

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 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.'

2b - DISCIPLINE AND SANCTIONS 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 page 5 for EYFS.

This policy should be read alongside the school's 'Behaviour Management and Discipline Policy'- (2c) and the 'Anti-Bullying Policy'- (2a). All three policies have been prepared taking the ISI Regulatory Standards for Independent Schools, The Equality Act 2010, DfE Advice and the Steer Report 2009 into account. Copies are available on request and are given to parents and prospective parents. On accepting a place, parents are invited to abide by its provisions when they sign the parent contract.

INTRODUCTION

Pownall Hall School requires high levels of behaviour from its pupils in order to create a pleasant, welcoming, caring and supportive atmosphere which is conducive to learning and reflects its ethos. The school recognises that good discipline and behaviour are essential for effective learning to take place.

The school expects a high level of behaviour inside and outside the school. Pupils are expected to behave well in the school's grounds, in the vicinity of the school and on trips and visits. They must recognise that they are ambassadors for the school and not bring it into disrepute. They must respect their environment and the resources at their disposal, helping to maintain a culture of consideration, care and appreciation.

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
- promote good behaviour and courtesy among pupils through encouragement, praise and acknowledging and rewarding good conduct
- employ a positive and consistent approach to teaching and learning through the school
- help pupils show awareness of the needs of others and develop self discipline in lessons, between lessons and around the school
- apply sanctions in a fair, firm and consistent way

THE ROLE OF THE TEACHER

It is the responsibility of all teachers to ensure that the school rules are adhered to and to encourage the pupils to behave in a responsible manner in and around the school.

All teachers in our school have high expectations of the children in terms of good behaviour and recognise its effect on teaching, achievement and the school community. We also recognise that teaching, learning and behaviour are inseparable issues and that high quality teaching has a beneficial effect on pupils' behaviour.

All teachers must treat each child fairly and enforce the Pownall Passport consistently. All children must be treated with respect and understanding. Reasonable adjustments and allowances are made for those pupils with special educational needs or disabilities.

If a child misbehaves repeatedly in class, the teacher must keep a record of the incidents and, if appropriate, inform the class teacher and pass on the records. In the first instance, the class teacher should deal with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from a member of the Senior Leadership Team and the Headmaster.

The class teacher may liaise with external agencies if this is appropriate to support and guide the progress of each child, following discussion with the Headmaster. The class teacher may, for example, discuss the needs of a child with the relevant health or educational specialists.

The class teacher reports to parents about the progress and behaviour of each child in their class, in a form teacher's report twice yearly. He/she will aim to be positive and encourage improvement in a child's behaviour. The class teacher may contact a parent if there are concerns about the behaviour or welfare of a child and must inform the Head if this is the case.

The class teacher discusses the Pownall Passport with each class (see appendix to this policy). Particular attention is paid to this at times of transition, such as the beginning of the school year, so that every child knows the standard of behaviour that we expect in our school.

In addition to the school rules (see appendix), each class can also choose to have its own classroom code, which is agreed by the children and displayed on the wall of the classroom.

If there are incidents of anti-social behaviour, the class teacher will discuss these with the whole class during registration periods or in PSHE. Pupils will be helped to understand what constitutes good behaviour and poor behaviour and that poor behaviour is unacceptable.

THE ROLE OF THE HEADMASTER

It is the responsibility of the Headmaster to investigate and, where appropriate, implement the school behaviour/discipline policy and any sanctions fairly throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the school.

The Headmaster, together with the Senior Leadership Team, will support the staff by implementing the policy, by setting the expected standards of behaviour and by supporting staff in the implementation of the policy.

The Headmaster keeps records of all reported serious incidents of misbehaviour.

The Headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child. This action is only taken after the school governors have been consulted.

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

Fixed-term and permanent exclusions

Only the Headmaster has the power to exclude a pupil from school. The Headmaster may also exclude a pupil permanently following consultation with the Governors.

If the Headmaster excludes a pupil, he informs the parents immediately, giving reasons for the exclusion.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Our policies are available on request and given to parents on admission and to prospective parents.

We want and expect parents to support their child's learning, and to co-operate with the school, as set out in the parent contract. We try to build a supportive, positive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headmaster. If these discussions cannot resolve the problem, then parents should contact the governors formally and invoke the complaints procedure.

SANCTIONS: (which may undergo reasonable change to meet specific needs)

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 Golden Rules; 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.

The school does not tolerate bullying of any kind and all racial remarks are taken seriously. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The school will do everything in its power to ensure that all children attend school free from fear. (See our Anti-Bullying Policy - 2a.)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Advice 'Use of reasonable force: Advice for headteachers, staff and governing bodies, July 2013'. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting

him/herself. The actions that we take are in line with government guidelines on the restraint of children (See our Behaviour Management and Discipline Policy - 2c.)

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

Record Keeping

Details as to why a debit has been given are recorded on debit slips, which are kept in a file in the General Office.

The Headmaster keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.

EYFS

The named person for 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 good behaviour through the use of positive praise and reward stickers. The EYFS have adopted the Pownall Passport of the main school and these are reinforced at assembly, throughout the school day and at circle time in the classroom environment. One part of the Pownall Passport is concentrated on for two weeks at a time and then another one is introduced. This is done on a 6 rules / 12 week rotation.

The values of the Pownall Passport are explored, shared, discussed and understood in assembly and circle time. The EYFS try to deal with behaviour in a positive manner at all times.

Monitoring and Review

This Discipline and Sanctions Policy will be monitored by the Headmaster and Senior Leadership Team. It will be reviewed at least every two years and updated on the publication of new legislation or guidance.

Presented to Governors for their approval – November 2016

Signed:

Mrs. Eileen MacAulay, Chair of Governors

Date:

November 2016

Review date: November 2017

References:

- A. Human Rights Act 1998
- B. The Equality Act 2010
- B. Behaviour and Discipline in Schools (DfE advice 2011)
- B. “Discipline and Exclusions”
- D. “Excluding Pupils –A Practical Guide for Independent Schools” by Farrer & Co (an ISBA Briefing Document) August 2006
- E The ISI Regulatory Checklist (0916)
- G. The Steer Report 2009
- H. “Behaviour and discipline in schools: Advice for headteachers and school staff” (DfE Feb 2014)
- I. “Use of reasonable force: Advice for headteachers, staff and governing bodies” (DfE July 2013)

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.

Pupils' Code of Conduct

1. Pupils are expected to behave considerately, courteously and sensibly at all times.
2. They are encouraged never to 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 or bag without 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.

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



MYSELF

I am polite and
I 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

MY POWNALL PASSPORT

PASSPORT