



From the Headmaster
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Staff champion	MEP
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**Behaviour and Sanctions Policy
Including Use of Restraint**

This policy is applicable to all Pre Prep, Junior and Senior School pupils including those in the EYFS. It takes account of the DfE document: Behaviour and Discipline, January 2016.

Discipline

The School works to a minimum of written regulations. In general, all members of the School - staff and pupils - are expected to exercise honesty, respect, courtesy and responsibility in their dealings with others. Any person who breaks the law of the land is likely to be deemed to be in breach of the School's code.

General Discipline and Good Behaviour

The individual teacher is often the first and only stage of disciplinary action. He or she will maintain discipline within classrooms, respond to minor misdemeanours outside the class as seen fit, and promote good behaviour. Often a word of encouragement, explanation or reprimand is all that is required, but sometimes essays and/or a brief detention after school may be issued for minor offences. The School has a register of sanctions imposed for serious misbehaviour and this is used to help identify patterns.

Rather than a series of rules, Chigwell School has a Code of Conduct which sets out the standards expected. It is printed in the termly calendar and displayed in classrooms. Tutors refer to this with their tutees.

The School recognises that reasonable adjustments may be needed when dealing with pupils with Special Educational Needs or Disabilities. Teachers refer to the IEP or advice about individual needs as recorded on iSAMS about such pupils in order to apply specific strategies pertinent to their needs. Guidance is also available from the Head of Learning Support.

The School does not tolerate bullying of any kind. If either an act of bullying or intimidation has taken place, action will be taken immediately to stop any further occurrences of such behaviour. See Anti Bullying and Anti Cyberbullying Policy.

Promotion of Good Behaviour

All staff are expected to promote and encourage good behaviour through:

- The Chigwell Charter and Classroom Code of Conduct are displayed in classrooms to encourage appropriate behaviour in and around the School. The KS2 behavioural ladder is also displayed in KS2 classrooms
- Staff are expected to have high standards themselves and be positive role models – treating all pupils with respect, greeting pupils in the morning, etc
- All staff are expected to monitor behaviour in and around the School, praising and encouraging good behaviour as well as correcting misdemeanours
- Housepoints may be awarded for good behaviour throughout the Pre Prep and Junior Schools, and additionally golden books, certificates, stickers, praise stamps are used in the Pre Prep
- Commendations may be awarded for good behaviour throughout the Senior School

- Good work and/or behaviour in the Junior School can be rewarded with a Headteacher's Award certificate and on the behavioural ladder
- Early lunch passes are awarded to Third and Fourth Formers
- Good acts of behaviour or a Pastoral Award can be given by the KS2 Senior Tutor
- KS2 pupils work towards 20 minutes of Golden Time each week. Minutes are deducted for specific inappropriate behaviour
- Notes in the diary and commendations are also awarded at KS2
- In KS2 the Chigwell Charter gives specific guidance as to the rewards for good behaviour.
- Reward postcards and letters from tutors, Housemasters/mistresses and members of SMT (see appendix A)
- All teachers are encouraged to give positive feedback through iSAMS, which is communicated to parents
- 'Catch them being good' is an effective means of encouraging good behaviour

In addition:

Teaching Assistants - All support staff are aware of the current school behaviour policy and are given appropriate training to implement this policy effectively. Teaching Assistants deal with minor incidents in accordance with this policy, and then inform the class teacher. Class teachers are responsible for issuing a sanction if appropriate.

Other staff and helpers - Other staff are asked to intervene as necessary but to report all incidents of misbehaviour regardless of the nature or severity of the incident to the class teacher. This also applies to voluntary helpers.

Support for pupils - The School uses various support systems to help pupils who are struggling to conform. These include report cards, mentoring, regular review meetings and other systems that are devised with the family.

Liaison with Parents and other Agencies

The School works collaboratively with parents, to ensure that pupils receive consistent messages about how to behave both at home and at school. We expect parents to support their pupils' learning, and to co-operate with the School. We work to build a supportive dialogue between home and the School, and parents will be informed immediately if there are concerns about a pupil's welfare or behaviour. If parents have any concern about the way that their child has been treated, they are encouraged to contact the class teacher or form tutor. If they continue to be concerned, they should contact the Head of the Pre Prep or the relevant head of year or housemaster/mistress. In some cases, other agencies such as CAMHS or social services may be involved in supporting a pupil. The School will work with these and will make teachers aware of agreed strategies.

School staff will follow the School's safeguarding policy if they consider that a child's behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Managing the Transition of Pupils

The School recognises that the transition to a new school or between different sections of the School can be a worrying time for pupils and parents. It is also an opportunity to set out procedures and expectations as well as to welcome new pupils and make them feel supported. Therefore, new pupils spend time in school before they start. Parents meet with class teachers to discuss individual needs and often pupil buddies are assigned to new joiners. At the start of each new academic year, there is a parents' evening setting out the key priorities and expectation for that year, taking into account pupils' maturity, understanding and likely goals.

Restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain

Pupils, and in addition the most recent DfE advice on the Use of Reasonable Force July 2013. Corporal punishment is not used or threatened at this school. 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. The Head of Pre Prep, Head of Junior School or Deputy Head (Pastoral) Senior School should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. A member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support. All incidents should be recorded immediately. The report should include details of when and where the incident took place, circumstances and significant factors which led to the incident, the duration and nature of any physical restraint used, the names of all involved, pupils and staff, a description of any injuries sustained by pupils or staff and subsequent medical attention. A copy of the report should be filed in the child's file and in the record of restraint. Parents will be informed on the same day or as soon as reasonably practicable, of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Sanctions in the Pre Prep School

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. Sanctions are at the discretion of the Head.

- 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 re-do a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. Should the disruption continue, the child may be removed to another class for set periods of time and full internal exclusion may apply.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, teachers take appropriate action and record the incident. If a child repeatedly acts in a way that disrupts or upsets others, the School contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Additional sanctions following such incidents may also include:

- supervised study during lunchtimes
- missed playtimes
- supervised playtimes, where the child is closely monitored by an adult or taking separate playtimes for a fixed period
- eating lunch separately from peers
- reporting to the Deputy Head / Head on a regular basis so that behaviour can be monitored;
- removal of privileges, e.g. the child is given directed activities during breaktimes and golden time
- internal exclusion whereby the child is separated from his/her peers for a set period of time. If full internal exclusion is applied the child reports directly to the Deputy Head / Head and completes his/her work in an alternative classroom from their own and has separate playtime(s)/lunchtime(s). Parents are kept fully informed
- For repeated offences we operate a stepped procedure whereby children (and if necessary parents) are informed of the next sanction should the misbehaviour continue.
- Parents are informed of serious behavioural issues and a verbal warning, or, if necessary, a written warning will be issued for persistent misbehaviour.
- For health and safety reasons a child may not be allowed to participate in a school trip if their behaviour is considered a threat to themselves or others. If there was a concern of this nature parents would be informed well in advance of the visit taking place with a view to resolving the behavioural

problem. Occasionally, it may be deemed necessary to undertake a Risk Assessment in order to decide whether a child participates in a school trip/activity.

At all times improvements in children's behaviour are recognised, acknowledged and praised. Every effort is made to ensure that children who are having difficulty following school rules are put in situations where good behaviour can be achieved.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom and updated where necessary. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

Sanctions at Key Stage Two

Sanctions at KS2 are outlined on the Chigwell Charter as the following:

- For first offences of either disruption of a lesson or poor behaviour, there will be a warning by the teacher.
- If the disruption or poor behaviour continues, this is followed by a short punishment such as a break detention or moving down the behavioural ladder. If the disruption or poor behaviour still continues then a concern may be registered on iSAMS and this will be sent to the head of year. This concern will go home. This behaviour then may result in an after school detention.
- Continued poor behaviour will then result in a parental consultation and a meeting with the head of year and/or form tutor and the pupil's parents. This then may be escalated to a meeting with the Deputy Head and Head of Junior School.

There is also an academic after school detention for failure to complete homework or poor work. In cases of serious misbehaviour there is a Head of Junior School detention, above which would be suspension and exclusion in extreme cases.

Sanctions in Years 7 and 8 and in the Senior School

These may take the form of detention, community service or exclusion from various activities.

Detention: a teacher may arrange their own informal detention or, when appropriate, may employ one of the school detentions (see later).

Community Service: this may take the form of litter collecting, sorting lost property, tidying a classroom, etc.

Exclusion:

- From a club, school activity, school team, etc.
- From a lesson when the teacher would contact through the Junior School or Senior School Reception a senior member of staff to come to collect the pupil. After the punishment has been served, the pupil will be referred to the Deputy Head or Head of Year. On these occasions, parents are informed by letter of the circumstances leading up to the exclusion.

Where incidents recur, pupils may be referred to their house or form tutor. Where repeated disruption occurs, housemasters/housemistresses and heads of department are consulted and appropriate action taken.

A record of sanctions is held centrally. Thresholds for recording punishments are as follows:

- Detentions of half an hour or more.
- Community Service of an hour or more.

Serious disciplinary problems are referred to the pupils' Housemaster/Housemistress or the Deputy Head.

Should there be need for a final sanction in the form of a suspension, this would be decided by the Headmaster. In rare cases, a grave offence could lead immediately to suspension.

Lunchtime Detentions

This is for those pupils who have been a hindrance to the House or School Praefects in the performance of their duties, or for misdemeanours around the School (see appendix B).

Lunchtime Detention is for those pupils who have failed to meet our high expectations and standards. Teachers will speak to pupils failing to meet expectations, explaining why they are being placed into the lunchtime detention. In particular this detention is for those students who:

- a) Are not appropriately dressed
- b) Are unacceptably late
- c) Have behaved poorly around the School

After School Detentions

These are held after school and are for serious issues, repeat offences and lack of homework. A standard Academic/House Detention letter will be sent home and the Deputy Head, Housemaster/mistress, Head of Department or Head of Year will countersign these letters as appropriate.

Academic Lunchtime Detention

These are for misdemeanour in the classroom (see appendix C) including:

- Misbehaviour
- Lack of focus
- Lack of effort
- Substandard work

Headmaster or Head of Junior School Detention

These are the most serious form of detention that takes place at school on a Saturday morning. For pupils in Year 9 and above, this is taken by the Headmaster or a senior member of staff and the detention is given in consultation with the Housemaster or Housemistress. In the Junior School, the Head or Deputy Head of Junior takes the detention which is given in consultation with the Head of Year or Head of Key Stage. These are run by the Head of Junior School for KS2 and Years 7 and 8.

Suspension

For a very serious breach of discipline or less serious offences, where repeated sanctions have proved ineffective, suspension is given. This may be for one day, or longer, again depending on the severity of the behavior. This decision is made by either the Head of the Pre Prep or the Head of the Junior School along with the Headmaster. If suspension is ineffective, the School may be forced to exclude the pupil. Parents at all times have access to the Complaints Procedure.

Exclusion

The following is a list of examples of behaviour that might merit exclusion. The list is not exhaustive.

- Drug abuse
- Alcohol abuse
- Theft
- Severe and persistent bullying
- Physical assault / threatening behaviour
- Fighting
- Sexual harassment
- Racist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Unacceptable parental behaviour
- Making malicious accusations against staff

A pupil may be formally expelled from the School if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Head shall act with procedural fairness in all such cases. Parents will be given a copy of the review procedure current at the time. The Head's decision shall be subject to a Governors Review if requested by a parent. The pupil shall remain away from school pending the outcome of the Review.

Governors Review

Parents may ask for a Governors' Review of a decision to expel or require the removal of a pupil from the School or from boarding (but not a decision to suspend a pupil unless the suspension is for 11 school days or more, or would prevent a pupil taking a public examination). The request must be made as soon as possible and in any event within seven days of the decision being notified to parents. Details regarding the arrangements for the panel hearing are given in stage three of the Complaints Procedure. Parents may still access the Complaints Procedure.

Review Procedure

The Head will advise parents of the procedure (current at that time) under which such a review will be conducted by a panel of up to three Governors (including an independent member if requested). If parents request a Governors' Review, the pupil will be suspended from School until the decision to expel or remove has been set aside or upheld. While suspended, the pupil shall remain away from School and will have no right to enter school premises during that time without written permission from the Head. A Governors' Review will be conducted under fair procedures in accordance with the requirements of natural justice. The Governors shall be entitled to set their own procedure for such review and the nature and extent of representation for parents and /or the pupil at such review shall be a matter for their discretion.

Searching Pupils as Part of an Investigation

School staff may search pupils for any item with their consent although the ability of a child to give consent, will be dependent on their age. The Deputy Head must be informed on each occasion that a search is carried out and the Deputy Head keeps a record of such incidences.

Senior staff authorised by the Headmaster have the power to search pupils or their possessions, without consent, where they suspect that the pupil has a "prohibited item". The Deputy Head must be informed on each occasion that a search is carried out, informing the Deputy Head whether or not consent was obtained. The Deputy Head keeps a record of such incidences. We will confiscate any such items.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Allegations Against Staff

Allegations of abuse by staff are taken seriously. The School will ensure they deal with allegations quickly and in a fair and consistent way that provides effective protection for the child and supports the member of staff who is the subject of the allegation. Please see the Child Protection and Safeguarding Policy.

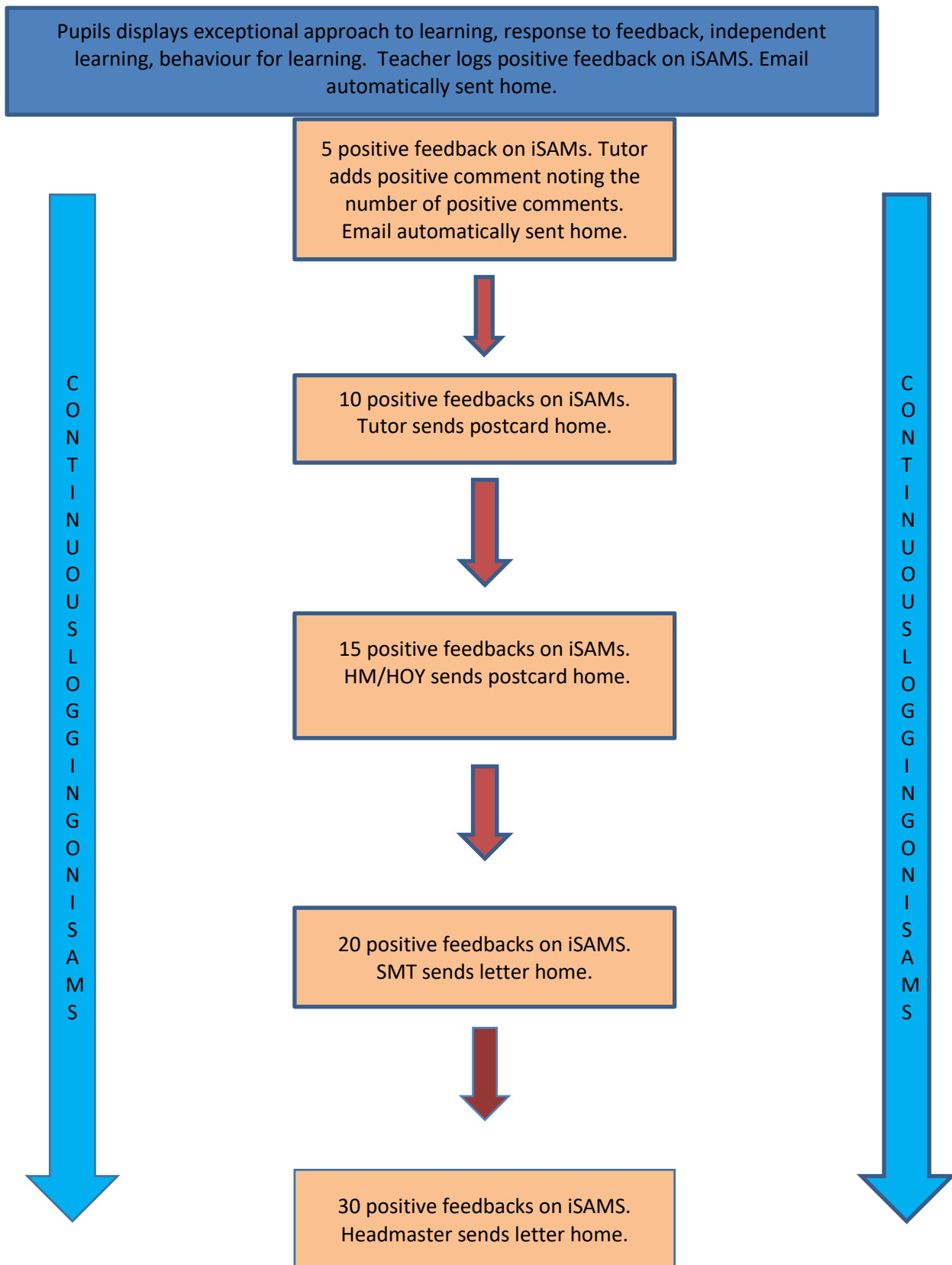
Pupils who are found to make malicious and false allegations against members of staff may be permanently excluded from the School.

This policy applies to behaviour within the school site, the vicinity of the School and on trips and visits. It also includes any behaviour that is likely to bring the School into disrepute. Please also see the Student Disciplinary Code which applies to boarders and is published in the Boarding Handbook.

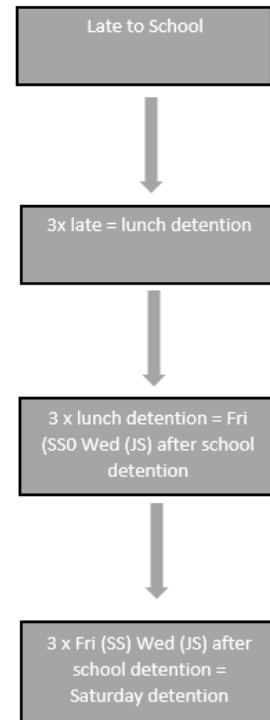
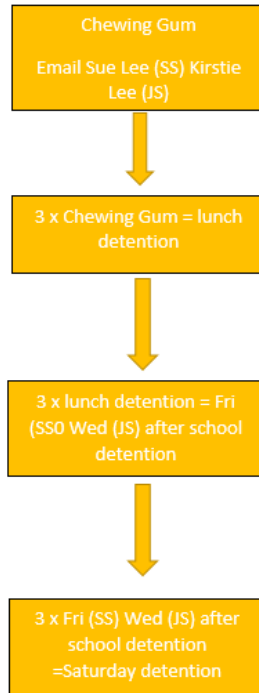
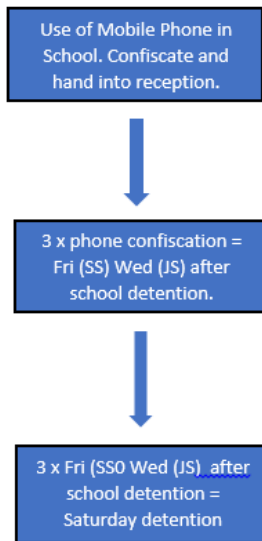
For and on behalf of the Governors
M.E. Punt

APPENDIX A

Supporting Attitudes to Learning
Years 7-13 - Positive

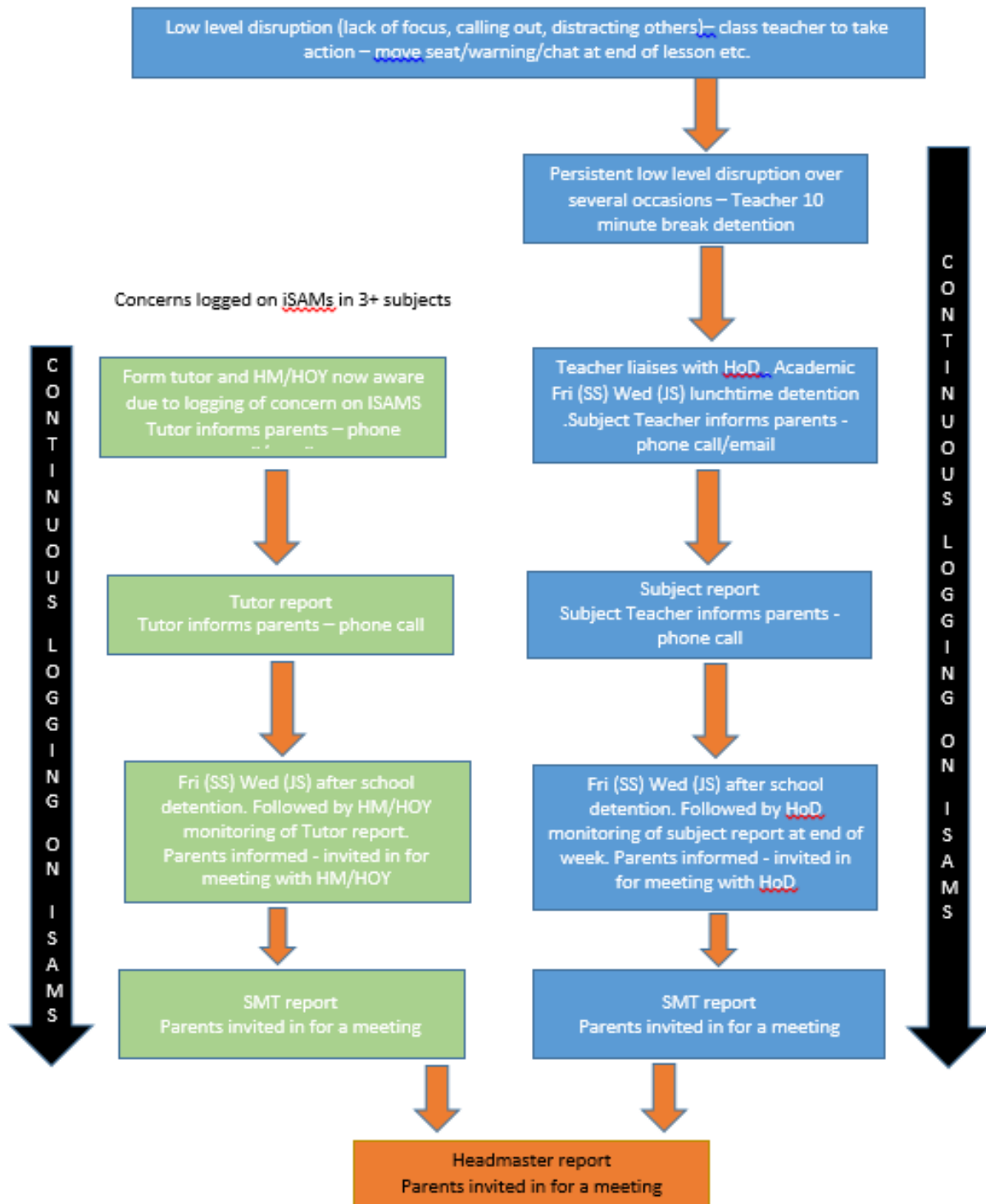


APPENDIX B



APPENDIX C

Supporting Attitudes to Learning
Years 7-13 - Concerns



Detentions take precedence over extra-curricular activities. In exceptional circumstances detentions may be rearranged. Please see Housemaster/mistress.