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**THE PERSE**  
**SCHOOL**  
CAMBRIDGE

# **Policy on Behaviour and Discipline**

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## **The Perse School**

September 2019

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## 1 INTRODUCTION

- 1.1 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**)).
- 1.2 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.
- 1.3 **This policy and associated documents can be made available in large print or other accessible format if required.**
- 1.4 This policy (together with the school rules and all school policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:
- in or at school;
  - representing the School or wearing school uniform;
  - travelling to or from school;
  - on school-organised trips;
  - associated with the School at any time.
- 1.5 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:
- affect the health, safety or well-being of a member of the School community or a member of the public;
  - have repercussions for the orderly running of the School; or
  - bring the School into disrepute.

## 2 DEFINITIONS

- 2.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening school holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.
- 2.2 References to the **Governors' Review** are to the review by the Panel of the Head's decision in accordance with the Permanent Exclusion and Review: Review Procedure.

## 3 POLICY AIMS

- 3.1 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.

- 3.2 To encourage pupils to accept responsibility for their behaviour and 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.
- 3.3 To authorise the school rules (including bounds and uniform regulations) and any procedures necessary for implementing them.
- 3.4 To actively promote and safeguard the welfare of pupils at the School.

#### 4 RELATED POLICIES

4.1 The School has the following related policies:

- Upper School Alcohol Policy.
- Anti-Bullying Policy (Pupils).
- Upper and Prep School Drugs Policies.
- Permanent Exclusion and Removal: Review Procedure and Permanent Exclusion Governors' Review Procedures.
- Acceptable Use of ICT Policy for Pupils and Online Safety Policy.
- Searching and Retention and Disposal of Confiscated Items Policy which contains details of the School's powers in relation to searching.
- Equal Treatment Policy.
- Safeguarding and Child Protection Policy

4.2 Copies of Appendix 5 to the *acceptable use of ICT policy for pupils* are displayed throughout the Upper and Prep Schools. Copies of all policies mentioned above are available to parents on PersePortal in the 3-18 Information section or on application to the Head.

#### 5 PROMOTING POSITIVE BEHAVIOUR: FUNDAMENTAL PRINCIPLES - The Pupil Codes of Conduct:

5.1 Pupils of the School are expected to act with **responsibility** and show **consideration** at all times. They must adhere to the School's Values.

5.2 The Pupil 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.

5.3 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 both in actual and virtual (online) interactions;
- 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 the 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.

5.4 Parents will be expected to ensure that their children understand this policy and the school rules (see section 6). For those pupils of sufficient maturity, parents will be expected to read this policy and the school rules with their children from time to time. This policy and the school rules, will be reinforced periodically at assemblies and at other times.

5.5 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. Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE and assembly programme and the School's pastoral support systems.

5.6 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

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

## 6 **SCHOOL RULES**

6.1 The school rules in force within the School are the Upper School Rules, the Prep School Expectations 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.

6.2 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.

## 7 **REWARDS**

7.1 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.

## 8 **BREACHES OF SCHOOL DISCIPLINE**

8.1 The sanctions used within each part of the School are detailed in Annex 2 to this policy.

## Other Sanctions

- 8.2 The Heads may further prescribe and authorise staff to use sanctions other than those detailed in Annex 2 as long as they comply with good educational practice and tend to promote observance of the school rules and codes of conduct. Where possible, staff should attempt to link the task in the sanction to the offence in order to provide the pupil with an opportunity to learn. Teachers must consult with relevant senior staff if they consider a creative sanction to be more appropriate to the individual case (these must be appropriate, proportionate and not humiliating).
- 8.3 In determining an appropriate sanction, teachers must give consideration to the following: the nature of the offence, the context, the age and prior conduct of the offender, additional personal circumstances (including SEN), 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.
- 8.4 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.
- 8.5 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.
- 8.6 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* and *safeguarding and child protection policy*.
- 8.7 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.
- 8.8 In the Early Years, particularly in Nursery, it is recognised that extreme poor behaviour may be due to excessive tiredness. In the event of repeated behaviour issues children's hours may be reviewed with parents and reduced hours or a temporary break from school may be encouraged.

## 9 SERIOUS BREACHES OF SCHOOL DISCIPLINE

- 9.1 Allegations, complaints or rumours that a pupil may have committed a serious breach of school discipline will be dealt with in accordance with in accordance with Annexes 3 and 4 of this Policy.
- 9.2 The main categories of misconduct which are considered to be serious breaches of discipline for the purposes of Paragraph 9.1 include but are not limited to:

- supply/possession/use of certain drugs and solvents and/or harmful substances or their paraphernalia or substances intended to resemble them, or alcohol or tobacco;
- theft, blackmail, physical violence, intimidation, racism or persistent bullying;
- physical or emotional abuse;
- harmful sexual behaviour including sexual violence and sexual harassment;
- behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
- supply or possession of pornography;
- possession or use of an unauthorised firearm, knife or other weapon;
- vandalism, computer hacking or serious misuse of the School's IT network;
- persistent attitudes or behaviour which are inconsistent with the School's ethos;
- other misconduct which affects the welfare of a member or members of the school community or which brings the School into disrepute (single or repeated episodes) on or off school premises;
- any form of abuse or unlawful discrimination on the grounds of sex, race, religion/belief, disability, special educational needs, sexual orientation and gender reassignment etc;
- sexual harassment or misconduct, including sexting;
- other misconduct specifically provided for in the School's parent contract and school rules.

9.3 The Governors have authorised the following sanctions for serious breaches of discipline.

#### Permanent Exclusion

A pupil may be permanently excluded from the School if it is proved on the balance of probabilities that they have committed a grave breach of school discipline or a serious criminal offence. Permanent exclusion is reserved for the most serious breaches.

#### 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.

- 9.4 Removal or exclusion sanctions will form part of the pupil's school permanent disciplinary record, but will not usually be used in references.
- 9.5 If a pupil is withdrawn from the School before the conclusion of these disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the parents if necessary, and to make a finding. The School reserves the right to refer to such disciplinary action in references provided for the pupil.
- 9.6 The School's aim is to deal with disciplinary matters sensitively and with due respect for the privacy of any individuals involved. Pupils and their parents must treat as confidential any information communicated to them in connection with an investigation or disciplinary matter. A pupil and/or their parents must not make electronic recordings of any meeting conducted under this procedure and doing so may be treated as a separate disciplinary matter. The School may take steps to protect the identity of witnesses if we believe their identity should remain confidential.

## **10 Parental involvement**

- 10.1 The School seeks to work in partnership with parents over matters of discipline, and it is part of the parents' obligations to the School to support the school rules.
- 10.2 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police, social care or children's services, if they are involved.
- 10.3 Parents will also be notified of disciplinary sanctions for minor breaches of discipline and may be contacted to discuss the matter if it is considered appropriate to do so.

## **11 Safeguarding**

- 11.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Safeguarding issues can manifest themselves via peer on peer abuse. This includes, but is not limited to:
- bullying (including cyber-bullying);
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment;
  - sexting (also known as youth produced sexual imagery); and
  - initiation / hazing type violence and rituals.



11.2 The School's policy and procedures with regard to peer on peer abuse are set out in the School's *safeguarding and child protection policy*. If behaviour and discipline matters give rise to a safeguarding concern, the procedures in the *safeguarding and child protection policy* will be followed).

## 12 **Corporal punishment and Use of Force**

12.1 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 pupil'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.

12.2 There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of force by staff must 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>.

12.3 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.

12.4 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.

12.5 Force will not be used as a punishment.

12.6 The School acknowledges its legal duty to make reasonable adjustments for pupils with a disability or special educational needs. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to aim to reduce the occurrence of challenging behaviour and the need to use reasonable force.

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

## 13 **RECORDS**

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

- Upper School - in the Behaviour Management 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.
- 13.2 The records of sanctions for serious misbehaviour are reviewed regularly so that any patterns in behaviour can be identified.
- 13.3 All records created in accordance with this policy are managed in accordance with the School's *records management policy* and *records retention schedule*.
- 13.4 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's *data protection policy for staff, governors and volunteers* and *information security and sharing data guidance*, which are contained in the *data protection and information security handbook*.
- 13.5 Overall statistics are made available to the Independent School's Inspectorate (ISI) on an annual basis and are monitored by governors.
- 14 UNFOUNDED OR MALICIOUS ALLEGATIONS AGAINST STAFF**
- 14.1 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.
- 14.2 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.
- 14.3 An allegation is malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate attempt to deceive.
- 15 RISK ASSESSMENT**
- 15.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 15.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 15.3 The Upper School Head, Prep School Head or Pelican School Head, as appropriate, has overall responsibility for ensuring that matters which affect pupil welfare in each school are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

15.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Deputy Head (Pupils), Prep School Deputy Head or Pelican School Deputy Head, as appropriate, who has been properly trained in, and tasked with, carrying out the particular assessment

## 16 GOVERNORS' REVIEW

16.1 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 and removal: review procedure* which can be supplied to the parents on request. A copy is also available to parents and guardians on PersePortal.

16.2 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.

16.3 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 *complaints policy*, a copy of which is available on the School's website or on request from the Head's office.

## 17 VERSION CONTROL

Date of adoption of this policy	4 <sup>th</sup> September 2019
Date of last review of this policy	3 <sup>rd</sup> January 2019
Date for next review of this policy	January 2020
Policy owner (SLT)	Upper School – Deputy Head (Pupils) Prep School – Deputy Head Pelican School - Head
Authorised by	Sir David Wright On behalf of the Board of Governors
Circulation	Governors / teaching staff / all staff / parents / pupils [on request]  Published on the School's website and PersePortal and available from the School Office on request
Status	Complies with the Education (Independent School Standards) Regulations 2014 (SI2014/3283)

## ANNEX 1 - 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). The tutor also receives a copy of the merit and is encouraged to congratulate their tutee.
- Recommend the pupil for an end of year prize.

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 combined form prizes linked to overall merit totals and the Lower School award additional individual prizes.

4. **Mention/Award in Assembly**

The Head, Deputy Heads, Section Heads and Heads of Year 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.

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.

9. **Recognition in Sectional Newsletter**

Each section sends our periodic mailings to parents. These include messages to recognise achievements of groups or individuals

## ANNEX 1 – 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

Pupils 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 pupil 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, pupils are presented with a special certificate to mark this achievement.

### 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 pupils, 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 pupils 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 group), **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.

## **ANNEX 1 – PERSE PELICAN SCHOOL REWARDS**

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

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

- 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 pupil will later 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 pupil's special achievement.
- Award a Learning Friends sticker or certificate which celebrate the display of good learning characteristics.



## **ANNEX 2 – 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 or detention: for pupils who have failed to produce homework by the time agreed or for minor behavioural offences.
5. School based community service or imposition of a task (e.g. helping clear up the lunch hall, picking up litter or tidying a classroom).
6. 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.
7. 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 sanction. These guidelines are set out in the Teaching Staff Handbook and in an additional school rules guidance document for staff. 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. The Head sees all pupils who have been given a Saturday Detention at break on the preceding Friday.

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.

### **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 (pupils)*.

## ANNEX 2 – 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

Pupils can be given a **Friday**. 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** can be awarded in conjunction with a Strike, or as a stand-alone measure. The **Friday** 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. Strikes<sup>1</sup>

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).

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<sup>1</sup> 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'.

### 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 pupil, 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 pupil 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 pupil 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 pupil 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 (pupils)*.

## **ANNEX 2 – PERSE PELICAN SCHOOL SANCTIONS**

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, consequently, they 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.

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

The following sanctions are used within The Perse Pelican School, both during the school day, at Club Pelican 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. Visit to the Head or Deputy Head
7. Removal from peers at playtime, mealtime or lessons.

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 pupils to calm down and reflect. It enables pupils to think about their actions and make changes before returning to their activities.

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

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

### **Pelican Behaviour in Clubs and Club Pelican Holiday Club**

The opportunity to attend clubs at the Pelican is a privilege. Pelican Behaviour is expected at all times.

Initial sanctions for misbehaviour are the same as in class. A minor incident or one off inappropriate or silly behaviour should trigger the usual Pelican Behaviour consequences:

1. Give an initial verbal warning
2. 1 minute time out
3. 2 minutes time out - Parents informed by club staff or via class teacher. Following 2 minutes time out Club Staff issue a Yellow Card
4. Yellow Card - Parents and Pelican staff informed either by club staff or via class teacher.

The Clubs Co-ordinator will be informed of pupils who regularly require time out and anyone who receives a Yellow Card. Yellow Card incidents will always be followed up by Club and Pelican staff.

More serious incidents automatically trigger the Yellow and Red Card system.

\* Yellow Card - Parents and Pelican staff informed either by club staff or via class teacher

For a severe incident Club Staff issue a Red Card:

- \* Red Card - The pupil should be sent straight to the Head.
- \* Parents will be informed by the Head.

If a pupil is issued with two Yellow Cards during the term this automatically equals a Red Card. For a Red Card the pupil will be unable to continue to attend those clubs for that term and their entire clubs provision, including any other clubs they attend, will be reviewed by the Head and Clubs Co-ordinator for the rest of the academic year.

Should Yellow or Red Cards be issued during Club Pelican, the Club Leader will contact the designated SLT member who will contact the parents and support holiday club staff. If a pupil receives 2 yellow cards or 1 red card they will be unable to continue to attend Club Pelican for the remainder of that particular holiday club period ie for up to 5 weeks during the Summer Club Pelican or to the end of the week for the Christmas or Lent Club Pelicans.

### **ANNEX 3 – INVESTIGATIONS INTO SERIOUS BREACHES OF DISCIPLINE (AS DEFINED IN SECTION 9 OF THE POLICY ON BEHAVIOUR AND DISCIPLINE)**

- 1 The Head will appoint a senior member of staff to carry out an investigation.
- 2 Parents will be informed as soon as reasonably practicable after it becomes clear that the pupil may face disciplinary action for a serious breach of discipline, unless the School is prevented from doing so by the police and/or social care if they are involved.
- 3 An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- 4 The School will usually report to the police any activity which it reasonably suspects may amount to criminal activity. Sexual offences will generally be reported to the police immediately, including in cases where a pupil is suspected or alleged to have committed the offence. Other external agencies may also be notified where appropriate to the facts.
- 5 A pupil may be excluded from the School while a complaint is being investigated or while an investigation is on hold (see paragraph 8 below). Should an exclusion continue for a period of more than five school days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. The Deputy Head (Pupils) or the relevant Section Head or Head of Year will co-ordinate these arrangements with the pupil's parents or guardians. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be offered a segregated arrangement on school premises.
- 6 A pupil's space, belongings (including mobile electronic devices) and/or IT accounts may be searched during the course of the investigation. See the School's separate *searching and retention and disposal of confiscated items policy* for the School's policy on searching and confiscation and the School's *acceptable use of ICT policy for pupils*. If necessary, the police will be called.
- 7 If the pupil is to be interviewed as part of the investigation, arrangements will be made for him/her to be accompanied by a member of staff of his/her choice and/or by a parent (if available at the relevant time). Minutes of the interview will be recorded in writing by the interviewing member of staff. The pupil may be asked to confirm any statement made or minutes taken to be true and accurate.
- 8 It may be necessary to delay an investigation or put it on hold, for example where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils affected by the allegations under investigation.
- 9 The outcome of the investigation will be reported to the Head. If the findings of the investigation identify there may be a case to answer for a serious breach of school discipline for which permanent exclusion and/or required removal is a possible sanction, a disciplinary meeting will be held in accordance with the procedures in Annex 4 of this policy. Where the findings of the investigation identify there may be a case to answer for a breach of school discipline for which permanent exclusion and/or required removal is not a possible sanction, the appointed investigator may impose a sanction.

## **ANNEX 4 – DISCIPLINARY MEETING WITH THE HEAD**

### **1 Attendance**

- 1.1 The pupil and his/her parents (if available) will be asked to attend the disciplinary meeting with the Head. The pupil may also be accompanied by a member of staff of his/her choice, legal representation is not permitted.
- 1.2 The person or persons who undertook the investigation will be in attendance to explain the circumstances of the complaint and their investigation, and an additional member of staff will be present to minute the meeting.
- 1.3 If the parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Head so that appropriate arrangements can be made.
- 1.4 If a parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the parent can be involved, remotely if necessary, with the disciplinary process and their child's education.
- 1.5 In complex cases, or cases involving multiple pupils, the Head reserves the right, at his/her discretion, to arrange for a governor and/or a Deputy Head to assist in hearing the case.

### **2 Meeting**

- 2.1 Documents available at the disciplinary meeting with the Head may include (but will not be limited to):
  - a statement setting out the allegations regarding the pupil or, where applicable, the parents;
  - written statements and notes of the evidence supporting the allegations, and any relevant correspondence;
  - the investigation report;
  - a summary of the pupil's school file;
  - the relevant school policies and procedures; and
  - victim impact statements if relevant and available.

These documents will usually be made available to pupil and his or her parents at least 24 hours prior to the hearing.
- 2.2 Any documents considered at the disciplinary meeting may be redacted or a summary provided for reasons of confidentiality and/or data protection.
- 2.3 Pupils and/or their parents will be given an opportunity to submit a written statement prior to the disciplinary meeting. Such statements should be submitted at least 24 hours before the meeting.



- 2.4 The Head will consider the allegations and the evidence, including statements made by and/or on behalf of the pupil or, where applicable, the parents.
- 2.5 The pupil and his/her parents will have an opportunity to state their side of the case.
- 2.6 The Head will inform the pupil and his/her parents of the range of disciplinary sanctions which the Head considers are open to him/her if the allegation, complaint or rumour is sufficiently proved.
- 2.7 Unless the Head considers that further investigation is needed, he/she will close the meeting and inform the pupil and the parents that they will be notified of his/her decision in writing.

### **3 Decision**

- 3.1 The Head will consider whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities. The pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil.
- 3.2 The Head may permanently exclude or remove a pupil or impose any other sanction he/she considers to be appropriate in accordance with this policy.
- 3.3 The Head will usually notify the parents of his/her decision in writing, with reasons, within five working days of the disciplinary meeting, provided further investigation is not required. If further investigation is required the Head will try and conclude matters as soon as is reasonably practical.
- 3.4 A decision to permanently exclude or remove a pupil shall take effect from the date of the Head's letter confirming his/her decision.

### **4 Review**

- 4.1 The parents or the pupil may request a review of the Head's decision to permanently exclude or remove a pupil from the School. The request must be made within five working days of the date of the Head's letter confirming his / her decision.
- 4.2 If such a request is made, the pupil shall remain excluded until the review has taken place and either the sanction is upheld or a reconsidered decision made.
- 4.3 See the Permanent Exclusion and Removal: Review Procedure for further information about requesting a Review and the detail of the procedure.

### **5 Leaving status**

- 5.1 If a pupil is permanently excluded or removed, his/her leaving status will be one of the following: permanently excluded, removed or, if the offer is made by the Head and accepted by the parents, withdrawn by parents.
- 5.2 Additional points of leaving status may include:
  - the form of letter which will be written to the parents and the form of announcement in the School;
  - the form of reference which will be supplied for the pupil;

- the entry which will be made on the school record and the pupil's status as a leaver;
- arrangements for transfer of any course and project work to the pupil, his/her parents or another school;
- whether (if relevant) the pupil will be permitted to return to school premises to sit public examinations;
- whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;
- whether the pupil will be entitled to leavers' privileges;
- the conditions under which the pupil may re-enter school premises in the future; and
- financial aspects: payment of any outstanding fees and extras; refund of prepaid fees.