



Policy on Behaviour and Discipline (Including Boarding and EYFS)

1 Aims and objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, that bullying is prevented and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. All pupils and staff follow our own Yarlet Code as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn, ensuring also that pupils complete assigned work. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote positive behaviour, self-discipline and respect rather than merely deter anti-social behaviour.
- 1.7 At Yarlet we ensure that, in implementing the Behaviour Policy, we take account of pupils' learning difficulties and/or disabilities and make reasonable adjustments such as consulting the IEP and liaising with the SEN Coordinator accordingly.
- 1.8 Corporal punishment is not used.
- 1.9 There are circumstances when it is appropriate for adults in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by adults that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence, damage or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. More details can be found in our Physical Restraint and Safeguarding Children Policies.
- 1.10 This policy takes into account the governing body's guidance on behaviour principles and these determine the standard of behaviour expected at the school.
- 1.11 The Headmaster determines the school rules and any disciplinary penalties for breaking the rules. He also ensures that the behaviour policy is well understood by staff, parents and pupils and that it is consistently applied by promoting the ten key aspects that contribute to improving the quality of pupil behaviour, which are:

1. A consistent approach to behaviour management;
2. Strong leadership;
3. Effective classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition; and
10. Organisation and facilities.

Key points:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can confiscate pupils' property.

2 Rewards

2.1 House Points, Awards and Prizes

- House points and Headmaster awards can be given by any teacher for any special work or good behaviour.
- At the request of staff, letters of praise will be written by the Headmaster to the parents of those students who have scored consistently high grades on formal reports or whose grades have significantly improved since the last report.

Special Prizes

Each year at Prize Giving, awards will be given for:

- Outstanding and consistent academic excellence.
- Outstanding and consistent contribution to school life.
- Diligence
- Kind spirit
- Improvement
- Sporting achievement
- Ballet achievement
- House Point winner (Perkins cup)
- All of Kindergarten for transition to full-time education

- 2.2** Success is to be celebrated. Rewards are given to students for good work, good behaviour and good citizenship. Letters to parents giving praise can be sent at any time, but must be coordinated with the Deputy Headteacher. We aim to praise effort, choices and strategies rather than intelligence. Teachers use verbal praise as much as possible wherever and whenever it is appropriate.

We praise and reward children for good behaviour in a variety of ways:

- Colours awarded for achievements in sport and other extra-curricular activities
- Headmaster's rewards
- Teachers congratulate children
- Teachers give children house points
- Y Code certificates are awarded each Friday to children nominated by their teachers
- Children are awarded Bronze/Silver/Gold badges and/or certificates when appropriate house point target reached
- In Pre-Prep children participate in a weekly awards assembly, sharing work and attitudes and celebrating birthdays

The school acknowledges all the efforts and achievements of children, both in and out of school.

3 Sanctions

3.1 In the classroom, the school employs a number of sanctions to enforce the Yarlet Code, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation although implementation must be consistent and in line with the behaviour policy. A range of disciplinary measures may be utilised. These include the following:

- 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 redo a task.
- If a child stops the teaching and learning in class, the teacher reprimands him or her.
- If a child stops the teaching and learning repeatedly, then they must complete a consequence sheet.
- 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. A consequence sheet is then completed by the child.
- If a child threatens, hurts or bullies another child, then the matter is discussed between the child and the Headmaster (see Anti-Bullying Policy). 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.

3.2 The class teacher discusses the Yarlet code with each class. 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.

3.3 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

- 3.4** We accept and recognise that children are capable of abusing their peers. At Yarlet School, peer on peer abuse will never be tolerated or passed off as 'banter', 'just having a laugh' or being 'part of growing up'. We further accept that as the school provides a flexi-boarding service, we need to be especially alert as the risk of inappropriate pupil relationships and the potential for peer on peer abuse is increased in residential settings. In relation to peer on peer abuse, Yarlet School will carefully follow the guidance and procedures as detailed in Part 5 of Keep children Safe in Education (2018) and in the advice and guidance supplied by the DfE: 'Sexual violence and sexual harassment between children in schools and colleges' (May 2018), Instances of peer-on-peer abuse may lead to temporary or permanent exclusions.
- 3.5** If three or more consequence sheets are completed in one term then the child's parents are informed by letter. If an offence is deemed to require more action than filling in a consequence sheet, then the process will move straight to step two and parents will be informed of the incident and in some cases asked to come in and discuss the situation with the Headmaster. If a pupil repeatedly receives three or more consequence sheets over a term, or requires further action to be taken, then parents will be asked to come in and discuss the situation. Duty staff will record any poor behaviour on the playground that requires a consequence sheet to be completed and report the incident to the Deputy Headteacher. In Key Stage One, pupils' names are written down in the playtime log book. If names are written down three times in one term they will be asked to forfeit their playtime and complete a piece of work. This may be a report on how their actions breached the Yarlet Code.
- 3.6** Sanctions must not breach any legislation, for example in respect of disability, special educational needs, race and other equalities and human rights, and it must be reasonable in all the circumstances. Sanctions must be proportionate and account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.

4 Behaviour and Sanctions in Boarding

- 4.1** When children board, there are some additional rules to observe and we expect good standards of behaviour. The boarding rules are displayed in all dormitories. Our aim is to reinforce good behaviour by recognising it and showing that we appreciate it. When there are minor divergences, these are dealt with as they would be at home and we try to avoid boarders being sanctioned at school for something which happened in boarding or 'at home'. Typical sanctions may involve a child needing some 'time out' or he or she may be asked to go to bed earlier or be given a chore. If pupils persistently break the rules or are disrespectful, they may be given a 'strike'. Three 'strikes' within one term and we may ask pupils to take a break from boarding until we are sure that they can behave appropriately.

On the rare occasions that there are more serious instances of unacceptable behaviour in boarding, this Behaviour and Discipline Policy, The School's Safeguarding Child Policy and the school's Anti bullying Policy are applied to boarders. The Behaviour and Discipline, Safeguarding Children and Anti bullying Policies are included in the Boarding Staff Handbook.

5 Corporal punishment is never applied.

6 Detentions and Exclusions (Main School only)

- 6.1** Teachers have a power to issue detentions. Yarlet School makes it clear by means of this policy to pupils and parents that detentions may be used as sanctions. Detentions can be used by any teacher for low and medium level behaviour problems and should be given at break or lunchtimes.

6.2 Fixed Term Exclusions. These will only be used for high-level behavioural offences or repeated low-level offences and will involve a parental interview. Exclusions are decided by the Headmaster in consultation with the Deputy Headteacher.

6.3 Permanent Exclusions. These will only occur in extreme cases and will involve the Headmaster and the Board of Governors.

6.4 Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The Headmaster will determine what is to be done to the confiscated property. Some confiscated items may need to be handed over to the police.

6.5 Power to search without consent

This is permitted for 'prohibited items' such as knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, indecent images, any article that may be used to commit an offence and any item banned by school rules.

6.6 Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils from harming themselves or others, committing an offence or damaging property.

6.7 Use of isolation

Disruptive pupils may be placed in isolation away from other pupils for a limited period. As with other disciplinary penalties, Yarlet will act lawfully, reasonably and proportionately in all cases. It is for the school to decide how long a pupil should be kept in isolation. This will be no longer than necessary and time spent in isolation must be used as constructively as possible. Pupils must have time to eat, drink and use the toilet.

7 Recording sanctions of serious misbehaviour. (Main School)

7.1 Completed consequence sheets are stored in a file under the pupil's name and year group: these sheets record the date of the incident, a brief description, names of any involved and a reflection on how to improve behaviour in the future. These sheets are stored for three years. If a child receives three sheets in one term then a letter is sent out to parents. The file is stored in the Deputy Head's office.

7.2 Incidents of a more serious nature are minuted to include date and persons involved and actions to be taken. These are stored in the Serious Behaviour record folder which is stored in the Deputy Head's office.

8 Vindictive allegations against members of staff

A serious allegation against a member of staff which is subsequently proven to be vindictive will be treated as extremely serious misbehaviour and may lead to a temporary or permanent exclusion from the school.

9 The role of the class teacher

- 9.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 9.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 9.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 9.4 If a child disrupts the teaching and learning repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will inform the Deputy Headteacher and a consequence sheet will be completed.
- 9.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 9.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

10 The role of the Headmaster

- 10.1 It is the responsibility of the Headmaster to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, 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.
- 10.2 The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 10.3 The Headmaster keeps records of all reported serious incidents of misbehaviour.
- 10.4 The Headmaster has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious poor behaviour, the Headmaster may permanently exclude a child. A permanent exclusion will always involve the notification of the school governors.

11 The role of parents

- 11.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 11.2 We expect parents to support their child's learning and to cooperate with the school's behaviour policy. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 11.3 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns 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 concern or the concern involves the Headmaster, a formal grievance or appeal process, involving the School Governors, can be implemented through the Headmaster or Chair of Governors and in accordance with our Parental Complaints Policy.

12 Drug- and alcohol-related incidents

- 12.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, this should be taken directly to the dispensary or to the pupil's classroom for safe keeping. Any medication needed by a child while in school must be taken under the supervision of an adult in accordance with our administration of medicines policy.
- 12.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be sanctioned with a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and/or social services will be informed.
- 12.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 12.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be sanctioned with a fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headmaster and agreed on the terms of a return to school.
- 12.5 If the offence is repeated, the child will be permanently excluded.
- 12.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and/or social services will also be informed.

13 Mobile Phones and other electronic devices

- 13.1 Introduction:
There has been an increase in the number of students that own, and wish to bring to school: mobile phones, iPods, mobile games consoles and or other electronic devices. This policy states that these items are 'not to be used in school' except under guidelines given at times of allowance.
- 13.2 Principles:
Pupils are discouraged from bringing these items to school. The school takes no responsibility for the loss of these items in school. On the site of the school, these items are not to be used. The only exception to this rule is when pupils have been informed they are allowed to bring them in for use on a long journey but even this is at the discretion of the member of staff in charge.
- 13.3 Procedures:
If a pupil is using the item at a time when it has not been permitted:
1. Confiscate it and hand it to the Deputy Headteacher.
 2. The pupil or their parents should collect the item at the end of the day from the Deputy Headteacher directly.
 3. The Deputy Headteacher only returns it after they put a note in the Homework Diary.
 4. If this occurs twice in a term, it should not be returned to the child. The parents should be contacted and invited to collect it themselves.

14 Early Years Foundation Stage

- 14.1 Early Years Foundation Stage Children are made aware of right and wrong through PSE, stories, assemblies and role plays. Pupils can go to 'thinking areas' to discuss their choices with their teacher. Children having tantrums will be moved to a safe place, monitored and then talked with afterwards to discuss making good choices. Children are reminded with

explanations and asked to sit out if misdemeanours are repeated. If there is a specific ongoing issue then a reward plan is drawn up and followed individually. As the children move through the Early Years Foundation Stage they may be asked to miss out on some child initiated activities for a short period. Children may have sticker charts from school for use at home to help parents who have raised concerns about behaviour at home. Achievements are rewarded throughout EYFS with a statement on the 'proud cloud', Mary Poppins chart, stickers, certificates, occasional sweet treats, public acknowledgement of good choices, house points and lots of positive praise. The named person for behaviour management within the EYFS is Michelle Fowlie. Throughout the EYFS, as with Pre-Prep and Main School, corporal punishment is not used or threatened. Physical intervention is allowable only to avert immediate danger of personal injury. All such occasions are recorded and parents are informed on the same day or as soon as reasonably practicable.

15 Key Stage One

Teachers in Key Stage One will respond to behaviour management with this age group in an age-appropriate way, using motivational stickers and behaviour charts and at the same time supporting the children with writing their own reports and accounting for their behaviour.

16 Monitoring and review

- 16.1 The Headmaster monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 16.2 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:



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