

KINGSMEAD SCHOOL HOYLAKE TRUST LIMITED
Including Early Years Foundation Stage

Discipline and Exclusion Policy
(EYFS, Infants, Juniors and Boarding)

Summary

This policy has been produced in line with Department for Education statutory guidance 'Behaviour and Discipline in Schools' Feb 2014, Keeping Children Safe in Education (DfE), The Early Years Foundation Stage Statutory Framework April 2017, Equality Act 2010, Improving Spiritual, Moral, Social and Cultural Development of Pupils (SMSC) (Non Statutory guidance Nov 2013) and should be read in conjunction with Kingsmead School's policies on Behaviour, Pupil Restraint and Searching policies.

Governors

It is the governors' role to ensure that good behaviour and discipline on the part of pupils are pursued in Kingsmead School and they will from time to time review the policies designed to promote such behaviour in consultation with the Head, staff, parents and pupils and with regard to current legislation and statutory guidance.

Philosophy

- The EYFS, Infant and Junior Departments keep at their heart the Christian ethos of the school and will always endeavour to teach, model and uphold exemplary standards of behaviour towards others.
- We have high expectations of behaviour at Kingsmead, based on mutual respect and quality relationships. In particular, we will not tolerate bullying of any sort and follow a stringent whole-school policy on 'Bullying' (separate document) and actively promote good behaviour (See Behaviour Policy).
- We believe that children inherently want to behave well, please others and be aspirant. To this end, we seek frequent opportunities to acknowledge and reward pupils displaying those qualities.
- We believe that children benefit from gaining opportunities to have 'responsibilities' and that such responsibilities help them develop maturity, self-esteem, a sense of community and a deeper appreciation of responsible behaviour. To this end, we seek opportunities to allocate responsibilities to children, at an appropriate level, as they progress through each department.
- We acknowledge that children sometimes follow ill-guided judgements and paths and that clear disciplinary measures are required for such instances, in order to guide and educate children to choose wiser options in future dilemmas.

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Procedures And Guidance

- EYFS children are rewarded with Golden Time on a Friday afternoon.
- Years 1 and 2 are rewarded with stickers for star charts. When the chart is completed the child receives a small gift as a reward. Pupils are also awarded stickers to wear to celebrate positive behaviour or work.
- In Years 1 and 2 award certificates are presented during assembly on Monday mornings.
- From Years 3-6, on a daily basis, children are rewarded through the House system. We have three 'Houses' – Hilbre (green), Ness (red) and Royden (blue). Every child is allocated to one of these Houses and given a 'House badge' to wear on their blazer (siblings are put into the same House).
- Children are awarded 'House points' throughout the week for school work, homework, helpful deeds and good contributions. 'House points' are collected in clas. Each pupil collects points for their house and as an individual each week. Pupils record their own housepoints giving them a sense of responsibility..
- Each House has a 'House Captain' (selected from Year 6). House Captains count the House points on a weekly basis and the appropriate coloured ribbons are tied onto our weekly 'House Cup', which is on display on our junior landing area.
- The Junior House Cup is awarded annually at our Prize Giving Service, the winning House being the one which has accrued the most House Points over the entire academic year.
- Additionally, children compete for their Houses in 'inter-House' matches and galas and on our annual Sports Day.
- Individual children's achievements (in both academic work and behaviour standards) are acknowledged and rewarded on a weekly basis. Every week we hold a special 'assembly' where 'Star of the Week Awards' are issued and celebrated. Each Form Teacher awards one or two certificates each week, one for excellent work and/or the other for excellent citizenship. These children are awarded a certificate.
- For exceptional academic work, 'Golden Page Awards' are nominated by Form Teachers and presented in a personal interview with the Headmaster.
- Within all forms, children are allocated responsibilities on a rota basis. This may be formalised, with nominated children given named 'tasks', or more informal, with children allocated tasks on a daily basis. Teachers encourage children to see such responsibilities as an honour and a privilege, and to adopt a committed approach to such tasks with this in mind. When managed well, this inherently supports the development of strong citizenship and leadership skills within the children.
- From Year 3 upwards, 2 members of each form are nominated as members of the School Council and Food Council, thereby generating a sense of shared responsibility for and pride in maintaining a positive school community.
- Further guidance on the 'Code of Conduct', with its inherent rewards and sanctions systems, is issued annually to all children in the Junior Department. This guidance document is signed by the child and a parent and returned to school for filing.

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Sanctions and Discipline

With small class sizes, we develop high quality relationships with our children and can thus offer very secure pastoral care. Good behaviour standards are nurtured and expected. However, when poor behaviour occurs, sanctions are delivered as a consequence. The needs of pupils with SEND are always taken into account when implementing rewards and sanctions. This policy relates also to misbehaviour outside school, e.g. taking part in any school organised or school related activity, travelling to and from school, wearing school uniform or in some other way making a pupil as identifiable as belonging to Kingsmead School. Misbehaviour at any time that has repercussions on the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. These will vary according to the severity and frequency of the poor behaviour, and may include:

- Discussion with and counselling of pupils involved, to aid understanding of poor choices
- SEN-pupils are disciplined on an individual basis taking into account the individual pupil needs.
- In all cases of 'poor behaviour', Form Teachers or the Head of Department will discuss the issues with parents as soon as possible after they occur, and keep them informed of any further developments
- Poor behaviour which has negatively affected others is likely to lead to breaktime or, after consultation with parents, after school detentions
- Letters of apology will be asked to be written by perpetrators of poor behaviour which has negatively impacted on others, as a means to seek reconciliation
- Internal suspension (where the child spends part or the whole of the day excluded from their own classmates) may result after more serious or repeated misdemeanours
- External suspension (where a child spends one or more days out of school and care arrangements are made by parents) may result after very serious or repeated misdemeanours
- In very rare cases a multi – agency assessment will be considered for pupils who display continuous disruptive behaviour
- In very rare cases of consistently unacceptable behaviour, and after a series of previous 'deterrent' sanctions, a child may be asked to leave the school
- The Headmaster will consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator (L.A.) of the actions taken against a pupil. Also, Kingsmead School will pay due regard to its safeguarding policy
- Within the framework of the school curriculum (particularly PSHEE, RE and Assemblies), children are encouraged to reflect on the myriad of issues which affect and inform behaviour choices. All of these opportunities, linked with our close pastoral support framework, encourage children to develop healthy self-esteem, respect and manners for others and the desire to make considerate behaviour choices

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Exclusion and Expulsion

In the event of serious misbehaviour, matters are referred to the Headmaster.

Serious breaches of discipline can result in exclusion or expulsion.

Exclusion is applied for serious breaches of school rules and expectations.

Only the Headmaster or his designated representative may exclude a pupil.

This may occur in two forms:

1. Fixed-term exclusion - a pupil is excluded from the school for a defined period as a warning of the need to re-assess his/her behaviour. This is recorded on a pupil's disciplinary record and in the sanctions for serious misbehaviour book.
2. Internal or external suspension of a pupil pending an investigation of a rumour or complaint concerning him/her. This is a neutral (not disciplinary) measure to allow an investigation, and may also be taken for the good of the pupil by separating him/her from immediate school pressures.

The Headmaster will make any such decision in consultation with senior staff.

The Headmaster will explain the matter to parents. There is no right to formal review of decisions to suspend, but parents may ask the Headmaster to reconsider.

Expulsion - in the case of serious offences the Headmaster may require a pupil to leave the school. Before making this decision the Headmaster will have consulted the Chairman of Governors or his representative. Parents must be made aware that they can seek a Governors' Review.

Permanent Withdrawal

Withdrawal of a pupil - for a breach of discipline which did not justify expulsion, but makes it impossible for the pupil to remain, the Headmaster may request parents to withdraw a pupil. A consultation with parents will take place, to discuss leaving status and to provide help in finding a fresh start. If parents accede to this request, there will be no fees in lieu of notice. The fees/extras up to and including the end of the present term remain payable (without remission for unexpired weeks).

Required removal - following consultation, the Headmaster is satisfied a pupil must leave, but parents refuse to withdraw the pupil. The Headmaster is entitled to suspend (or to continue suspension) and to inform parents that consideration will now be given to formally requiring the pupil's removal. The Headmaster will set the timescale (e.g. 3 days) for his decision.

The Headmaster will inform parents that if he comes to the conclusion that the child must be removed, the parents will be entitled to a review by Governors. However, they must realise that, if the decision is upheld, leaving status may be affected (and there may be financial consequences). When requiring removal the Headmaster should state:

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- The facts found.
- Reasons for the decision.
- The pupil's leaving status.
- The financial position.

If parents request a Governors' review they should put this request in writing to the Chairman of Governors without delay. Following receipt of the letter from parents, the review should take place normally within 7 days.

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