

Pownall Hall School

‘Pownall Hall School is committed to co-education and aims to provide a caring, disciplined, safe and secure family environment, where all pupils are enabled and encouraged to maximise on their academic, sporting, musical and creative potential. The School aims to instil traditional values of courtesy, good manners, mutual respect, tolerance and compassion in its pupils and help them develop self discipline and good working habits for the future. The all round personal development of each and every pupil lies at its heart.’

2c – BEHAVIOUR AND DISCIPLINE POLICY

This is a whole school policy; it refers to and includes EYFS, after school care and holiday clubs held on our premises. Please see section 6 for EYFS.

This Behaviour and Discipline Policy conveys the School’s positive ethos and supportive environment and atmosphere in which pupils can learn and achieve successful outcomes. It has been updated to comply with ISI Regulatory Standards for Independent Schools, The Equality Act 2010 and DfE Advice on Behaviour and Discipline in Schools. Copies are available on request and are given to parents and prospective parents. When parents sign the parent contract accepting a place at the School, they will be invited to agree to abide by its provisions.

1.1 INTRODUCTION

Pownall Hall School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. We realise that the promotion of the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of team-work and leadership in our pupils through their involvement and experiences in curricular and extra-curricular activities.

Pownall Hall 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/her place in this school, their senior school and in the community.

1.2 AIMS AND OBJECTIVES

Through our ethos, policies, procedures and positive practice we aim:

- to ensure that the school creates a pleasant, learning environment that is conducive to learning and where effective teaching can take place
- to promote good behaviour and courtesy among pupils through encouragement, praise and acknowledging and rewarding good conduct
- to help pupils show awareness of the needs of others and develop self discipline in lessons, between lessons and around the school
- to employ a positive, consistent approach to teaching and learning throughout the school,
- to apply sanctions, if appropriate, in a fair, firm and consistent way

1.3 ACCEPTABLE BEHAVIOUR

Acceptable behaviour is behaviour which promotes consideration, courtesy and cooperation in our pupils' relationships with teachers, other adults and with visitors to the school. It shows respect for property belonging to other people and the school, for furniture and equipment and for the classrooms, buildings and grounds. It is listening, working well, being honest and telling the truth. Acceptable behaviour is required inside school, outside the premises and on all school visits.

1.4 UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour is failure to adhere to the school's code of conduct and Pownall Passport. It is failing to show respect for peers and teachers and disrupting the learning of other pupils. It is being dishonest, not listening to teachers and not telling the truth. It is defined in our anti-bullying policy and includes verbal abuse, threatening behaviour, spreading of rumours, intimidation, exclusion, physical abuse, bullying (including racist, religious, sexist and homophobic abuse) and cyber bullying. It is when pupils do not show respect for other people's and the school's property.

2 CODE OF CONDUCT

Pownall Hall School's community of governors, staff, parents and pupils adhere to an established routine and code of conduct, rather than to lists of rules. The school sees education as a partnership. Our staff aim to achieve a spirit of trust and cooperation through valuing and appreciation pupils' contributions and efforts. We expect the highest values and anti-bullying policy standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. The school does not tolerate bullying of any kind. Class teachers discuss the school's expectations regarding good behaviour with their classes and remind the pupils of the Code of Conduct and Pownall Passport if there is any incident of anti-social behaviour.

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's Code of Conduct, Pownall Passport and Regulations and understand what is expected of them and why, as well as the consequences of poor behaviour.

Everyone has a right to feel secure and to be treated with respect at Pownall Hall School, particularly the vulnerable. Harassment and bullying will not be tolerated and racial remarks are always taken seriously. Our Anti-bullying policy is available upon request, is given to prospective parents and can be read at the school. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation or physical disability.

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, showing courtesy, consideration and helpfulness to others.

3 TEACHING AND LEARNING – CELEBRATING GOOD WORK AND BEHAVIOUR

Pownall Hall School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way.

Our younger pupils benefit from immediate praise, encouragement and guidance, as appropriate to their stage of development and particular individual needs. We award specific stickers for effort and achievement to pupils in the EYFS and Form 1. Pupils' achievements are also celebrated in assembly on a Friday afternoon, where golden leaves are presented to children from each class to put on our special Awards Tree.

Pupils in Form 2 to Form 6 respond positively to our house system; our rewards and sanctions are designed to be appropriate and fair, recognising each child's contribution to their house, as follows:

- *Credits*
Children in Form 2 to Form 6 receive credits for good work and good behaviour, with +3 slips being given to recognise notable achievements. During house meetings, +3s are shared and celebrated and the credits for the week are added to each child's total for the term. During our Friday celebration assembly, the house captains read out the names of children who have been awarded +3s and a house cup is presented to the house with the most +3s each week.
- *Merit Badges*
Pupils are awarded a house merit badge when they gain 50 credits in a term and they receive a gold merit badge for gaining 100 credits in a term. These badges are awarded in Friday celebration assembly and may be kept until the start of the next term.

There is a special award at the end of term for the pupil in each form who has gained the highest number of credits during the term.

- *Weekly Awards*
Each week, form teachers nominate a child who has worked well to receive a gold leaf with their name on to add to our special Awards Tree in celebration assembly.
- *End of Term Awards*
Children who receive the most credits in a term will receive a certificate. The teacher will also choose a child who deserves the teachers end of term award.

Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice, encouragement and praise where deserved. We recognise that high quality teaching has a beneficial effect on pupils' behaviour and that teaching, learning and behaviour are inseparable issues.

4 THE SCHOOL COMMUNITY

Good behaviour, courtesy and consideration for others are encouraged for the smooth running and happiness of our school community. House points and praise are given to pupils who uphold these values.

It is the responsibility of all teachers and the Headmaster to implement the school policy consistently throughout the school. If necessary, the Headmaster will contact parents, to help support and guide the progress of each child. The Headmaster will inform the Governors of the effectiveness of this policy and keep records of serious misbehaviour.

Form teachers and Heads of House exercise a pastoral role.

4.1 INVOLVEMENT OF PUPILS

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 Assemblies, form time and via the School Council, which meets regularly.

4.2 INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Pownall Hall School 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/dress and appearance, standards of academic work, extra-curricular activities and homework.

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

5.1 RULES, REGULATIONS AND SANCTIONS

The school's Code of Conduct, Pownall Passport and Regulations are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through our pupil of the week scheme. Sanctions help us to set boundaries and to manage challenging behaviour. Copies of the Rules and Regulations, which may change from time to time, are attached to this policy and are available upon request from the school office.

When signing the Parent Contract, parents and guardians undertake to support the authority of the Headmaster in enforcing rules and regulations in a fair manner that is designed to safeguard the welfare of the community as a whole. The Headmaster undertakes to apply any sanctions fairly, and, where appropriate, after due investigation has taken place. Sanctions will not involve any form of unlawful or degrading activity.

The school employs a graduated system of sanctions to enforce the school rules for all pupils to ensure a safe and positive learning environment. They will never involve any humiliating, degrading or unlawful action. We employ each sanction appropriately to each individual situation and explain the reason for this to each pupil.

The behaviour of our youngest pupils is managed effectively and in a manner appropriate to their stage of development and particular individual needs. Teachers in our Kindergarten and Reception classes make use of behaviour charts and any unwanted behaviour is explained in relation to the Pownall Passport; if appropriate, pupils may be given time out from a situation.

Form 1 use a behaviour tracking chart and have Golden Time on a Friday afternoon; poor behaviour during the week may result in a child losing part, or all, of their Golden Time for that week.

Pupils in Form 2 to Form 6 respond positively to our house system; our rewards and sanctions are designed to be appropriate and fair, recognising each child's contribution to their house.

Teachers use their judgement of a particular pupil and situation to deal with unwanted behaviour, in the first instance. In cases where a formal sanction is required, a debit is issued. The teacher issuing the debit will discuss the debit with the pupil and speak to their parents to explain why the debit was issued. Pupils who receive a debit will miss a part of their lunchtime play on a Friday as a punishment.

Should a pupil's behaviour gives significant cause for concern, the Headmaster will then contact the parents to discuss the pupil's behaviour. The child will be placed on daily report and must show his/her report card to either the Headmaster or Deputy Head at the end of the school day.

In cases where a child is involved in a serious breach of the school rules (as detailed in 2.2), the pupil will be sent directly to the Headmaster and the child's parents will be contacted.

It is the school's policy on Discipline and Exclusions that all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour towards staff or pupils
- Sexual harassment
- Racist abuse
- Making a malicious accusation against a member of staff
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

5.2 PHYSICAL RESTRAINT

Like all schools, we reserve the right for our staff to use *reasonable force* to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *“Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)*
- *“Causing personal injury to any person (including the pupil themselves)*
- *“Causing damage to the property of any person (including the pupil themselves)*
- *“Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise”*

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

- *“Any teacher who works at the school*

- *“Any other person whom the head teacher has authorised to have control or charge of pupils”*

All of our staff are made aware of the circumstances in which reasonable minimum force may be used, as part of their induction. 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

Factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate 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 must inform the Headmaster immediately after s/he 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 programme for managing that individual pupil's behaviour.

IT IS THE SCHOOL'S POLICY THAT CORPORAL PUNISHMENT MUST NOT BE USED, OR THREATENED TO BE USED, AT ANY TIME.

6 EYFS

The named person responsible for behaviour management in the EYFS is the EYFS Co-ordinator, Mrs. Beryl Spence.

The school's philosophy on behaviour and discipline applies to the EYFS, after school care and holiday clubs held on our premises, although it is managed differently and in the most appropriate way for young children.

The aim of the EYFS is to reinforce behaviour through the use of positive praise. Staff explore a range of strategies to meet each child's specific needs, including the use of reward stickers, behaviour charts and marble jars.

The EYFS have adopted the main school's Pownall Passport rules and these are reinforced at assembly, throughout the school day and at circle time in the classroom environment.

The EYFS try to deal with behaviour in a positive manner at all times.

7 COMPLAINTS

We hope that you 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 EYFS, after school care and holiday clubs held on our premises and has been drafted to meet the specific requirements for EYFS

pupils, as described in the following paragraph) is on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of the investigation within 28 days. We maintain records of complaints for at least three years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Early Years Foundation Stage, because it is part of an independent school and a registered setting, parents should though 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 download the Ofsted leaflet: “Complaints to Ofsted about Schools: Guidance for Parents” reference 080113 from www.ofsted.gov.uk. (Further details can be found in our Complaints Policy, which is on our website or can be supplied on request.)

This policy will be monitored by the Headmaster and the Senior Leadership Team through observation and awareness within the school and on outside visits. It will be reviewed at least every two years and its effectiveness conveyed to Governors.

Presented to Governors for approval

November 2017

Signed:

Date:

Mrs Eileen MacAulay, Chair of Governors

November 2017

Review Date: November 2018

References:

A: Statutory Framework for the Early Years Foundation Stage Statutory Framework, 2014 (www.education.gov.uk)

B: The Early Years Foundation Stage (EYFS) Checklist and Monitoring Reference for Inspectors, September 2009 (www.isi.net)

C: The Equality Act 2010 (www.legislation.gov.uk)

D: The Revised Handbook for the Inspection of Schools in the Independent Sector; the Regulatory Requirements, September 2017 (www.isi.net)

E: “Excluding Pupils –A Practical Guide for Independent Schools” by Farrer & Co (an ISBA Briefing Document)

F: Behaviour and Discipline in Schools (DfE Advice 2014) (www.education.gov.uk)
G: “Restraint,” ATL Guidance (www.atl.org.uk)
H: The Steer Report 2009 (www.education.gov.uk)

POWNALL HALL SCHOOL RULES

These are restricted to the minimum necessary for the efficient running of the school. Pupils are reminded of them in Assembly or by Form Teachers, and they are all based on respect for people and property and reasonable behaviour.

They all call for self discipline, courtesy and consideration for others.

The following Code of Conduct outlines what we expect from the pupils and this should be reinforced whenever possible.

Pupil's Code of Conduct

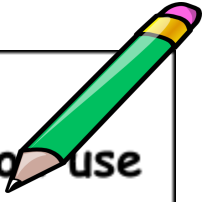
1. Pupils are expected to behave considerately, courteously and sensibly at all times.
2. They are encouraged never act in a way which may, intentionally or not, make life unpleasant for other people and to consider other people's feelings and needs before their own.
3. They must not take or move anyone else's possessions or open their desk, locker or bag with out the owner's permission. Clothes or equipment may not be lent or borrowed without permission from a member of staff.
4. They are expected to show good manners and courtesy towards all staff and visitors, as well as to each other.
5. They are also expected to be honest and straightforward at all times and must never use offensive language.

Pownall Passport

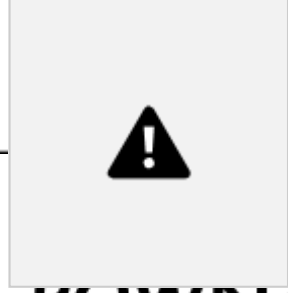
The Pownall Passport is on display throughout the school and these rules are reinforced in Pre-Prep and Senior School assemblies. They are designed to be a simple but effective reminder of the sort of behaviour that is acceptable and that which is unacceptable at Pownall. They are also included in the personal and social development goals for the EYFS.

MYSELF
 I am polite and
 have good manners
 I am organised
 I look after my
 things

MY WORK
 I make good use
 of time
 I challenge myself
 I keep trying and
 I don't give up



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MY POWNALL PASSPORT



MY SCHOOL
 I am helpful
 around school
 I look after school
 property and
 equipment
 I am well behaved
 when I go on school
 trips and fixtures

**MY FRIENDS
 AND TEACHERS**
 I listen to what
 other people have
 to say
 I am respectful
 to my teachers
 I am kind to my
 friends

