



---

## BEHAVIOUR & EXCLUSIONS POLICY

---

(June 2018)

The School Mission Statement

To live and learn in harmony,  
Caring for each other;  
Treating everybody as a sister and a brother;

Reflecting Christ's actions and His message too, By  
striving for excellence in all that we do

## 1. School policy for behaviour

Persons responsible: The Headmistress in consultation with the Governing Body, staff and parents.

Date adopted: April 2001

Date of latest policy review: June 2018

## 2. How the policy was developed

This document, in accordance with our Mission Statement and the religious ethos of the school, is a statement of the aims, principles and strategies adopted by the Ursuline Preparatory School Ilford in order to promote and maintain high standards of behaviour throughout the school.

It was developed in the spring term 2001 through a process of consultation with all staff, parents and the governing body.

## 3. Intention

At the Ursuline Preparatory School Ilford we have high expectations of the children's behaviour. We recognise the importance of a clear and concise framework of expectations and sanctions to help ensure an efficient, well-motivated school. To this end we have consulted all members of the school community whose support and involvement is vital to the successful implementation of the policy. Reference should be made to the school's Anti Bullying Policy.

## 4. Equal Opportunities

As a school we have a duty to care for every child, regardless of race, ethnicity, faith background, age, status or ability, providing the child with a loving, secure environment which promotes effective learning and personal safety.

## 5. Aims

- To foster Christian values.
- To create a caring and co-operative environment that promotes trust and integrity.
- For every individual to feel valued and respected.
  
- For children to develop confidence, a high self-esteem and self-discipline.
- For children to understand the consequences of their actions and accept responsibility for them.

- For children to treat each other and everyone in the school community with respect.

## 6. Ways to promote Positive Behaviour

- Provision of a relevant and appropriate curriculum.
- Use of inspiring and motivating teaching methods.
- Careful classroom organisation which is attractive and accessible to all.
- Positive example set by staff in dress, punctuality, commitment and demeanour.
- Frequent use of praise, reward and encouragement for appropriate attitudes and behaviour. e.g. house points, merit stickers and certificates, smiles, verbal praise, written comments, privilege time.
- Giving special responsibilities.
- Public recognition of work/achievements e.g. display, assembly, sharing time for children's work.
- Showing good work to the headmaster.
- Establishing clear boundaries/expectations.
- Frequent reminders regarding expectations etc.
- Remaining calm and always being consistent.
- Establishing closer/home school links.
- Addressing the behaviour not the individual.
- Listening to children's concerns.
- The awarding of behaviour focused Dojo points to a child or a group.

## 7. Behaviour in the classroom and anywhere in the school building

There is a corporate responsibility for good order throughout the school, on stairways, in corridors, cloakrooms, the dining hall and playground. Every class teacher is responsible for pastoral care and discipline in the classroom and will discuss classroom rules and the school code of conduct at the beginning of each school year. These will then be on display in each classroom.

Each September pupils sign up to the Class Charter. This provides rules about the rules to follow. Possible suggested classroom rules to be on display in classrooms include:

KS1

- To do as Jesus asked us to: 'Love one and other as I have loved you' ☐ Hands up for help or to answer a question.
- Listen if someone is talking.
- Hands and feet to yourself.
- Tidy up on time.
- Staying in your seat unless asked to move. ☐ Caring for others and their belongings.

- Always trying our best.

## KS2

- To do as Jesus asked us to: 'Love one and other as I have loved you' □ Respect for others and their belongings.
- Respect for school resources.
- Paying attention.
- Hands up to answer a question or request help.
- Hands and feet to yourself.
- Looking after your property carefully.
- Finishing work in the time set. □ Always trying your best.

## KS2 Behaviour Management System

A set of statements were created with staff detailing the expected behaviours in a classroom for example; I will listen when a teacher is talking. These are displayed on a sheet in the classroom. Each day the pupils begin with a blank sheet. For each time a statement is not followed appropriately pupils receive a strike. If they receive three strikes they go on a timeout to another room for 5-10 minutes. If there are three timeouts within a week the teacher will communicate with parents.

## EFYS and KS1 Behaviour Management System

The Mr. Men characters of Mr. Happy (for good behaviour), Mr. Chatty (for too much chatter) and Mr. Grumpy (for minor misdemeanours ) are used in the classroom.

## 8. Behaviour in the Playground

Children are expected to play sensibly and fairly with each other. They must listen to and cooperate with the adults supervising them. Rough games are prohibited. When play has finished a bell will be rung warning the children to stand still in silence.

On hearing a second bell the children must walk in silence to their class lines ready to be collected by their teachers.

Playground supervisors keep a playground behaviour log to record any issues that occur during break times. Teachers are notified of any inappropriate behaviour.

Playground supervisors are also allowed to award Dojo points to encourage positive behaviours.

## 9. Ways to Handle Difficult Behaviour

Staff in charge of the children have a duty to facilitate 'reconciliation'.

- Keep calm and talk quietly.

- Tell children honestly how you feel e.g. 'I don't like that.....' followed by .... 'I do like it when .....'; this replaces 'you', implying accusation which often results in defence and denial.
- Allow a cooling down period. This prevents a confrontation with an audience watching and gives you time to think.
- Use eye contact.
- Listen to parties involved and give children the opportunity to correct their behaviour.
- Remember to address the behaviour and not the child e.g. 'pushing N.... over was an unkind and dangerous thing to do' NOT 'you are a nasty little bully'!!!
- Try to ensure pupils fully understand why the behaviour is unacceptable.
- If deemed necessary get children to describe the incident in their own words on paper.
- Be consistent and fair with decisions and consequences.
- Provide a place for time out e.g. seat in playground/within classroom.
- Provide a calming-down area in another classroom through teacher agreement.

The school rejects the use of corporal punishment and only in the event that a pupil is a danger to themselves or others should physical restraint be used. If any physical restraint is necessary, records of the incident will be logged and kept on record.

## 10 Sanctions: Consequences of Unacceptable Behaviour

Children need reminding that life is about choices and if they choose to make a wrong or a bad choice then they have to accept the consequences and take responsibility for their actions without blaming others.

The object of sanctions is to motivate pupils to improve behaviour and to make sensible choices in the future. The sanctions should be reasonably extensive so that no one sanction is over used, the next step is always available and the headmistress is not forced to implement more extreme measures.

Should sanctions need to be used then they should be put into effect immediately or as soon as is feasible, so that the sanction is associated in the child's mind with the irresponsible behaviour.

All teachers have a class blue book where any incidents should be noted down immediately. The incidents should include a summary of the behaviour, the children involved and other important information such as the date and time of the incident.

In instances of irresponsible behaviour the adult should:

- Request calmly that the child demonstrates the appropriate behaviour.
- Give the child the opportunity to retract or apologise for what he/she has said/done.
- Warn the child of the consequences if the behaviour persists.
- Avoid:
  - shouting, unless deemed absolutely necessary e.g. distance, immediate danger; □
  - over-reacting, humiliating, sarcasm/blanket punishments.

- All the latter may well lead to resentment and demean you.

If the irresponsible behaviour is repeated or children are already fully aware of expectations (e.g. homework completed on time; best handwriting), talking quietly, no pushing) the following sanctions may be used, at the discretion of the member of staff, coming to a fair, common sense conclusion:

- The child may be given a negative Dojo point specific to the behaviour shown.
- Miss a playtime in whole or part.
- 'Time out' within the classroom/playground.
- Removal to another class for all or part of the lesson the morning/the afternoon.
- Excluded from an activity.
- Withdrawal of privileges.
- 'Community service' – doing something to make amends.
- Writing a letter of apology.
- Writing an explanation or account of what happened and why it is unacceptable.
- Setting class or individual targets.
- Not rewarding the child with adult attention until appropriate behaviour/attitude is manifest.

Midday supervisors using their discretion must inform class teachers of any playground incidents. Serious concerns must always be reported to the Headmistress/Deputy.

## 11. More Serious Mis-Behaviour

The child's class teacher, in conjunction with break-time supervisors when appropriate, will deal with the vast majority of incidents. Teachers' personal files should be used for initial records of minor incidents.

Behaviour which is more of a cause for concern is recorded in the school behaviour incident log, which is kept on the teachers' shared area. The five stage approach will be used. NB depending on the severity of the incident, the sanction may not follow all these stages, e.g. some behaviours may warrant a detention in the first instance.

Stage 1: The incident is reported and logged in the Behaviour Book.

Stage 2: Parental Referral

Stage 3: Detention – Progression from lunchtime detention, detention with the Deputy Head and finally a detention with the Headmistress.

Stage 4: Suspension (temporary exclusion)

Stage 5: Permanent Exclusion

STAGE ONE: RECORDING OF INCIDENT

All inappropriate behaviour is recorded in the 'Behaviour Incident Log. The class teacher will be informed of any incidents being recorded and is responsible for regularly meeting with pupils who are having difficulties staying within the boundaries.

#### STAGE TWO: FORMAL NOTIFICATION TO PARENTS

This could be a build-up of comments in the incident book or behaviour meriting more serious intervention. The class teacher meets the pupil, the incident is discussed and the pupil is asked to sign the notification form. Parents receive a letter from the school informing them of the incident.

Close home/school liaison established with daily report book informing parents whether or not their child has reached their daily learning/behavioural target with sanctions and rewards introduced at home and in school.

#### STAGE THREE: DETENTION

The next stage is for more serious incidents still, or if the formal notification stage above has been repeated. The Deputy will now get involved and administer a suitable disciplinary punishment such as DETENTION. The deputy will discuss the offence with the pupil concerned before signing the detention form, which the pupil will take home to his/her parents. The detention (orange form) is completed, signed by both the class teacher and the Deputy and is sent home. The form is returned the following day. A date for the detention is set and the time is from 3:30 – 4:30. During this time the pupil writes a reflection of the incident. Parents are informed to pick up their child after the detention. **Multiple detentions should progress from lunchtime detention, detention with the Deputy Head and finally a detention with the Headmistress.**

THREE DETENTIONS CAN LEAD TO THE LOSS OF A SCHOOL TRIP.

#### STAGE FOUR: SUSPENSION

In the case of any serious violation of school regulations a pupil can be suspended from between one to five days. The Headmistress makes the decision. Following a suspension, both the parents and pupil are invited in for a conference with the Headmistress and the class teacher before the pupil is allowed back into school. The suspension notice return slip is stored in the behaviour book.

A SUSPENSION CAN LEAD TO THE LOSS OF THE SCHOOL TRIP.

#### STAGE FIVE: EXPULSION

The school reserves the right at any time to expel the pupil who does not meet the expectations within the school community. If the school believes that a pupil's conduct, on or away from campus, indicates that the pupil is unable or unwilling to conform to the ideals and objectives of the school, parents will be requested to withdraw the pupil immediately, even though there may have been no breach of any specific school rule.

Some behaviours, because of their severity may warrant a stage 4 or 5 action. These may include:

- Drug abuse
- Alcohol abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
  
- Sexual harassment
- Racist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

See appendix iv for examples of behaviour requiring intervention at the different levels.

## 12 Working in Partnership

All staff have an important role to play in communicating to others changes in children's attitudes to work and/or or behaviour, informing parents when deemed necessary. Similarly parents should inform the school of anything they feel may be having a detrimental effect on their child's education.

### Parental Support

- Contact parents as soon as you see there is a problem.
- Complete your classroom blue book to record any incidents.
- Know what you want from your meeting - your 'goal'.
- Plan how you will achieve the 'goal'.
- Know why you want the parents' cooperation and assistance.
- Be prepared to explain what you feel will occur if the parents are not co-operative and/or are seen in front of the child, not to support the teacher/school.
- Ensure the parents know the possible consequences. □ Have documentation to support your comments.

## 13. The House System

We operate a house-system in order to give recognition to and reward good work, behaviour and effort and to encourage a sense of pride and collective responsibility. One Dojo point also equates to one house point.

In each class the children are divided into the four houses:

- |                       |         |
|-----------------------|---------|
| St Cecilia            | (green) |
| St. Ursula            | (blue)  |
| St. Francis of Assisi | (red)   |



St. Vincent de Paul (yellow)

House captains from Year 6 are nominated at the beginning of the year.

The house-points accumulated for each house are read out weekly at assembly. The house at the end of each term with the most points is awarded the cup and rewarded e.g. extended playtime.

#### 14. Early Years Foundation Stage

##### Aims:

Staff will:

- Provide a safe, stimulating learning environment that enables children to learn about themselves, each other and the world around them.
- To have high expectations of children's behaviour. Children are encouraged to feel proud of their achievements.
- Create a positive 'you can do it' atmosphere.
- Work together to ensure consistency and shared values. □ Focus on the development of the 'whole' child.

Children will:

- Begin to understand and manage their own behaviour.
- Develop an understanding of what is right and wrong and why.
- Learn to respect others.
- Learn to treat objects and belongings with respect.
- Begin to understand about the consequences of their behaviour.
- Become increasingly aware of their own and others needs and feelings.

How appropriate behaviour will be implemented:

Staff will model appropriate language and teach the children to understand what is acceptable behaviour through:

Group Time discussions.

- Activities which promote sharing, cooperation and negotiation.
- Rewarding and praising good behaviour – house points and Dojo points.
- Labelling inappropriate behaviour not the child.
- Class and playground rules. Children will be given strategies to use that will enable them to take responsibility for their own behaviour such as:
- Encouragement to express themselves verbally rather than physically. 'Use your words' in order to resolve conflict successfully.
- Use of sand timers to encourage sharing and turn taking.

Sanctions used:

- Staff will try to anticipate inappropriate behaviour it happens therefore refocusing children's attention into other activities.
- Time out (with a 5 minute sand timer). During this time the child is encouraged to think about what they have done wrong and to think of what they can do to make up for that action. They are then asked to say sorry after the 5 minute period is up. Some children may need support to do so. The children are asked to think of something they can do with or for the other child so that they know they are sorry for their actions.
- **Recording of incidents in classroom blue book.**
- More serious misbehaviour :
- Inappropriate behaviour is recorded in the 'Behaviour Log' and reported to the parents on the same day. If any other children are involved their parents are informed also.
- For more serious incidents of misbehaviour, the Head of Early Years will get involved.
- For more serious incidents still, the Head of Early Years will involve the Headmistress.

NB The exclusions (fixed term or permanent) policy for the main prep school applies to the Early Years section too.

#### A Legal Requirement & an ISI Reporting Standard

##### References:

- Human Rights Act 1998
- "Discipline and Exclusions" [http://www.direct.gov.uk/en/Parents/Schools/earninganddevelopment/YourChildsWelfareA tSchool/DG\\_4016112C](http://www.direct.gov.uk/en/Parents/Schools/earninganddevelopment/YourChildsWelfareA tSchool/DG_4016112C).
- "Excluding Pupils –A Practical Guide for Independent Schools" by Farrer & Co (an ISBA Briefing Document) August 2006
- The Education Act 2011
- SI2003/1910 – the ISI Regulatory Checklist (0907) G. "Managing Behaviour and Attendance: The Legal Framework for School Discipline" DCF5 guidance on exclusion from schools
- "Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units" DfE guidance <https://www.gov.uk/government/publications/schoolexclusion>

## INTRODUCTION

All schools have the legal right to impose reasonable sanctions if a pupil misbehaves. Physical punishment is illegal; but DfE guidance (referred to above) advises that sanctions that a school might use include: a reprimand, a letter to parents or guardians, removal from a class or group, loss of privileges, confiscation of a possession that is inappropriate in the classroom,

detention, or exclusion. Exclusion, whether temporary or permanent, is a last resort. Permanent exclusion is used only in the most serious circumstances.

## ISSUES FOR INDEPENDENT SCHOOLS

The issues facing independent schools are set out very clearly in the Briefing Document “Excluding Pupils –A Practical Guide for Independent Schools” by Farrer & Co. The introduction by Mr Nigel Giffin QC summarises the issues succinctly:

“First, and at the general level, are the right written procedures in place? Does the contract between the parents and the school deal clearly with the problems that commonly arise; does it say what you mean it to say?.....Secondly, and when dealing with individual cases, ask yourself this- would I think this was a fair process if it was my child who was concerned?.....Fairness....is about such basic matters as keeping an open mind to the end and giving individuals a proper opportunity to challenge the evidence against them”.

## Appendix i

### Guidelines for good staff-pupil relationships

#### TREAT ALL CHILDREN FAIRLY AND EQUALLY

It is all too easy to jump to wrong conclusions about a situation. The children must be given an opportunity to explain their behaviour. Don't act on hearsay; only act on what you are sure you saw, establish the facts.

#### BE FRIENDLY AND APPROACHABLE

Children need to see you as someone who is approachable and ready to listen to them. A cold or distant manner will stop them from approaching you. Greet and be greeted; speak and be spoken to; smile and relate.

#### GIVE GENTLE REMINDERS

Children often simply forget some rules e.g. running in the corridor. A gentle reminder is often all that is needed to correct this.

#### STAY CALM

Try to remember to smile at the children, they will then see you as someone warm and friendly.

#### TRY AND CHAT

Be willing to chat to the children about their news, interests and activities. GIVE

#### PRAISE

Praise is more effective than criticism so try and use praise frequently.

#### GIVE INCENTIVES

Use the school house-system to award house-points and/or give children a special mention at assembly. Give the children positive, behaviour-focused, Dojo points to show them exactly what it is they are doing well. In this way, the children can repeat the good behaviour.

#### BE FAIR

Be fair with punishment system – if you don't spot the trouble don't rely on the word of other children – take time to talk it through; don't deliberately look out for trouble.

#### BE POLITE

Set a good example to the children by speaking politely to them.

#### EXPECT

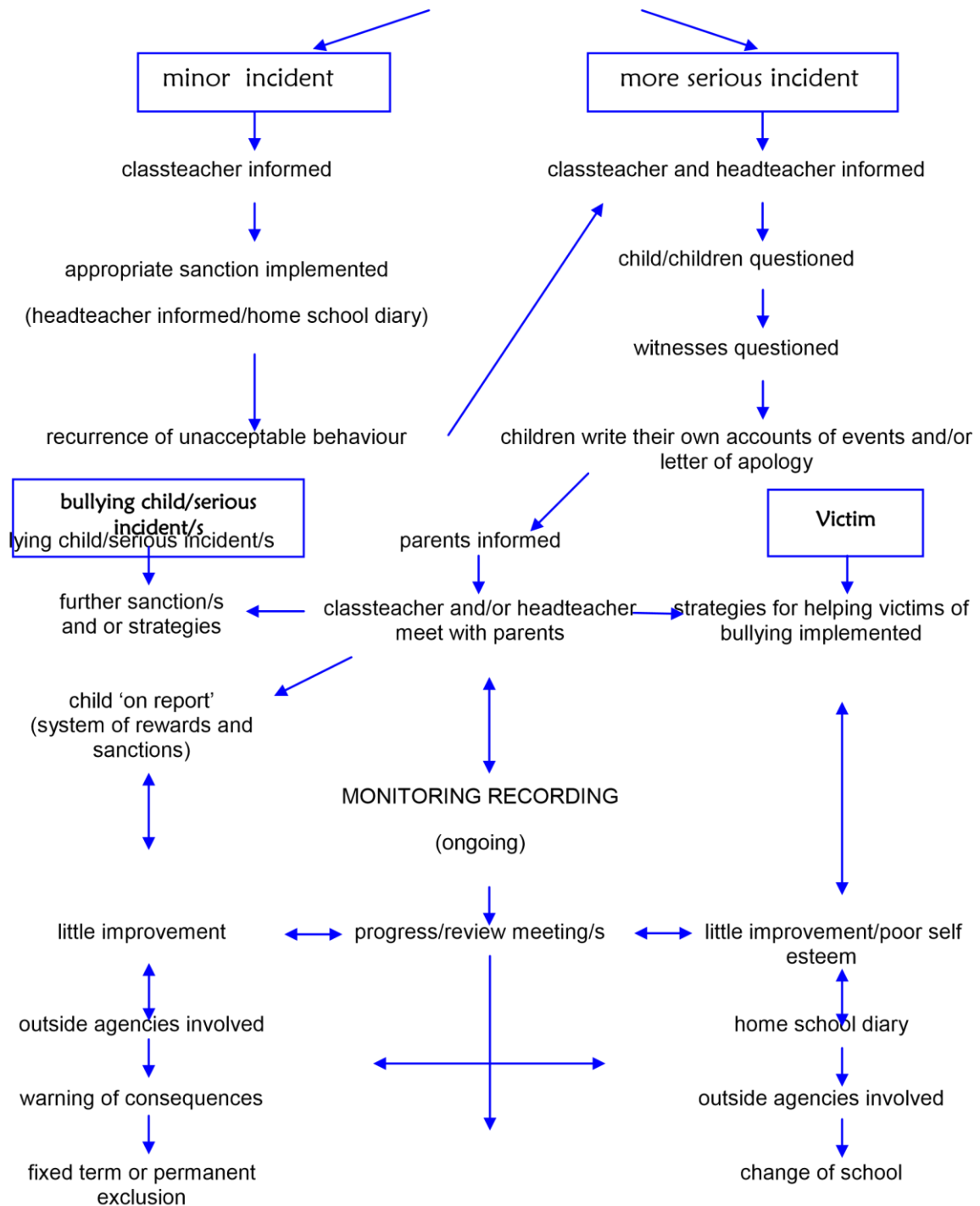
To give and receive respect.

**Appendix ii**

**School Discipline Procedures.....What Happens Next .....**

Despite all our positive work/clear expectations etc. unacceptable behaviour occurs:

**Adult present deals with incident**



Depending on the nature of the incident some or all of the above procedures may be implemented. We hope that you do not have any complaints about the operation of our behaviour policy but copies of the school's complaints procedure can be sent to you on request.

Appendix iii

Date:

Dear .....

..... behaviour/attitude has been causing us some concern. I would you like to come into school to discuss this.

Please ring the school or see me to make an appointment.

Thank you for your co-operation.

Yours sincerely,

Class Teacher

Appendix iv

Behaviours			
------------	--	--	--

	Level One	Level Two	Level Three
Light Teasing	<p>These are behaviours that are dealt with by the teacher through the use of 'minimal' interactions aimed at refocusing the pupil back on task. This stage is about keeping the level of interaction to a minimum, focusing on the 'primary' behaviour and immediate resolution. Strategies would include: diversions, rule reminders, positive directions, refocusing pupil, a quiet reminder to the pupil.</p>	<p>These behaviours are considered to be moderately serious behaviour concerns or repeated minor misbehaviour. These behaviours have immediate consequences and are recorded in the incident book. These behaviours are often the ones that lead to notifications to parents.</p>	
Pushing			
Being noisy			
Running in the school building			
Being late			
Using swear words by accident			
Fights/squabbles			
Talking back to the teacher			
Disrupting class work			
Using electrical devices			
Picking on other pupils			
Kicking			
Swearing at peers			
Copying			
Lying			
Refusing to follow instructions			<p>This level of misbehaviour requires the involvement of the class teacher, the deputy and the headmistress. A clear description of the incident is forwarded to parents and pupils. These behaviours are taken very seriously and will often take more than one day to process. The headmistress is always involved in decisions made for this levels of behaviour and requires meetings with pupils and parents.</p>
Graffiti			
Verbal harassment			
Physical harassment			
Teaching swear words to others			
Swearing at staff			
Vicious kicking			
Vandalism			
Vicious fighting			
Cheating during an exam/test			
Bullying			
Cyber bullying			
Racial Harassment			
Stealing			

NB These behaviours and levels are guidelines only. Specific incidents may require more/less severe action depending on circumstances.