



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 including the EYFS setting (**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 required to promote good behaviour amongst pupils and to set out the sanctions to be adopted in the event of pupils' misbehaviour. It has been prepared having regard to DfE non-statutory advice "[Behaviour and Discipline in Schools \(January 2016\)](#)". 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.

RELATED POLICIES

4. The School has the following related policies:
 - Upper School Alcohol Policy.
 - Anti-Bullying Policy.
 - Upper and Prep School Drugs Policies.
 - Permanent Exclusion, Removal and Governors' Review Procedures.
 - Acceptable Use of ICT Policy for Pupils (including E-Safety Guidelines).
 - Searching and Retention and Disposal of Confiscated Items which contains details of the school's powers in relation to searching.

Copies of Appendix 2 to the Acceptable Use of ICT Policy – Guidelines for Pupils are displayed throughout the Upper and Prep Schools. Copies of all policies mentioned above are available to parents on Perse Post in the School Documents and Links section or on application to The Head.

PROMOTING POSITIVE BEHAVIOUR: FUNDAMENTAL PRINCIPLES - The Codes of Conduct:

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

Specifically all pupils of the School are expected to:

- act with honesty and integrity and to treat all members of the school community and the public with respect, courtesy and kindness;
 - contribute positively to the school community;
 - 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 others; and
 - write 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 with 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.
7. Parents will be expected to ensure that their children understand this policy, the School Rules (see section 10) 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.

8. The School's expectations about behaviour will be brought to the pupils' attention throughout their time at the School and in particular on entry to each of the Relevant Schools.
9. 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 or Deputy Head

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

SCHOOL RULES

10. The School Rules in force within the School are the Upper School Rules, the Prep School Rules and the Code of Pelican Behaviour. Pupils are expected to abide by the School Rules in force in the part of the School they attend.
11. 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; and
 - for the protection of School property and the wider environment.
12. 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 the School; or
 - associated with the School in any way, for example on a school trip.
13. The Governors and the Heads intend that the School Rules and appropriate Code of Conduct and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from the 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.

14. 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

15. The sanctions used within each part of the 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, teachers should consult with relevant senior staff to devise the sanction appropriate to the individual case. Where possible, staff attempt to link the sanction to the offence in order to provide the pupil with an opportunity to learn.

In determining an appropriate sanction, teachers should give consideration to the following: the nature of the offence, the context, the age and prior conduct of the offender, risks posed to pupil welfare, remorse shown, honesty and co-operation in the enquiry, impact of the offence, legal advice and any other relevant factor.

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

The School has a legal duty under the Equality Act 2010. The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability, special educational needs or in respect of safeguarding. Where permanent exclusion is to be considered, the School will ensure that a pupil who is disabled or has special educational needs is enabled to present his or her case fully. The School will take into account any religious requirements affecting a pupil.

In most cases of poor discipline the School will seek not only to use a sanction, but also to provide support for the pupil. This may include sessions with the class teacher, tutor, Head of Year or Head of Section to help the pupil with any pastoral concerns. The Pupil may be supported by member of the Pastoral team or the pupil and their parents may be directed to an appropriate professional. The School will try to address underlying issues rather than solely the consequence of those issues.

Where a pupil displays persistent disruptive behaviour and there is a concern about that pupil's needs, the School will liaise with parents and/or local agencies to assess those needs in accordance with the School's Learning Difficulties Policy.

The School recognises that it may be difficult for pupils to make a transition into the school and immediately adopt the values of The Perse. The School pays special attention to ensure that new pupils are supported in early days after joining.

If a pupil displays behaviour which causes concern that they may be at risk of harm, the procedures in the School's Child Protection Policy will be followed.

16. SERIOUS BREACHES OF SCHOOL DISCIPLINE

Where it is alleged that a pupil has committed a serious breach of School discipline the Head should be informed of the matter as soon as is practical. The investigation of serious breaches of School discipline will be carried out by an appropriate senior teacher with the Head considering what sanctions to apply once the investigation has been concluded and the evidence considered.

The Governors have authorised the following sanctions.

Permanent Exclusion

A pupil is liable to *permanent exclusion* if it is proved on the balance of probabilities that they have committed a grave breach of School discipline or a serious criminal offence. Upon permanent exclusion, 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 permanent exclusion shall be payable.

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

Removal

The parents may be required to remove a pupil permanently from the School if, after consultation with the Parents and if appropriate, the pupil, the Head is of the opinion that the pupil has committed a breach or breaches of School rules or discipline for which Removal is the appropriate sanction, or by reason of the pupil's conduct or behaviour or progress the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or community life offered by the School, or if one or both of the Parents have treated the School or members of its staff or any member of the School community unreasonably. Subject to payment of all outstanding fees, which remain payable, the pupil will be given reasonable assistance in making a fresh start at another school.

Exclusion

A pupil may be excluded as a neutral act while a complaint is investigated and for up to a further ten school days as a disciplinary sanction in its own right.

These sanctions will form part of the pupil's School permanent disciplinary record, but will not usually be used in references.

Corporal punishment and Use of Force

Staff, or any person living or working on the premises, must not give corporal punishment to any pupil. They must not threaten with corporal punishment or any form of punishment which could have an inappropriate 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 to any pupil.

Any use of force by staff will be reasonable, proportionate, lawful and in accordance with the guidance given in DfE publication *Use of Reasonable Force (Advice for Headteachers, Staff and Governing Bodies)*, a copy of which can be found at <http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>.

Reasonable force 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:

- 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.

Examples of where reasonable force may be used include restraining a pupil at risk of harming themselves through physical outbursts or preventing a pupil from leaving the classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.

Force will not be used as a punishment.

The School acknowledges its legal duty to make reasonable adjustments for pupils with a disability or special educational needs.

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

17. **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 SIMS database. In addition, a Serious Disciplinary Offences file is kept in the Deputy Head (Pupils)'s office;
- Prep School - in the Detentions and Serious Disciplinary Offences records on the SIMS database. In addition, a file is kept within the Head's Office in which details of detentions and secondary notes are recorded;
- Pelican School - in the Record of Sanctions for Serious Disciplinary Offences which is kept electronically by the Head.

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

The records of sanctions for serious misbehaviour are reviewed regularly so that any patterns in behaviour can be identified.

Overall statistics are made available to the Independent School's Inspectorate (ISI) on an annual basis.

UNFOUNDED OR MALICIOUS ALLEGATIONS AGAINST STAFF

18. Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take any disciplinary action in accordance with this policy.
19. Where a parent makes an accusation against a member of staff and the accusation is shown to have been malicious, the Head will consider (in accordance with the School's terms & conditions) whether to require the removal of the pupil or pupils from the School on the basis that the parent has treated the School or a member of staff unreasonably.
20. An allegation is malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate attempt to deceive.

GOVERNORS' REVIEW

21. Parents are entitled to ask for a Governors' Review of a decision to permanently exclude or to require removal of the pupil for disciplinary reasons. The form of application for a review and the review procedures are set out in the School's Permanent Exclusion, Removal & Review Policy which can be supplied to the parents

on request. A copy is also available to parents and guardians on the Whole School Information: Policies section of Perse Post.

22. There will be no right to a Governors' Review of other sanctions but a parent or pupil who feels aggrieved may take it up with the member of staff who imposed the sanction or ask any of the following 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 or the Deputy Head

Pelican School – the Head.

23. A parent 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 on the Handling of Complaints, a copy of which is available on the School's website or on request from the Head's office.

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

Upper School Rewards

1. **Verbal Praise:** Teachers and tutors are encouraged to positively reinforce good deeds. A positive conversation can build one's self esteem. It is important to value effort, improvement and kindness.

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
- Also inform the tutor, 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 the achievement record on SIMS). Recommend the pupil for an end of year prize. The tutor also receives a copy of the merit and is encouraged to congratulate their tutee.

3. **Merits**

The Merit system applies to Years 7-13. The purpose of the Merit system is to help to encourage excellence, hard work and improvement among pupils by recognising and rewarding their achievements in a more immediate way than end of term reports allow.

Merits are awarded for work or conduct that falls into one of the following four broad categories. A comment usually accompanies the merit, which is displayed to the student by email, and copied in to the tutor.

- **Academic** - all aspects of excellent academic work (relative to the ability of a particular student), improved effort, super-curricular engagement, improved attainment etc.
- **Extra-Curricular** - Recognising aspects of extra-curricular contribution e.g. sport, music, drama, outdoor pursuits, clubs, societies, houses, etc.
- **Community** - Recognising general acts around school, or outside the school, which benefit others
- **Other** - Any conduct which falls outside the three main categories above

Merits are awarded across the whole of the Perse ability range and focus on motivating pupils to do the best they can across all areas of school life. All sections of the school have extra prizes linked to overall merit totals – a monthly prize for the 6th form, a form prize for the Middle school and an annual prize (including a merit winners party) for the Lower School.

4. **Mention/Award in Head's Full School Assembly**

The Head will endeavour to recognise significant pupil achievement in full school assembly, or via other appropriate means such as the School Newsletter and / or 'well done' postcards.

5. **Colours**

Colours are prestigious awards for positive extra-curricular participation. Colours are awarded in sectional or whole school assemblies at the end of each term.

Upper School Rewards

6. **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.

7. **Lower School Wall of Fame**

Pupils are encouraged to let their tutors know of any achievements either within or outside School. The tutor can post this on Schoology for others to see.

8. **Postcards**

A number of staff (including Heads of Year and Heads of Section) write postcards to pupils congratulating them for positive behaviour.

Perse Prep School Rewards

1. Housepoints

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

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

- Good work in any area 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

Housepoints are recorded centrally on SIMS for teachers to access and check on pupils' progress. These are tallied at the end of each week. Pupils also record their running total of Housepoints in their planners on a Monday morning.

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

2. Head's Commendation

In addition to Housepoints, 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 may operate additional systems to reward more modest achievements on a regular basis.

4. Learning Support Awards

Children are able to win stickers for their efforts and achievements during the 1:1 and group Learning Support sessions. These are stored on each pupil's individual chart. When five stickers have been gained, a child can choose a gift from the Learning Support Prize Box (e.g. bouncy balls or small stationery items such as novelty pencils). When the sticker chart has been completed, children are presented with a special certificate to mark this achievement.

Perse Prep School Rewards

5. Wall building and Other Rewards for Exceptional Behaviour

To reward *exceptional* whole class behaviour, Heads of Year can decide to organise schemes designed to motivate children, such as building a 'year group wall' where gold 'bricks' can be awarded for forms who perform well above expectations in attitude and/or performance. They can also devise systems of reward for individual children who display an attitude at school that far exceeds expectations.

These awards are entirely separate to Housepoints and are to be a reward for exceptional behaviour *only*. This is not a competitive system between individuals, classes, or forms but something to which each individual and/or form can aspire.

In the case of 'Wall Building', the overall reward for reaching an agreed total of 'bricks' is not set but will invariably consist of a privilege at the end of term: extra playtime, a form party etc.

6. 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** (x4 certificates per department – one per year groups), **Service Cups** (Year 6 only) and **Form Shields** (one for each form in each year) are awarded to pupils who have consistently shown an excellent level of commitment and effort. **Library prizes** (one per form) are also awarded for helpful contributions to the School's library. Reasons are given by staff (recorded on the certificates) and there are shared by pupils with the form groups in a subsequent form period.

7. Prize Giving (Speech Day)

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 receive a book and, if applicable, a trophy.

Perse Pelican School Rewards

- **Sharing Information**

The class teacher has the current and overall view of each pupil and is able to provide appropriate guidance, encouragement and support. Class teachers are in close contact with all other teachers and clubs coaches 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 staff.

- **Recognition of Good Work or Excellent Behaviour**

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

- 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.
- Make an appropriate comment to parents on the end of term report or in incidental parent/teacher meetings
- Write a note to parents in the daily communication book recording the child's special achievement.
- Award a Learning Friends sticker which celebrates the display of good learning characteristics.

The Perse School

Policy on Behaviour and Discipline

Annex 2 – Sanctions for breaches of school discipline

Upper School Sanctions

The following sanctions are used within the Upper School:

1. A verbal reprimand
2. A verbal reprimand with demerit. This will be received by the pupil's tutor for further discussion if appropriate
3. Written punishment: a brief essay or a sincere letter of apology which are not recorded officially. The content is usually linked to the misdemeanour in order to reinforce learning.
4. Lunchtime Supervision: for pupils who have failed to produce homework by the time agreed
5. Lunchtime detention: run by the member of staff (or Department) issuing the sanction for behavioural offences
6. School based community service or imposition of a task (e.g. helping clear up the lunch hall, picking up litter or tidying a classroom)
7. Friday Detention: for more serious offences which warrant a pupil's time being taken up after school on a Friday, and allows for reflection on their misdemeanours
8. Saturday Detention: for serious offences, repeated offences and persistent misbehaviour.

The Head has produced guidelines for the types of offences, which might result in detention. These guidelines are set out in the Teaching Staff Handbook. If in doubt staff should refer the matter to the Deputy Head (pupils). With lunchtime detentions, pupils will be given reasonable time to eat their lunch, drink and use the toilet.

Staff must ensure that they state clearly to a pupil that a detention is being given and the reason. Staff seek to help pupils understand what can be learnt from the misdemeanour and how they can approach a similar situation more positively in the future. A file is kept in the Common Room in which the name for Friday and Saturday detention is entered, together with the reason and the task to be done during the detention period. This should be done by the end of morning break on Wednesday. Parents are informed of the nature of the offence and the member of staff setting the detention.

Games staff can ask to defer a Saturday detention (for one week only) if the pupil is required for a school team.

Sixth formers may be placed in detention where it is necessary, but the School appreciates the need for a separate detention for Sixth Form students. The Head of Sixth Form organises Sixth Form detention as necessary.

Weekly 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 for breaches of school discipline

Upper School Sanctions

Sixth Formers

Problems of discipline or lack of academic progress involving a Sixth Former should be communicated to the tutor and if necessary to the Head of Year and Head of Sixth Form. The School wishes to adopt a more “grown up” approach to discipline with Sixth Form students in order to prepare them for life beyond school.

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), detention or being denied other privileges. These are at the discretion of the Head of Year, Head of Sixth Form and the tutor.

Bullying

The School records all allegations and confirmed cases of bullying. These records are kept in a folder in the office of the Deputy Head (pupils) and sanctions may be given in line with those detailed in this document. Further details of how the School deals with bullying can be found in the School’s Anti-Bullying Policy.

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. However, it is important that we have a consistent set of sanctions if needed.

1. Friday Lunchtime Detention

Pupils can be given a **Friday Lunchtime 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 Lunchtime 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 and these are then recorded onto SIMS by the Deputy Head.

2. Strikes¹

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

- poor attitude in relation to academic work; and/or
- 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 entered onto SIMS by the member of staff who gave the sanction. When this is done, the Form Teacher, Head of Year and Deputy Head are sent an automatic email – the Deputy Head then circulates this to all other relevant staff. **Strikes** contribute to a stand-alone tally and do not count against the Housepoint total.

- If a pupil receives a **Strike**, an email is sent home by the Head of Year outlining the reason.
- If a pupil receives 2 **Strikes**, they discuss with the Deputy Head strategies to improve their approach or behaviour. Parents will be formally notified of this conversation via an email from the Deputy Head.
- If a pupil receives 3 **Strikes**, either for misdemeanours of a similar type, or within a short time frame, this results in an **After School Detention** (see point 3 for more information).

¹ The word 'Strike' used in this context was the subject of a pupil vote when the policy was rewritten in 2010 and alludes to the well-known expression deriving from the game of baseball; 'Three strikes and you are out'.

Perse Prep School Sanctions

3. After School Detention

After School Detention is the sanction used if a pupil receives 3 **Strikes**, either for misdemeanours of a similar type, or within a short time frame. It can also be used as a sanction for a single but significant misdemeanour. For a detention awarded when three **Strikes** are accrued, the pattern of behaviour will have been discussed with the child, and the parents informed on each occasion a **Strike** is given, therefore expectations and resulting consequences of a third **Strike** will be clear. Detentions are held after School from 3.45pm – 4.45pm and are supervised by a member of staff.

Form Teachers send a Detention Form (which is signed by the Head) to parents during the week running up to the detention, detailing the timings and location of the detention. The form also lists the three reasons why the **Strikes** have been given. Parents sign and return the Detention Form, which is recorded by the Deputy Head on SIMS and kept on file.

4. Serious Disciplinary Sanction

In the event of repeated poor behaviour, following the implementation of lesser sanctions, or in the event of a single serious breach of school rules (to be decided upon by the Head), the School may request that a child spends a period of time away from School – this will usually last for one or two days, at the discretion of the Head, and in consultation with the parents of the child in question.

5. Creative Sanctions

There may, however, be occasions when one of the above sanctions is not the most effective way of dealing with certain behaviour, or incidents. In these instances, creative sanctions, appropriate to the individual case, may be devised with relevant members of staff (Form Teacher, Head of Year, the Assistant Head (Pastoral), Deputy Head and/or Head). For example, a child may, for an agreed period of time, be given a weekly report card for staff to comment upon particular aspects of attitude, approach or behaviour, with progress being monitored by a Form Teacher.

6. Bullying

The School records all allegations and confirmed cases of bullying. These records are kept in a folder in the Head's Office and sanctions may be given in line with those detailed in this document. Further details of how the School deals with bullying can be found in the School's Anti-Bullying Policy.

The Perse School

Policy on Behaviour and Discipline

Annex 2 – Sanctions for breaches of school discipline

Perse Pelican School Sanctions

Every effort is made to help children make the right choices of behaviour.

The following sanctions are used within The Perse Pelican School, both during the school day and at extra-curricular clubs:

1. A reminder of expected behaviour
2. A verbal warning
3. One minute time out
4. Two minutes time out
5. Removal from the room
6. Visits to the Head or Deputy Head
7. Removal from peers at playtime, mealtime or lessons
8. For Before and After School Clubs: issue of red and yellow cards

In addition to the above sanctions a discussion is always held with the pupil to fully investigate and move forward positively. An apology is always given to the appropriate person.

In Nursery the Take a Break area is a place for children to calm down and reflect. It enables children to think about their actions and make changes before returning to their activities. Resources include emotions cards and fans, mirrors, sand timer and cuddly toys.

Whenever possible, the Pelican staff will use positive reinforcement before any warning is given to a particular child.

Parents are involved at an early stage and poor behaviour is recorded and reviewed.