



THE PERSE SCHOOL CAMBRIDGE

POLICY ON BEHAVIOUR AND DISCIPLINE

INTRODUCTION

This policy applies to the Perse School (**the School**) which comprises the Relevant Schools (the Perse Pelican Nursery and Pre Preparatory School (**the Pelican School**), the Perse Preparatory School (**the Prep School**) and the Perse Upper School (**the Upper School**)).

This document is intended to set out the standards to promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupils' misbehaviour. The School appreciates that pupils mature at different rates and expectations must be tempered by an appreciation of their individual maturity. This is particularly true of pupils of the Prep School and Pelican School.

This policy and associated documents can be made available in large print or other accessible format if required.

POLICY AIMS

1. To enable the Head of the Relevant School (the Head) to carry out his or her responsibilities of promoting good behaviour, maintaining order and good discipline in the School, and setting a range of appropriate sanctions to be adopted in the event of pupil misbehaviour.
2. To ensure, so far as possible, that every pupil in the School is able to benefit from and make his/her full contribution to the life of the School, consistent always with the needs of the school community.
3. To authorise the School Rules (including Bounds and Uniform regulations) and any procedures necessary for implementing them.

FUNDAMENTAL PRINCIPLES - The Codes of Conduct:

4. Pupils of The School are expected to act with RESPONSIBILITY and show CONSIDERATION at all times.
5. The Codes of Conduct in force within the school are the Perse Code of Conduct (Upper School), Perse Preparatory School Code of Conduct (Prep School) and Code of Pelican Behaviour and Class Golden Rules (Pelican School). Pupils are expected to abide by the Code of Conduct for the individual School they attend.

Specifically all pupils of the School are expected to:

- do their best to act with honesty and integrity and to treat all members of the school community and the public with respect, courtesy and kindness.
 - contribute to the high quality of learning by ensuring that they:
 - arrive calmly, punctually and correctly equipped for each lesson
 - listen carefully and use their time in class appropriately and effectively
 - do not disturb teaching, or the learning of otherswrite down any homework to be undertaken, complete it and hand it in on time
 - take responsibility for their own safety and that of others to the best of their ability and commensurate to their age and maturity. Behave calmly and sensibly when moving round school, when waiting for lessons and when not directly supervised.
 - take care of the school environment, ensuring that everybody's property is respected and safeguarded.
 - take pride in their appearance, wearing uniform correctly and smartly.
6. Parents will be expected to ensure that their children understand this policy, the School Rules (see section 8) and the appropriate Code of Conduct. For those pupils of sufficient maturity, parents will be expected to read this policy, the School Rules and the appropriate Code of Conduct with their children from time to time. This policy, the School Rules and the Codes of Conduct, will be reinforced periodically at assemblies and at other times. Pupils are expected to know and understand the Code of Conduct as well as the School Rules, which may be amended from time to time.
7. The Head has overall responsibility for behaviour management issues. The following staff are responsible for day to day behaviour management issues:
- Upper School: The Deputy Head (Pupils), Section Heads and Heads of Year.
- Prep School: The Deputy Head.
- Pelican School: The Head of EYFS and the Deputy Head.

The above members of staff provide guidance to other staff and can access expert advice if ordinary methods are ineffective with a particular child.

SCHOOL RULES

8. The School Rules in force within the School are the Upper School Rules, the Prep School Rules and the Pelican School Class Golden Rules. Pupils are expected to abide by the School Rules in force in the individual School they attend.
9. The School Rules (including associated Bounds and Uniform Regulations) shall be set by the Head. The School Rules are necessary:
- for the safety and well-being of everyone at the School
 - for the reputation of the school community as a whole
 - for the protection of school property and the wider environment

10. The School Rules apply to all age groups and at all times when the pupil is:
- at school, representing the School or wearing school uniform
 - travelling to and from school
 - associated with the School in any way

Details of the School's procedures to prevent bullying are set out in the Anti-Bullying Policy.

11. The Governors and the Heads intend that the School Rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises, for example at weekends, half term and in the holidays, if in the opinion of the School the conduct concerned impacts or may impact upon the pupil's conduct at school, the reputation of the School or where the conduct in question affects the welfare of a member or members of the School community.

12. **REWARDS**

The School understands that rewards can be more effective than punishment in motivating pupils. The School is committed to promoting and rewarding good behaviour, and may do so in some of the ways detailed in Annex 1 to this policy.

BREACHES OF SCHOOL DISCIPLINE

13. The sanctions used within each individual School are detailed in Annex 2 to this policy.

Other Sanctions

The Heads authorise staff to use sanctions other than those detailed in Annex 2 as comply with good educational practice and tend to promote observance of the School Rules and Codes of Conduct. Staff are encouraged **to be creative with sanctions** that they set, provided, of course, that these are not humiliating, inappropriate or disproportionate. Where necessary, staff should consult with relevant members of staff to devise the sanction appropriate to the individual case.

The Heads may further prescribe and authorise the use of other sanctions as comply with good educational practice and tend to promote observance of the School Rules and Codes of Conduct.

The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Where expulsion is to be considered, the School will ensure that a disabled pupil is enabled to present his or her case fully.

Sixth Formers

Problems of discipline or lack of academic progress involving a Sixth Former should be referred to the tutor and if necessary to the Head of Year and Head of Sixth form.

Sixth Formers who are either behind with their work or who are producing work of an uneven or insufficient quality may be placed in supervised private study. The Head of Sixth Form also runs *ad hoc* after school work clinics for Sixth Formers with acute work crises. Disciplinary offences by Sixth Formers may result in the sanctions of "gating" (not being allowed to leave the premises during lunchtime), detention or being denied other privileges. These are at the discretion of the Head of Year, Head of Sixth Form and the tutor.

14. **SERIOUS BREACHES OF SCHOOL DISCIPLINE**

The Governors have authorised the following sanctions.

Expulsion

A pupil is liable to *expulsion* for a grave breach of school discipline, for example, a serious criminal offence, a wilful act calculated to cause serious damage to the school, its community or any of its members or a persistent disregard for the Code of Conduct or School Rules. Upon expulsion, the pupil's name will be expunged from the roll of the School and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of expulsion shall be payable.

The Head is required to act fairly and in accordance with the principles of natural justice and not to expel a pupil other than in grave circumstances and after appropriate investigation.

Requirement to Leave

For a serious breach of school discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of the school community, the pupil may be *required to leave* permanently. The pupil may also be required to leave permanently if in the opinion of the Head the pupil has persistently breached school rules or discipline, or by reason of the pupil's conduct or behaviour or progress the pupil is unwilling or unable to benefit from the educational opportunities offered by the School, or if one of the Parents has treated the School or members of its staff unreasonably. Subject to payment of all outstanding fees the pupil will be given reasonable assistance in making a fresh start at another school.

Suspension

A pupil may be placed under suspension for up to five school days while a complaint is investigated and/or for up to 10 school days as a sanction in its own right.

These sanctions will form part of the pupil's permanent disciplinary record.

Corporal punishment and Use of Restraint

Staff or any person living or working on the premises must not give corporal punishment to any pupil. They must not threaten to use corporal punishment or any form of punishment which could have an adverse impact on the child's well-being. So far as they are able they should ensure that no one on the premises threatens or uses corporal punishment.

Any use of restraint by staff will be reasonable, proportionate and lawful. Restraint will be used only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere

Any occasion where physical intervention is used is recorded in writing and parents are informed about it on the same day.

15. **DISCIPLINARY POWERS OF PREFECTS (Upper School only)**

Prefects may issue 'written punishments' for poor behaviour after consultation with the Deputy Head (Pupils).

16. **RECORDS**

Administration of major punishments are recorded with the date of the punishment, name of the pupil concerned, the reason for the punishment, and the name of the person administering the punishment as follows:

- Upper School - in the Serious Disciplinary Offences records on the PASS database.
- Prep School - in the Detentions and Serious Disciplinary Offences records on the PASS database.
- Pelican School - in the Record of Sanctions for Serious Disciplinary Offences book which is kept in the Head's office.

The information will be held in accordance with the School's Data Protection Policy.

GOVERNORS' REVIEW

17. A pupil or his/her parents are entitled to ask for a Governors' Review of a decision to expel or to require the pupil to leave for disciplinary reasons. The form of application for a review and the review procedures are set out in the Review Procedure which can be supplied to the parents on request.

18. There will be no right to a Governors' Review of other sanctions but a parent or pupil who feels aggrieved may ask any of the following members of staff to take up his/her concerns with the member of staff who imposed the sanction:

Upper School – the pupil's tutor, Section Head or Deputy Head (Pupils)

Prep School – the pupil's Form Teacher

Pelican School – the member of staff who imposed the sanction or the Head.

19. A parent or pupil who remains dissatisfied with the response to a concern raised may make a formal complaint under the procedures set out in the School's Policy and Procedure on the Handling of Concerns and Complaints, a copy of which is available on the School's website or on request from the Head's office.

Edward Elliott on behalf of the Governing Body

June 2011

The Perse School
Policy on Behaviour and Discipline
Annex 1 – Rewards

Upper School Rewards

1. **Student Feedback Cards:** A Tutor requires an accurate, current and overall view of tutees' work in order to provide appropriate tutorial guidance, encouragement and support. This relies on a steady flow of information from teachers. Teachers communicate information to Tutors on the Student Conduct Cards and Student Tracking Cards. They have been designed to facilitate communication about attainment, progress, behaviour, attitude to learning and attendance. They invite teachers to inform Tutors of significant improvement in a student's work as well as grounds for concern.

2. **Recognition of Good Work**

Staff who wish to commend pupils for work of a high quality or for significant improvement can:

- Make an appropriate comment on the end of term report
- Inform the pupil's Tutor via the Student Conduct Card who can then see the pupil to congratulate him/her
- Also inform the Head of Year or Head of Section who can then see the pupil to congratulate him/her
- Give the pupil a merit (which is automatically awarded when a positive comment is recorded on a Student Conduct Card).
- Award a pupil in years 9, 10 and 11 a raffle ticket. Winning tickets are drawn at Middle School Assemblies and the Head of Middle School presents a prize.
- Recommend the pupil for an end of year prize

3. **Merits**

The Merit system applies to Years 7-11. The purpose of the Merit system is to help to encourage, excellence, hard work and improvement among our pupils by recognising and rewarding their achievements in a more immediate way than end of term reports allow

Merits should **only** be awarded for work that falls into one of the following three categories.

- **an outstanding piece of work relative** to the ability of a particular student
- **consistent excellence** over a period of roughly four weeks
- **sustained improvement** over a period of roughly four weeks

The intention of spelling out these categories is both so that Merits can be awarded **across the whole of the Perse ability range**, and so that it is clear to all what standards and values we are trying to encourage in relation to academic work and approach to it. Once a pupil has received 10 Merits a letter of commendation is sent home from the Head of Year. At 20 Merits a letter is sent by the Section Head; at 30 Merits by the Deputy Head (Pupils); and at 40 Merits the pupil sees the Head during an open door session to be congratulated. At 50 Merits and 100 Merits, the Head will award the pupil a book token.

4. **Prizes and Speech Day**

Upper Sixth prizes are awarded at a special assembly in the Summer Term. Prizes for the rest of the school are awarded at Speech Day.

The Perse School
Policy on Behaviour and Discipline
Annex 1 – Rewards

Perse Prep School Rewards

1. **House Points**

It is always important to reward good behaviour and good work. The school operates a system of **House Points** as its main way of rewarding good effort on the part of pupils.

There are no strict criteria when giving a House Point – it is left to the judgement of the individual member of staff. However, they are usually given for:

- Good work in all areas of the curriculum
- A positive approach to organisation
- Achievements in extra-curricular areas of School life
- A pleasing attitude
- Helpful behaviour inside and outside the classroom
- Kind actions

House Points are recorded by the Form Teacher in the Form Room and are tallied at the end of each week and recorded centrally on SharePoint for teachers to access and check on tutees' progress. Pupils also record their running total of House Point in their planners.

Pupils are very keen to earn House Points both for their own sense of achievement and because they contribute to the overall House total, details of which are published at Friday assemblies along with the presentation of bronze, silver, gold etc. certificates to individuals who have achieved 50 or more House Points during the term.

2. **Head's Commendation**

In addition to House Points pupils can be recommended for a **Head's Commendation**. These are used to recognise outstanding behaviour, effort or contribution to the School.

3. **Year 3**

Bearing in mind the age of pupils in Year 3 and the need to gradually introduce them to the Rewards and Sanctions applied to the whole school, Form Teachers in Year 3 operate additional systems to reward more modest achievements on a regular basis. These consist of either "**Stars, Marbles and/or Smiley Faces**".

4. **Wall building**

To reward *exceptional* whole class behaviour, gold bullion "bricks" can be awarded. Rewarding would be a rare occasion. A short sentence is written on the brick of a "brick" describing the reason for award.

Bricks are entirely separate to House Points and are to be a reward for exceptional class behaviour *only*. This is not a competitive system between classes/forms but something to which each and every form can aspire.

The overall reward for classes reaching an agreed total of gold bullion “bricks” is not set but will invariably consist of a privilege at the end of term: extra playtime, a form party etc etc.

5. **End of Term Assemblies**

At the end of each term a formal assembly takes place for the whole school to recognise their peers’ achievements: **Department Certificates** (2x certificates – one across Year 3/4, one across year 5/6), **Service Cups** (Year 6 only) and **Form Shields** are awarded to pupils who have consistently shown an excellent level of commitment and effort. **Library prizes** are also awarded for helpful contributions to the School’s library.

6. **Prize Giving**

At the end of the summer term a **Prize Giving Assembly** is held when **Department Cups/Prizes** and **Form Prizes** are awarded (a separate end of term assembly is scheduled for the routine termly awards as outlined above).

These prizes are awarded to pupils who have shown consistent levels of performance and effort in given areas of the school - academic, sporting and other extra-curricular areas. Pupils winning one of these “special” awards receives a book and, if applicable, a trophy.

The Perse School
Policy on Behaviour and Discipline
Annex 1 – Rewards

Perse Pelican School Rewards

- **Sharing Information**

The class teacher has the current and overall view of each pupil's work and is able to provide appropriate guidance, encouragement and support. Class teachers are in close contact with the Support Teachers and Teaching Assistants who will pass on any information about the pupil's attainment, progress, behaviour and attitude to learning, both in and outside the classroom. Time is allocated in each staff meeting for particular information about any pupil which needs sharing with the whole of staff.

- **Recognition of Good Work**

Pelican staff who wish to commend pupils for work of a high quality or for significant improvement can:

- Make an appropriate comment to parents on the end of term report or in incidental parent/teacher meetings
- Send a pupil to show their work to another class, member of staff or the Head for their appreciation and congratulations
- Make appropriate comments and add a special award (sticker, star or smiley face) on the pupil's work
- Award house points
- Award a special sticker for excellent behaviour/friendship/listening which involves a visit to the Head for her congratulations
- Award a Golden Brick that is added to the Golden Wall. The child will then have Golden Tea with the Head.

The Perse School
Policy on Behaviour and Discipline
Annex 2 – Sanctions

Upper School Sanctions

The following sanctions are used within the Upper School:

1. Written punishment: a brief essay or a sincere letter of apology (or other task as appropriate) which are not recorded officially
2. Homework Detention: held at lunchtime specifically for pupils who have failed to produce homework by the time agreed
3. Friday Detention: for serious offences which warrant a pupil's time being taken up after school on a Friday, and allows for reflection on their misdemeanours
4. Saturday Detention: for more serious offences, repeated offences and persistent misbehaviour.

The Head has produced guidelines for the types of offences, which might result in detention and these will be offences for which detention is a reasonable response. These guidelines are set out in the Teaching Staff Handbook. If in doubt staff should refer the matter to the Deputy Head (pupils). Staff must ensure that they state clearly to a pupil that a detention is being given and the reason. Parents are informed of the nature of the offence and the member of staff setting the detention.

Daily Report

Pupils in the Years 7 to 11 who are having particular difficulties with behaviour or work ethic may be placed on weekly report after consultation between the tutor, Head of Year and the Head of Section. The pupil has to produce the report booklet at the beginning of each lesson and staff give a grade and may add a comment. The parents also see the booklet.

The Perse School
Policy on Behaviour and Discipline
Annex 2 – Sanctions

Perse Prep School Sanctions

It is our aim to resolve most issues involving poor behaviour in a direct and constructive way, for example problems can often be solved with a sincere apology, either verbal or written. It is, however, important that we have a consistent set of sanctions if needed.

1. **Strikes**

The school uses a system of **Strikes** which can be given for:

- poor attitude in relation to academic work
- unacceptable behaviour

These are formal sanctions which are recorded centrally.

Strikes are usually given after a clear warning has been ignored. However, they can be given without warning for:

- direct disobedience
- intentional physical hurt to others
- foul language or inappropriate comments
- a clear breach of expected sensible behaviour

Strikes are recorded in the pupil's Form Room, and in the individual's planner, and are entered onto SharePoint. They contribute to a stand-alone tally and do not count against the House Point total.

- If a pupil gets 2 **Strikes** they discuss with the Deputy Head strategies to improve their approach or behaviour. Parents will be formally notified of this conversation.
- If a pupil receives 3 **Strikes** in either of the above categories (i.e. 3 in total for poor attitude in relation to academic work) this results in an **After School detention**.

In Year 3, pupils begin the week with a number of **Smiley Faces/marbles** – a Smiley Face/marble can be taken away for poor attitude in relation to academic work or unacceptable behaviour. 3 Smiley Faces removed in a year equates to a **Strike**.

2. **Friday detention.**

Pupils can also be given a **Friday detention**. This is a supportive system for staff in addition to **Strikes** for pupils who have not been working to expectations, or whose behaviour has been unacceptable, rather than a catch-up club for missed lessons due to illness/music lessons etc. A **Friday detention** can be awarded in conjunction with a strike, or as a stand-alone measure. The detention is taken by the Deputy Head. Staff record the details of attendees in the file kept in the staff room.

The Perse School
Policy on Behaviour and Discipline
Annex 2 – Sanctions

Perse Pelican School Sanctions

The following sanctions are used within the Perse Pelican School

1. Discussion with the pupil for the reason for the misdemeanour.
2. Apology from the pupil to the person(s) involved
3. Agreement with the pupil of strategies for the avoidance of future misdemeanours
4. In the case of repeated breaches of discipline the pupil will be referred to the Head who will work with the pupil and class teacher to improve the situation.
5. For escalating breaches of discipline, the pupil's parents will be informed and may be asked to discuss the matter with the Head and class teacher