies, House assemblies and End of Term assemblies are used to promote a sense of community, individual worth and high academic and behavioural standards.
- We give frequent praise to children who are behaving well and encourage the children to notice and aspire to their peers' good behaviour and achievements.
- The School Rules provide a set of coherent guidelines for behaviour.
- The School Council and Senior Committee meet on a regular basis, discussing topical issues, to improve enjoyment of school for the whole community.
- Older children are encouraged to act as positive role models for younger children.
- We use regular PSHE lessons as a way of promoting good behaviour, health and wellbeing, caring attitudes and to develop an understanding of the wider world.
- We provide stimulating playtime and learning environments for the children.
- Selected older children (Head Boy & Girl, Prefects and House Captains) help monitor this.

Rewards: Throughout the school, good behaviour is promoted at all times. Riddlesworth Hall believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise Pupils' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise Pupils and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm Pupils who are "always good". They should not feel that the occasional badly behaved Pupil is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. Phone calls home to parents to inform them of their child's continued efforts or outstanding acts.

General Encouragement: The importance of offering Pupils encouragement and reward, as and when appropriate, cannot be overestimated. It is easy to see Riddlesworth Hall Pupils as able, confident, articulate and self-sufficient and to assume that personal affirmation will matter little to them. Quite the opposite is often the case – beneath an apparently confident person there often lies an individual who needs quite badly the frequent word of commendation. It is very important, therefore, that all members of the teaching staff should be alert to opportunities for offering, routinely and informally, encouragement and endorsement when a Pupil has done well or has clearly worked especially hard. In this context written comments when marking academic work should be treated with particular care. In addition to such informal praise and encouragement there are various ways in which notable achievements or contributions can be acknowledged formally. Special mentions within class, assemblies or formal gatherings like Parents Day.

Dealing with Negative Behaviour & Sanctions • It is important for teachers to commend and reward success, and emphasise children's achievements rather than focusing on failures and shortcomings.

Behaviour Ladder: All staff follow a three level behaviour flow chart and traffic light system which can be found in Appendix 1. It clearly demonstrates to pupils and parents the consequences of various levels of unacceptable behaviour, culminating with a red card which is followed up by the Pastoral Lead or Head. Children are guided to accept responsibility for their actions and consequences and are taught strategies to prevent them making wrong choices by making them reflect on how their actions impact on themselves and others. It also provides a framework for teaching staff to enable everyone to treat the children consistently.

House Points: House Points can be gained for positive individual efforts both inside and outside the classroom. These will be awarded by members of staff to pupils in Reception to Year 8 and recorded in Homework diaries and collected weekly by Form Tutors. House points can be awarded for excellent academic achievement or improved effort, for good behaviour and for acts of kindness or service to others or notable endeavour in any aspect of school life. When awarding a House Point, it should be remembered that what might be a minuscule achievement for one pupil, is a big step forward for another, and the reward should be appropriate to the pupil's individual effort.

House Point Assembly: Each Friday the Head (or the Deputy Head) collates and announces the house points for the previous week and running totals for the term. Badges are awarded once target number of points has been achieved (House colours, silver, gold)

This is also an opportunity for any certificates, prizes, and other achievements gained in or out of school to be acknowledged and awarded.

Cups, Trophies and Shields: There are countless awards for all aspects of school life; for individual and team achievement. These are presented at our Annual Speech Day.

Head's Commendation: For an exceptional piece of work, behaviour, effort or other exemplary achievement a Head's Commendation may be awarded. The awarding teacher should commend a pupil who has achieved something out of the ordinary to the Head who will dispatch a Commendation.

Sanctions: *It is the policy of Riddlesworth Hall to implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect.* We work constructively with the children to help them truly embrace the core values of Riddlesworth Hall. Our sanctions are in light of helping the individual in developing respect and empathy towards others, as well as a sense of personal responsibility for their actions.

Incidents are dealt with in four stages:

1. Teacher responsible for witnessing the action.
2. Form Teacher or directing to Deputy Pastoral or Head of Pre-prep
3. Deputy Pastoral.
4. Head Teacher.

- When dealing with all offences, common sense and consistency are the main requirements. At no time should corporal punishment be used as a disciplinary sanction. Each child should be made clearly aware of what the next sanction would entail. Wherever possible the pupil should be given the opportunity to improve their behaviour.
- No child should be sent directly to the Head or the Deputy Head Pastoral unless the incident truly warrants this course of action.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task (during break time if necessary).
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others

House Points: Negative house points may not be awarded.

Letters of apology: If a pupil has been deliberately malicious to either a member of staff or another pupil, then they may be asked to spend their playtime writing a letter of apology to the other individual.

Repairing damage: If a pupil has deliberately damaged or defaced property, they may be asked to help repair or clean the damage caused.

Where appropriate, the school may use Restorative Justice in the form of getting children together, talking out their problems and mending their grievances.

Break-time detention: A pupil may be given a break-time detention, especially if they are unable to play kindly outside. They will sit on the bench outside the Head's office for part or whole of a break-time or stay by the member of staff outside on duty.

Homework/Classwork Detention Homework detentions take place at either lunch or morning break in the library or in the classroom. The detention will be supervised by the teacher giving the detention or a Deputy Head and the pupil will be given appropriate support to allow completion of the work.

Guidelines for Staff: All members of staff are expected to be clear in their understanding of the standards expected of our pupils and to be vigilant in ensuring that any lapses of behaviour, either in or out of the classroom do not go unchecked. With that in mind all staff should strive to:

- Develop an effective rapport with each individual pupil.
- Establish a feeling of security for pupils by being consistent, firm and fair with them.
- Avoid direct confrontation but deal with situations in a calm and reasoned manner.
- Send problematic pupils to a Deputy Head.
- Know the whereabouts of every pupil in their charge at all times.
- Seek advice from a Senior Staff member as and when a need arises.
- Follow the procedures outlined below.

AGREED PROCEDURES: Incidents leading to Detention: These are to be dealt with by the member of staff directly involved and Form Teachers will be informed if pupils are being placed in detention. Persistent poor behaviour may lead to a child being placed on a target card for a week, with clearly laid out targets to help the pupil improve their behaviour. This is signed lesson by lesson or daily depending on the targets set. All target cards are individually tailored and are designed in a positive manner.

More serious incidents leading to immediate school detention and/or parental involvement:

- Incidents in class should be reported directly to the Deputy Head.
- Incidents out of class or out of school should be reported directly to the Head or Deputy Head who will be responsible for liaising with the Form Tutor and calling in the parents as and when necessary.

Incidents of a more serious nature: On those rare occasions where the behaviour of a Pupil becomes completely unacceptable and/or is seriously disturbing the learning of others:

- If possible the pupil should be taken to the Head or a Deputy Head until the end of the lesson.
- If the Head or a Deputy is not available, a member of staff is to contact the office where the Head's secretary will contact a senior member of staff who will come to collect the pupil and deal with the incident. Pupils are not to be sent out of lessons unaccompanied in the case of an incident.

Fixed-term and permanent exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary.
- The Head has discretion to exclude a pupil from the school but will not do so without good and just cause. Such action will never be taken lightly and the Head will always consult with the Chair of the Advisory Board and his Deputy before deciding on a permanent exclusion.

- Only the Head (or the Acting Head) has the power to exclude a child from school.
- The Head may exclude a child for one or more fixed periods, for up to 45 days in any one school year.
 - In extreme and exceptional circumstances, the Head may exclude a child permanently. This can only be done after consultation with the Chair of the Advisory Board.
- It is also possible for the Head to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant it.
- If the Head excludes a child, he informs the parents immediately, giving reasons for the exclusion.
 - It is recognised that a pupil or parents may wish to request a review of a permanent exclusion. For this reason, a review procedure is available upon request. The purpose of the review is not to question the final decision of the Head which will almost always involve a degree of subjective judgment, but rather to ensure that the process involved in coming to that decision was fair and reasonable.

Staff Development and Support: We support our staff in managing and modifying children's behaviour through appropriate In Service Education Training (INSET) whereby we bring in specialist trainers to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Support Systems for Pupils: Riddlesworth Hall places considerable emphasis on the pastoral support for all pupils. We have set procedures for supporting children with their behaviour problems pupils are supported in their behaviour through high expectations of positive behaviour instilled in assemblies, Personal, Social, Health, Economic (PSHEE) education and Citizenship, class routines, circle time lessons, and positive role models of staff and older children. In some cases, children may be given 1-1 support, a daily check in sessions or we may refer children to outside agencies .

Liaison with Parents and other Agencies: We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. Riddlesworth Hall also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Managing Pupil Transition: We carefully manage the transition of the Pupils from our Key Stage 1 to Key Stage 2 and 3 but also in preparing Pupils for their further education in other schools. A particular strength of Riddlesworth Hall is the relationship staff develop with the pupils. Our staff team are in constant communication and any specific pupil support systems or strategies are seamlessly integrated as each pupil moves through the school to ensure consistency in their behaviour management. A principle tool in achieving this consistency of approach across all sections and enhancing staff knowledge of pupils is weekly briefing on a Monday morning.

Organisation and Facilities: Within the organisation of the school, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to become as personally adequate, socially competent and as independent as their potential will allow.

Duties under the Equality Act 2010 and supporting pupils with Special Educational Needs and disabled pupils: In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. In particular we give due consideration to our children who require such due to their special educational needs or disability when considering behaviour, discipline and sanctions. Adjustments will be made according to the children's individual specific needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. Riddlesworth Hall takes account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the pupil.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or

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disability. The school will always take account of any special educational needs when considering whether or not to exclude a Pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline.

Recording: Incidents and Sanction Books: The Deputy Head regularly checks the Behaviour Folder and the Serious Sanctions book so that behavioural patterns can be identified which are then reported to the Head for consideration and action by the Senior Management Team (SMT). The school keeps a variety of records of incidents of misbehaviour. This includes a register of sanctions imposed for serious misbehaviour. The class teacher records any significant classroom incidents. These notes should be kept in the Behaviour Folder within their form group. The Head and Deputy Head record those incidents where a Pupil is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: Staff on Duty contact the relevant Form Teacher with details of any incidents of poor behaviour. For more serious incidents the Staff on Duty will contact the Head/Deputy Head depending on the seriousness of the situation.

A Serious Sanctions Book is kept in the DSL's locked safe. A copy of all discipline letters is kept on file in the Pupil records. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report. Any serious incident, that is where very aggressive or uncontrolled behaviour has put other Pupils at risk or has endangered the safety of the Pupil concerned, must be discussed with the Head and entered in to the management system. These records are kept in the 'Serious Sanctions Book' in the Head's office and overseen by the Head. The Head keeps a record of any Pupil who is excluded for a fixed-term, (suspension) or who is permanently excluded. It is the responsibility of the Head to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Fixed Penalty Exclusion and Permanent Exclusions: Riddlesworth Hall will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at Riddlesworth Hall are:

Suspension = Fixed Penalty Exclusion

Expulsion = Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a pupil can only be exercised by the Head or her Deputy. If the Head excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Head makes it clear to the parents that they can, if they wish, appeal against the decision to the Head. The school informs the parents how to make any such appeal. It is the responsibility of the Head, with the help of the SMT to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities): Pupils' behaviour outside school on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils attend residential visits that acknowledge, in cases of serious bad behaviour, they will collect their pupil from the venue. The Head will not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences whilst on an educational visit will result in the parents having to collect their pupil from the venue at their own expense.

Pupils' Conduct outside the School Gates: Any pupil found to show misbehaviour or bullying outside the school gates (including pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified such as through an email etc) that is witnessed by a staff member or is reported to the Head will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

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Behaviour of Parents on/off the School Premises: It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises. If parents are remaining on the school premises for any length of time after dropping off or collecting their child they should sign in at the school office. Parents should not become angry publically, and if they have a problem this should be dealt with in private with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet form teachers when they are teaching and appointments must be made. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. A note or email must be written if a pupil has to be taken out of school hours e.g. for a doctor's appointment. The pupil is then signed out from the office and back in again on return. Parents should not approach other parents on the school premises concerning external matters. Matters concerning pupils in the school should be handled objectively through the school and not solely between parents.

Anti-Bullying: For information of how we deal with incidents of bullying, please see our Anti-Bullying policy. If a case occurred of severe or persistent bullying strong sanctions, such as exclusion, would be implemented.

Corporal Punishment: Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used.

The following sanctions / punishments will never be used:-

- Corporal punishment.
- Any form of hitting of a pupil (including hitting a pupil in anger or retaliation).
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone to parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by a Pupil.

Physical Restraint: Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child). The position is stated in DfE Guidance Behaviour and Discipline in Schools. Teachers in our school do not hit, push or slap pupils. Staff only intervene physically to restrain pupils to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head and recorded in the pupil's personal file. The pupil's parents are informed on the same day. Records are kept of when force is used and parents are informed. Training and Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

Involvement of Pupils: Article 12 of the UN Convention on the Rights of the Child allows pupils who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns. All Pupils are involved in the discussion process through activities of the Personal, Social Health and Economic Education Programme (PSHEE) appropriate to their age.

Equal Opportunities: All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards

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others. We treat all Pupils fairly and apply this behaviour policy in a consistent way. This policy aims to help Pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline. Concerns about the welfare of colleagues or pupils should be communicated to the Head immediately. Remember, these guidelines will protect you, the pupils and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

The Right to Learn in a Calm and Undisrupted Atmosphere: Pupils should move around the school calmly and quietly. To benefit fully from lessons, pupils should have all necessary equipment and books. Homework and the date for handing it in should be written down in the homework diary. All work submitted should reflect a pupil's best efforts. Work that is badly presented or well below a pupil's capabilities is unacceptable and will be returned to the pupil in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden. Pupils will only be acknowledged and given the right to speak if they first raise their hand. Mobile phones are not permitted in school during the day unless permission has been sought from the Head. The exception to this is that boarders may phone home at lunch-break if time differences mean telephoning after school is not possible. Phones must be returned to the phone storage box before the start of afternoon lessons. Phone calls must be made from the JCR.

Disciplinary Action against Pupils who are found to have made Malicious Accusations against Staff: Malicious accusations against our staff are not acceptable and are taken very seriously. If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Head may temporarily or permanently exclude the pupil.

Related Documents:

- Anti-bullying Policy and Procedures
- Safeguarding Pupils - Pupil Protection Policy and Procedures
- Physical Intervention – Use of Reasonable Force
- Special Educational Needs and Disabilities (SEND) Policy
- Personal, Social, Health and Economic Education (PSHEE)
- Spiritual, Moral, Social and Cultural (SMSC) Policy

Legal Status:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24)(3) of the Education (Independent School Standards) (England) (Amendment) Regulations 2014 in force from 5th January 2015
- Equality Act (2010), Education Act (2011)
- *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff*, (DfE Guidance: February 2014)
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- *Getting the simple things right: Charlie Taylor's behaviour checklists* (DfE: 2011)
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

Appendix 1
Behaviour ladder

Green		
Behaviours <ul style="list-style-type: none"> ● Good time keeping ● Respectful to self, staff and students ● Good attitude to learning. 	Rewards <ul style="list-style-type: none"> ● Praise ● Green smiley faces towards house points ● Head's commendation 	Strategies <ul style="list-style-type: none"> ● Use strategies to help children stay on green. ● Praise ● House Points ● Head's Commendation ● Post card home for GREAT EFFORT/WORK
Yellow		
Behaviours <ul style="list-style-type: none"> ● Poor punctuality ● Calling out ● Low level disruption ● Inappropriate/unkind comments ● Answering back ● Teasing other students ● Speaking a foreign language after being asked to stop ● Incorrect uniform ● Eating in class 	Consequences <ul style="list-style-type: none"> ● Verbal warnings and name put on board ● Moved seat if appropriate ● Free time missed ● Behavioural journal completed by staff for pupil file ● Three warnings then award a red card. 	Strategies <ul style="list-style-type: none"> ● Follow behaviour flow chart ● Speak to the student at the end of the lesson if appropriate
Red		
Behaviours <ul style="list-style-type: none"> ● Bullying behaviour ● Racists comments ● Inappropriate language directed at another person. ● Continued disruptive behaviour after warnings ● Non completion of Prep after warning ● Damage to property 	Consequences <ul style="list-style-type: none"> ● Put on report card ● Parents contacted ● Time out of class ● Restorative justice ● Sent to SMT ● Loss of free time and privileges ● TEACHER RESPONSIBLE FOR GIVING RED CARD TO FILL IN INCIDENT 	Strategies <ul style="list-style-type: none"> ● Use of report card ● De-escalation script ● Restorative approach if appropriate

Appendix 2

