

Policy on Denstone College Discipline & Policy on Exclusion

This policy applies to all College pupils, including adult pupils.

The College aims to foster Happiness, Confidence and Achievement in its pupils.

- In order to achieve this, a three-way relationship between Pupils, Parents and Staff is developed and encouraged.
- Part of the all-round development of pupils is the building of self-discipline and a moral code.
- A structured system of rewards and, if necessary, sanctions is also in place.

The School system enables the needs of different age groups to be met in respect of the above points. The approach to discipline is tailored specifically for each School.

The College's Personal, Social and Health Education (PSHE) programme also supports the approach to College discipline, as does work done in tutorials.

In the Prep (& EYFS)

We encourage the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment (see Prep Behaviour & Relational Policy)

Sanctions for breaches of discipline that do not merit exclusion

We have a clear and consistent pathway and supporting scripts to promote desired behaviour and appropriately address undesired behaviour.

Gentle approach – use child's name, eye contact, provide space, deliver message ideally from the side.	
<p>1. Reminder - When expectations aren't being followed. A low-key, check-in with the pupil.</p>	<p>A reminder of the three simple rules (ready, respectful and responsible). Delivered privately, wherever possible give take-up time for pupil to absorb what has been said.</p> <p>i. I noticed you (noticed behaviour) ii. I need you to be/Our rule is/What do you need to do to? iii. Thank you.</p> <p>E. g.</p> <p>i. I've noticed that you're running down the corridor. ii. Our rule is to be responsible and walk. iii. That's how we do it at The Prep. Much better.</p>

<p>2. Caution</p>	<p>A clear verbal caution given in private wherever possible, making the child aware of their behaviour and what they need to do to change it.</p> <p>i. Pause, listen, reflect ii. Remind them of previous good effort iii. Repeat above mantras iv. Provide take up time v. Return to notice improvement</p> <p>E.g. Child refuses to sit down.</p> <ul style="list-style-type: none"> • You sat beautifully in English this morning. I was so proud. • I need you to sit down & face the front. • Our rule is..... • Move away & give the child time to make a good choice • I'm so impressed by how you are sitting now. Thank you. That's how we do it at The Prep.
<p>3. Last chance</p>	<p>Deliver the micro-script privately to give a final opportunity to engage.</p> <p>(1). I have noticed you are.... You have chosen to..... Do you remember yesterday when you were brilliant.... That's what I need to see today.... Thank you for listening....(give take up time) 2). I have noticed that you.... I need to see you.... I expect.... I know you will....as I have seen you do it before. Thank you for listening (give take up time)</p>
<p>4. Time Out & follow-up</p>	<p>Deliver the micro-script which will involve the child receiving some sort of consequence, e.g. 2 mins outside the classroom as time for the child to calm down, breath, look at the situation from a different perspective and compose themselves/work at another table/complete work at home/walk with duty staff for 2 mins if in playground.</p> <p>i. I noticed you've chosen to (noticed behaviour) ii. Remember our rule..... iii. Because you have chosen to..... you now need to (work at another table, stand outside for 2 mins, see me at the end of the lesson, complete work at home) iv. If in playground – you now need to stand with me to calm down/sit on the time out bench, have some time out to reflect & so no one gets hurt. v. I will speak to you at the end of the lesson for 2 minutes.</p> <p>E.g. I have noticed that you have chosen to use rude words. "Remember our rule about being respectful.</p>

	<p>You have now chosen to go and sit in the quiet area. I will come and speak to you in 2 minutes. Thank you for listening.”</p> <p>Do not describe child’s behaviour to another adult in front of the child.</p> <p>Any behaviours that reach stage 4 should be recorded on CPOMS and form tutors should be informed.</p>
<p>5. Consequence & repair</p>	<p>If the behaviour in the classroom continues following stage 4, then the class teacher can send the pupil to another classroom to work. The teacher in the buddy classroom will ask the pupil to work at the back of the class quietly. Once the buddy teacher feels the pupil has calmed down and is ready to return to their own classroom, then they can send them back. The original class teacher will follow this up by completing a restorative conversation (Appendix A) with the pupil.</p> <p>If the behaviour occurs when outside at breaktime, the member of staff on duty should follow the above stages. If the behaviour continues, the pupil should have 5 mins sitting on the time-out bench & then a restorative conversation (appendix A) when they return into school. The member of duty staff should record the behaviours on CPOMS & inform the form tutor & teacher who is signing the class out that evening.</p> <p>Sometimes you may feel, using your professional judgement, that a member of the Senior Management Team needs to be part of the follow up due to the serious nature of the behaviour. This could be:</p> <ul style="list-style-type: none"> • Where steps 1 – 4 have been applied consistently and the child’s behaviour is not improving. • Where a child’s behaviour is impacting the safety and/or wellbeing of other children or staff members. • Occasions where staff request the support of a colleague to remove a pupil from the learning environment. In these situations, the aim should always be to help the pupil to self-regulate and to return them to learning as soon as this is possible. <p>In these situations, SMT should have a follow up restorative conversation (Appendix A) with the pupil as soon as possible before the next lesson/session to discuss their behaviour, help the pupil understand the impact of their behaviour on themselves & others, work out ways to repair the damage caused & help stop the behaviours occurring again. Remember, it isn’t the severity of</p>

	<p>the consequence, it's the certainty that this follow up will take place that is important.</p> <p>For stage 5 behaviours, parents should be communicated with by the Form Tutor to share the behaviour that is causing concern and if deemed necessary, a meeting should be held to discuss the concerns raised and possible strategies to support/signpost interventions if appropriate. The Head of Learning Support may attend these meetings if it is felt that behavioural concerns may be due to a SEND. Concerns and outcomes of parent meetings should be shared with the Head & Assistant Head (Wellbeing).</p> <p>Any behaviours that reach a stage 5 will be recorded on CPOMS & communicated with parents/carers.</p>
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More serious misdemeanours are reported directly to the Head of Prep and may lead to a consequence (e.g. loss of break time, cleaning up damage) without following the steps above. A restorative conversation with the Head of Prep will also take place. Further consequences of persistent poor behaviour may result in withdrawal of free-time, or the missing of a school event such as a trip.

Exclusion on a temporary basis (Suspension) may be necessary for serious indiscipline, or less serious offences, where repeated punishment has proved ineffective. The Head of Prep may suspend a pupil "internally", for a period of between 24 hours and three days for very serious matters. If suspension is ineffective, the school may be forced to suspend the pupil externally, requiring them to leave the school for a fixed period of time which would usually be between 24 hours and three days.

Permanent Exclusion

This is seen as a last resort and will only be used if, in the event of an accumulation of offences, all other strategies have failed. Some extremely serious offences might merit exclusion directly.

Exclusion will be at the Head's discretion. In addition, permanent exclusion would be discussed with the Chair of Governors. Parents have the right to appeal the decision and any appeal should be made in writing to the Chair of Governors within 7 days to Governors@denstonecollege.net

In the College

Pupils are expected to respect people, property and the College environment. No pupil has the right to make another pupil unhappy.

College regulations are published on the College Website. Included in the regulations is advice on personal welfare, rewards, where to find help and who to turn to if necessary, dress and appearance, health and safety, including fire regulations, sanctions, and the complaints procedure for pupils. The regulations are also available from the Head's secretary on request.

Sanctions

Most pupils behave according to the standards expected at the College. Sometimes it may be necessary to remind a few pupils of these standards and to help and encourage them to behave accordingly.

Sanctions or punishments are usually only used following a warning. They include:

- Being placed on report. A report card is taken to each lesson with targets set. There are three tiers to the report card system: Tutor report, Head of House/Housemaster/Housemistress report and Senior Master report.
- Academic Detention and Conduct Cards which must be signed by the Head of House (day pupils) or Housemaster/Housemistress (boarders) before completing the detention or work set.
- Extended Detention (Wed & Sat 4.00-6.00pm). This may be issued if three Academic Detentions or three Conduct Cards are received in one half term. Pupils may also be given an Extended Detention for more serious misdemeanours such as deliberately missing lessons, activities or games.
- Deputy Head(Pupils)and Head's Punishments, for serious breaches of College regulations. These may involve a combination of community based tasks and/or Extended Detention.
- Exclusion from College.

NB Group punishments are not acceptable and are not used unless it is clear that a whole group of pupils has broken College regulations. They are not used to establish individual responsibility as this would also be punishing innocent pupils. There may of course be occasions when staff need to speak to whole groups in order to discuss or investigate an incident.

Exclusion from College on a temporary basis (Suspension) may be necessary in the event of a serious breach of regulations. This could include theft, violent conduct, possession or use of illegal drugs, bullying or an accumulation of less serious incidents such as persistent smoking.

Parents and/or guardians are informed of a suspension as soon as possible.

Suspensions are usually for a short period (a few days) and additional sanctions may apply on a pupil's return to College.

Suspension may be accompanied by a final written warning of permanent exclusion.

Permanent Exclusion is used as a final option if there is a serious breach of College regulations following a written final warning or if the breach of regulations is considered serious enough to move immediately to that level.

Exclusions are decided on by the Head, in consultation with senior staff as required such as the, the Deputy Head Pastoral, Deputy Head (Pupils) and a pupil's Head of House or Housemaster/Housemistress. In addition, permanent exclusion would be discussed with the Chair of Governors. Parents have the right to appeal the decision and any appeal should be made in writing to the Chair of Governors within 7 days to Governors@denstonecollege.net

Restraint

It is extremely unlikely that a member of staff would need to physically restrain a pupil although the law allows for the use of reasonable force in certain circumstances.

Denstone College policy concerning the restraint of pupils by staff has been drawn up following the DfE's guidance 'Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies July 2013' and Keeping Children Safe in Education 2024.

Denstone College recognises that the Education Act 1996 forbids corporal punishment. Section 93 of the Education and Inspections Act 2006 allows teachers to use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

The Children Act of 1989 has been commonly misinterpreted to mean that any physical contact with a child is unlawful. This is not the case. Where necessary reasonable force can be used to control or restrain pupils. For further information see the Restraint Policy.

Discipline Problems

Pupils will make mistakes and it is important to recognise that once these have been dealt with, the aim is to move forward rather than dwell on previous errors. Denstone College is of course required to maintain records concerning pupils and these include disciplinary records.

The investigation of alleged disciplinary misdemeanours is conducted as professionally as possible. As well as discussing an incident with those directly involved, other pupils and/or adults present would also be involved. Wherever possible the facts are established and agreed by all those involved before decisions are made concerning sanctions if necessary.

As a general rule, parents would not be contacted over every small error such as problems with school uniform, isolated loss of temper or uncharacteristic poor conduct. Parents would however be contacted if these were repeated and if more serious problems occurred. For example, parents are informed as a matter of routine in the event of pupils being found bullying, smoking, drinking alcohol, being in possession or under the influence of illegal drugs, stealing or if any restraint or physical intervention has been necessary. It may also be necessary in some of these circumstances to inform the Police and/or other relevant authorities such as Social Services.

Records of sanctions in The Prep are kept in a consequences folder which is kept in the staffroom, & sanctions & pastoral information is stored in CPOMS. Records of rewards and sanctions in the College are kept on iSAMS (the management information system employed at Denstone College) and Pastoral information is stored on CPOMS (the pastoral management system employed at Denstone College). In addition to this, a major sanctions spreadsheet is kept. The Deputy Head Pastoral reviews this at least three times a year.



Policy last reviewed Jan 25 GAJ ES
Next review Aug 25 GAJ ES

Terms and Conditions

Having been offered a place at Denstone College for their child, parents will have read the 'Terms and Conditions' within the Acceptance form, of which parents receive two copies. Particular attention is drawn to the paragraph on Disciplinary Procedures.

Further Information

This policy is written with regard to non-statutory advice "Behaviour in Schools" (2022) and should be read in conjunction with the College's policies on Safeguarding, Restraint, Searching Pupils and Behaviour.

Denstone College recognises its duty to promote and safeguard the well-being of its pupils and to pay due regard to the Equality Act 2010 in order to make reasonable adjustments when dealing with pupils with special educational needs and disabilities.