



Knowledge · Virtue · Aspiration

Upper Junior School for Boys

DISCIPLINE AND EXCLUSIONS OF PUPILS POLICY

INTRODUCTION AND PRINCIPLES

At Greenfields, we believe that a safe and secure environment is of key importance in the furtherance of teaching and learning within the School. This policy sets out the occasions when the School feels it is right for the benefit of the community to address the actions of individual children who may disrupt or subvert the processes of learning through bad behaviour.

This policy applies to all pupils at Greenfields Upper Junior School for Boys.

SPECIFIC OBJECTIVES

1. To reiterate our processes for rewarding and promoting good behaviour in our School
2. To define what we do when there is disruptive or inappropriate behaviour of a minor nature
3. To set out the sanctions we use
4. To outline what we consider are of serious cases of bad behaviour which may merit exclusion
5. To remind that exclusion can apply to behaviour outside the school
6. To outline the processes we follow prior to exclusion
7. To highlight that an appeal against exclusion is permissible
8. By setting out this policy, to remind parents/guardians that they play a part in encouraging good behaviour, preventing poor behaviour and in the uses of sanctions

SCHOOL BEHAVIOUR POLICY AND PROMOTION OF GOOD BEHAVIOUR

The School's Behaviour Policy outlines the following ways in which good behaviour by our pupils is promoted, as follows:

INCENTIVE SCHEMES

A major aim of the School's policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

The School's scheme is based on awards through which children can be rewarded for academic and non-academic achievements, but also for effort and for showing a caring attitude, and for all aspects of good work and behaviour, thus children are rewarded for thoughtfulness, being helpful, good work etc.

Incentive stickers and certificates are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in and out of School in assemblies and in class and through photographic evidence and work displayed around the School. Most children respond to this positive approach; where their efforts are seen to be valued. They make considerable efforts to improve their work, and, where necessary, their behaviour and conduct.

BAD BEHAVIOUR

Sadly, there will be times when children need support to behave in an appropriate manner. Children need to discover the bounds of acceptable behaviour and the consequences of poor behaviour, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

SANCTIONS

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

The most normal consequences include a 3 warnings system; (1) a verbal reprimand, (2) a reminder of expected behaviour and (3) with a final warning loss of free time such as playtimes, moving to another place in the classroom or in another classroom, sending a message home to parents/guardians, verbal or written expressions of apology and/or loss

of responsibility.

The School identifies the increasingly severe sanctions with each new or repeated misdemeanour that it may use. Examples of such sanctions might include:

- Confiscation of property used inappropriately.
- Withdrawal from a lesson, school trip or team event.
- Suspension for a specified period.
- Removal or exclusion.

If problems are persistent or recurring, parents will be involved. Children may then be placed on a daily or weekly report system to monitor their behaviour in partnership with the parents.

The Headteacher may suspend a pupil, for a period of between 48 hours and one week for very serious indiscipline, or less serious offences, where repeated punishment has proved ineffective. If suspension is ineffective, the School may be forced to exclude the pupil, or to require him/her to leave the School under the procedure described below.

DEFINITION OF SERIOUS BEHAVIOURS MERITING EXCLUSION

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

- Physical assault against pupils or adults
- Verbal abuse/threatening behaviour against pupils or adults
- Bullying, including through social media and other forms of cyberbullying
- Abuse on grounds of race, religion/belief, disability, special educational needs (etc.)
- Sexual misconduct, including in relation to indecent images
- Drug and alcohol misuse
- Damage to property
- Theft
- Persistent disruptive behaviour
- Unreasonable or otherwise inappropriate parental behaviour

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

Conversely, the sorts of behaviour that would not normally justify an exclusion (at least for a first offence) would include:

- Lateness or truancy
- Poor academic performance
- Breaches of School uniform rules

Expulsion may also be imposed as a sanction for actions off the School's premises.

BREACHES OF DISCIPLINE OUTSIDE OF THE SCHOOL

The school takes the conduct of its pupils outside of the school 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 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.

SANCTIONS INCLUDING EXCLUSION

This type of behaviour is generally rare and it is the responsibility of P. Saeed Alam as Headteacher to deal with it appropriately, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded in a School log.

A verbal warning by the Headteacher or most senior member of staff in the Headteacher's absence, as to future conduct:

- Withdrawal from the classroom for part of or the rest of the day
- A letter, text message or phone call to parents informing them of the problem
- A meeting with parents, and a warning given regarding the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring, then suspension procedures are implemented
- a major breach of discipline or serious problem may result in parents being asked to take their child home immediately
- In a case where exclusion is deemed necessary, the Chair of Directors or one of the directors from the Board of Directors will be consulted first
- A case conference involving parents will follow

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 Stage 3 of the school's Complaints Policy and should be made in writing to the Chair of Directors within one week of the pupil's exclusion.

Should the school decide to offer the parents the right to withdraw their child to avoid exclusion, in such circumstances, should the parents accept this offer, no right of appeal is available.

P. Saeed Alam - September 2018

This policy will be reviewed in August 2019