



Glendower Preparatory School

Discipline & Exclusions Policy

2021-23

Reviewed: Nina Kingsmill Moore, September 2021

Next review: September 2023

DISCIPLINE AND EXCLUSIONS POLICY

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Approved and ratified by the Governors in November 2021 after being supplied with the school's Safeguarding and Child-Protection policies and procedures and reviewing the efficiency with which the related duties have been discharged.

To be reviewed in September 2023, when a further review will be carried out by the governing body.

This policy also provides for those children in the EYFS.

References:

Human Rights Act 1998

ISI Handbook Inspection Framework, The Regulatory Requirements - September 2019

Commentary on the Regulatory Requirements September 2020

'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff' DfE – January 2016

Croner-i- 'Exclusions: Independent schools in-Depth'

'Excluding Pupils – A Practical Guide for Independent Schools by Farrer & Co' -May 2013

The Education Act 2011, Part 2 Discipline

The Independent School Standards: Advice for Independent Schools April 2019

Related Policies / Documents

- Glendower Golden Rules
- Glendower Guide to Good Behaviour
- Anti-Bullying Policy
- Complaints Procedure
- Glendower Behaviour Policy

Glendower Behaviour Logs

INTRODUCTION

All schools have the legal right to impose reasonable sanctions if a pupil misbehaves. Corporal punishment is illegal; but DfE guidance (referred to above) advises that sanctions which 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.

Independent schools are required to have discipline and exclusion policies that are accessible to parents and pupils (in, for example, the parent handbook or on the school website).

POLICY

At Glendower Preparatory School, we encourage the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment. Our system of rewards includes:

- Verbal praise and written praise for good work
- Academic merits for both effort and achievement, which are celebrated both in the classroom and in assemblies
- Annual and termly, subject, form and year group prizes
- Posting examples of excellent work in art/design, sports, and drama and concert achievements on the school's website/social media platforms/newsletters, so that the community can celebrate success
- Displaying examples of good work around the school
- Reports to parents, which are always worded as constructively as possible
- Operating a weekly system of awarding certificates in the Lower School, in recognition of achievement, effort, progress and kindness as well as a termly "star award"
- Awarding house points for work or behaviour in the Upper School. Successes of different students from each year group in music, musical theatre, sports and art are also celebrated in assemblies when appropriate. Pupils receive certificates and medals and a mention is made in the weekly newsletter 'The Whitehouse'
- A 'Star of the Week' system celebrates the successes of different pupils from each form. In Lower School, this pupil's photograph appears in the school's weekly newsletter.
- Head's breakfast – pupils are nominated by their teachers to join the Headmistress to celebrate success over breakfast.

The School has five "Golden Rules" which are on display in every classroom to encourage good behaviour.

Sanctions for breaches of discipline that do not merit exclusion

When poor behaviour is identified sanctions are implemented in line with Glendower School's Behaviour Policy. We have a range of disciplinary measures which include:

- A verbal reprimand from a member of school staff
- Communication with parents both verbally and written if appropriate
- Additional school work or repetition of unsatisfactory work until it meets the required standard
- Loss of privileges
- Missing break time
- School detention including during breaks and before or after school (Y4 upwards)

- Regular reporting, including early morning reporting; scheduled uniform and other behaviour checks; or being identified for behaviour monitoring

The Form Teacher is responsible for dealing with minor infringements in the first instance, (such as lateness, casual rudeness in class, late or poorly completed work). Additional work may be set, or the pupil may be required to re-do unsatisfactory work. Repetition of this behaviour will be reported to the Head of Lower School or the Deputy Heads, as age appropriate, and in some cases is shared with the parents. Pupils are issued 'checks' as a follow-on from reminders. If more than three 'checks' are accumulated in any half term and recorded on the iSAMS Reward and Conduct Manager, pupils will be required to attend a detention during break or lunch time, which will be supervised by a member of SLT.

Minor indiscipline in class or other minor misdemeanours are reported to the pupil's Form Teacher for action and monitoring.

Persistent lateness to school is noted and recorded on the pupil's report to parents. The parents will also be contacted with a view to establishing a more regular routine. In extreme cases of lateness and where there has been no noticeable improvement in punctuality, a letter may be sent out from the Chair of Governors to the parents.

Persistently poor academic performance/behaviour in the Upper School may result in the Form Teacher issuing a report card to be signed by each member of staff at the end of each lesson for a period of one week. In the Lower School, behaviour star charts are kept with a view to rewarding positive behaviour. This star chart is shared with the parents on a weekly basis.

Stages following inappropriate behaviour by children

It is agreed by all staff that a staged approach to Behaviour Modification is adopted at Glendower School. It is necessary to collect written evidence in the form of a behaviour log using the iSAMS Reward and Conduct Manager. The stages may not be worked through exhaustively, but offer a basis for action, and all occasions of inappropriate behaviour will be considered and acted upon individually and in consultation with SLT where appropriate.

Stage 1. Verbal Warning. Incident dealt with initially by the teacher or assistant to whom the matter is reported or who has observed the incident. If the incident occurs during a break period, the child is isolated from the playground situation either by sending her to sit on a bench or on the Whitehouse steps. If in the classroom, the child will be given verbal warnings, a note will be recorded on the iSAMS Reward and Conduct Manager.

Stage 2. Removal from the area of activity or missed play time for repeated disruption within the classroom. A child could be sent to work in another classroom under the supervision of another teacher or assistant or kept in at break time under the supervision of a member of staff. Repeated notes in the Reward and Conduct Manager (3 entries in one week) may result in a break or lunch time detention with a member of SLT. Lower School pupils will attend

reflection time on a suitable break time with the Head of Lower School. In the Upper School, parents will be notified when a child has been given a detention.

Stage 3. Report. The pupil will be put on Report if there is no improvement in behaviour. Parents will be informed and may be invited to a meeting with the Headmistress, Deputy Heads/Head of Lower School. All members of staff will complete the Report Book/Card at the end of every lesson and play time and the book will be signed by the parents every day. Children will remain on Report for a pre-determined length of time. The report book/card will be kept in the child's file.

Stage 4. Fixed Period Internal Exclusion. Continued poor behaviour may result in a Fixed Period Internal Exclusion. In this case, pupils will be supervised by one of the Deputy Heads for a maximum of two days. A third Fixed Period Internal Exclusion will trigger a stage 5.

Stage 5. Fixed Period External Exclusion. Continued poor behaviour may result in a Fixed Period External Exclusion. The Headmistress will meet with the parents and Governors will be informed. The Fixed Period of External Exclusion can be for up to one week. The school will not refund monies in this event and no live lessons will be offered to the pupil.

Stage 6. Requires Removal; means that a pupil has been required to leave, but without the stigma of Permanent Exclusion.

Stage 7. Permanent Exclusion. The Headmistress and the Chairman of the Governors will make this decision jointly. Evidence in writing, collected over a period of time, of the steps and measures that have been put in place will need to be produced. Permanent Exclusion appeals will follow the same procedure as the hearing of complaints. Please refer to the school's Complaints Procedure Policy.

Any of these stages may be escalated if the nature of the behaviour requires more significant action to be taken.

Breaches of discipline outside of the school grounds:

The school takes the conduct of its pupils outside of school grounds extremely seriously. A pupil's misbehaviour outside of school can be damaging to the reputation of both the pupil and the school. Where an incident is reported to the school of a pupil/s' poor behaviour outside of the school grounds and the incident has not been witnessed by school staff, the school will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour.

Breaches of School Rules which merit exclusion:

A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion includes the following:

- Physical assault against pupils or adults
- Verbal abuse/threatening behaviour against pupils or adults
- Bullying
- Abuse on grounds of race, religion/ belief, disability, Special Education Needs, etc
- Sexual misconduct
- Drug and alcohol misuse
- Damage to property
- Theft
- Persistent disruptive behaviour
- Unreasonable or otherwise inappropriate parental behaviour

Please note that exclusion may also be imposed by the school as a sanction for a series of minor misdemeanours.

Appeals against exclusion

The school will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with under this Policy rather than under the school's Complaints Procedure and should be made in writing to the Headmistress within one week of the pupil's exclusion.

An appeal meeting will follow within 14 days, if practicable, to which the parent may be accompanied by a friend or relative if they wish (although legal representation is not appropriate). The appeal will usually be heard by at least two of the school's governors and one person who is independent to the running of the school.

The school will accept the appeal decision as final.