



Rewards and Sanctions, Discipline and Exclusion Policy

Sections

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1 Rules

At Manor House we have a set of Golden Rules that are used and displayed across the School. These are specific dos and don'ts and apply to everyone at our school.

Do...	...be gentle ...be kind and helpful ...work hard ...look after property ...listen to others ...be honest
Don't...	...hurt anybody ...hurt people's feelings ...waste your time or anyone else's ...waste or damage things ...interrupt ...cover up the truth

We work hard to ensure these rules are understood and enforced consistently throughout our School. We strive to help children understand that these rules should be followed because doing so strengthens our School community, rather than rules being followed for fear of punishments.

The aim of our approach to discipline is to instil a sense of right and wrong which will guide children towards a pleasant and popular nature. Disciplinary action should therefore always be fair, rational, timely and understood by the child if it is to be effective.

In addition to our Golden Rules, there are also some specific rules that relate to certain school situations (such as walking in school, remaining under the supervision of a member of staff, etc.) and these are in place to ensure the safety, health and happiness of all children:

The code of behaviour

- All staff and visitors should be addressed correctly and courteously at all times, accompanied by the word "Sir" or a member of staff's name where appropriate.
- Pupils should always be courteous to each other in speech and behaviour.
- Politeness and good manners are paramount. Pupils should stand in greeting when a visitor or staff member enters the room unless it is deemed inappropriate (e.g. during a practical science lesson where the interruption of an experiment would be undesirable).
- Pupils should walk briskly, but not run, between lessons and always aim to arrive punctually.
- Pupils should line up quietly and in an orderly manner outside classrooms. (Entry is allowed from unprotected areas in inclement weather.)
- When the teacher requests it, pupils should enter the classroom in silence and stand behind their chair until asked to sit.
- At the end of a lesson pupils should wait behind their chair until asked to leave, whereupon they should do so silently and in an orderly manner.
- When moving around the school, pupils should show consideration for others, especially when using doorways.



- Respect must be shown for school buildings and grounds.
- The dropping of litter is not allowed.
- Sweets, biscuits, gum or other food (except fruit or packed lunches) is not allowed within the school grounds or on school transport.
- Respect for others' property should be maintained at all times.
- Pupils should remain 'in bounds' at all times.
- Lending/borrowing other than within school and any form of swapping, buying and selling are not permitted.

Please note that these rules of behaviour run right across the school day and extend to school transport, not least in the interests of safety.

2. Manners

Good manners are very important at our School. All children are expected to behave with respect and courtesy to others, but these values are inculcated from an early age and are never taken for granted.

At lunchtimes, teachers eat with the children so they are able to spend some social time with their forms, as well as ensuring that table manners are appropriate.

3. Rewards

All children are expected to understand and follow the Golden Rules and other school rules, but there are also incentives to encourage them to do so.

The first, and arguably the most powerful, is the use of praise and recognition of high standards of behaviour. This builds self-esteem and reassures children that "quietly getting it right" gets noticed.

The second is the award of House Points or "plus ones" as they are also known. House points serve two purposes. The first is that each term each house's points accumulate towards the termly House Points Cup, awarded to the House with the highest termly total. The second is that each child in the Upper School begins accumulating house points from the start of Form 3 and on reaching 50 house points a child will be awarded their House Colours. This is a coloured bar (house colours) to be worn on their blazer lapel. Children will continue to accumulate house points and be awarded colours bars but on achieving their 200th house point, rather than being awarded a fourth bar, they will exchange their three bars and 50 additional points for a Colours Shield, which is worn on the lapel. Children then continue to accumulate house points for bars and shields in this way.

The third incentive is linked to "Golden Time" (or "Privilege Time" as it is referred to in the Upper School). Each child begins the school week with 20 minutes of Golden Time to look forward to on Friday. During Golden Time children participate in a supervised fun activity such as playing board games, playing with a particular toy, playing on the Fort etc., which will have been chosen earlier in the week. As the week progresses, if a child fails to follow one or more of the Golden Rules, a corresponding amount of Golden time will be lost. Children will have the chance to earn these minutes back but if they fail to do so, they will lose that amount of Golden Time and miss out on part or even all of their chosen activity.



Particular acts of kindness can also be recognised by a member of staff by giving a child a “Special Mention”. This involves the child visiting the Headmaster during Friday’s House Meetings and being congratulated for their thoughtfulness. Special Mentions are often (but not always) transferred to Commendations which are awarded in Open Assemblies.

4. Sanctions

While we strive recognise and reward good behaviour, inappropriate behaviour is addressed firmly. All sanctions are aimed at correcting a child’s behaviour and leading to a happier, safer school community.

4.1 Nursery

The emphasis is on developing a gradual understanding of right and wrong, as well as responsibility. We strive to work very closely with parents/guardians to ensure consistency and sensitivity.

4.2 School

Within the school we have a consequences staircase.

Level 1 - The most common sanction is a simple verbal reprimand. This will typically be for an act of thoughtlessness or carelessness, such as shouting out.

Level 2 - Loss of Golden Time or Privilege Time. This will typically be when a verbal reprimand has been ignored or a child’s behaviour falls short of one of our Golden Rules (e.g. failing to tell the truth, roughness, continuing to shout out). The child’s Form Teacher will be aware of this sanction.

Level 3 – A “Minus One”. This is the loss of a house point and is used when a child’s behaviour falls significantly short of our Golden Rules (e.g. disobeying a teacher’s direct request, inappropriate language). The teacher issuing the punishment completes a form detailing the child’s behaviour and any punishments they have put in place (e.g. detention) this information is then passed to the Headmaster. The Headmaster sees the child to discuss the child’s behaviour and put any further punishment in place. Parents may also be contacted at this stage depending on the nature of the offence and the child’s pattern of behaviour. If a child receives two minus ones in a term, the child loses eligibility for House Colours that term.

Level 4 – A Headmaster’s Punishment is used when a child’s behaviour is in danger of causing suffering to another child or children (e.g. threats of violence, physical intimidation, foul or abusive language), or if there has been a refusal to accept authority and modify behaviour. The nature of the punishment will reflect the offence but examples include tidying duties, missing morning and lunchtime breaks for a week, working in isolation for a day, losing the privilege to represent the School, etc. In such cases parents will be informed of the breach of discipline and the sanction, as well as being invited in to School to discuss the incident(s) and surrounding issues with the Headmaster or, in his absence, the Assistant Head with responsibility for Pastoral Care.



Level 5 – A Fixed Term Exclusion is used when a child’s behaviour results in causing serious suffering to another child or children (e.g. unprovoked or premeditated acts of violence, intimidation, persistent foul language, foul language directed at staff, minor theft or damage), or if there is a continued refusal to accept authority and modify behaviour. In such cases parents will be invited in to School to discuss the incident(s) and surrounding issues with the Headmaster or, in his absence, the Assistant Head with responsibility for Pastoral Care. The length of exclusion will depend on the nature of the offence and the child’s behaviour leading up to the offence.

Level 6 – A Permanent Exclusion is used as a last resort when it is clear that our School is not an appropriate environment for a child. It is used either when previous consequence steps have been implemented but a child’s poor behaviour persists or when an act of behaviour has such serious consequences that the child will be required to leave the School (e.g. sustained violence, bullying, serious theft or damage, etc.). (Please see section 7.5 School Exclusion Policy, below.)

While different levels of sanction and misdemeanour have been outlined above, such incidents are rarely black and white. Therefore, we ask for parents for your support in this important area of school life. Any disciplinary steps are best taken as soon as possible after an offence has been committed as the more time that passes between an offence and an investigation, the more uncertainty creeps in. It is important that children report any concerns or worries as quickly as possible to either an adult in school or a Prefect, who will then alert an adult.

5. School Exclusion Policy

It is a very rare event for a pupil to be excluded from the School but it cannot be assumed that this will never occur and so the School has a policy and procedure in place. As a general principle, exclusion of a pupil will only be considered as a last resort when a range of other strategies has been exhausted.

5.1 Exclusion for a One-off or First Offence

A permanent exclusion for a one-off or first offence will only be considered in the most serious circumstances. These might include:

- Where there has been serious actual or threatened violence against another pupil or member of staff
- Sexual misconduct
- Any act that has significant implications for the health and safety of others at the School or is unlawful (e.g. carrying an offensive weapon, supply or use of illegal drugs, inappropriate use of ICT)

5.2 Other Reasons for Exclusion

This list is not exhaustive, but reasons might include:

- Serious and persistent breaches of the School’s discipline policy
- If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School
- Behaviour outside School where there is a clear link between the misconduct in question and the promotion of good behaviour and discipline on the part of the School’s pupils



5.3 Non-Payment of School Fees

As an independent school Manor House School's income is derived from the fees paid by parents, guardians or others on behalf of the pupils. Failure to pay outstanding school fees could lead to the withdrawal of a place from the School roll. Once fees are in arrears, withdrawal of a place is entirely at the School's discretion. It would be unusual for a pupil to still be in attendance at the School at a point where solicitors have been instructed to recover a debt.

Withdrawal of a place in these circumstances is not included within this Exclusion Policy & Procedure but forms part of the financial management of the School and the contract between parents/guardians/others and Manor House School.

5.4 Authority to Make a Decision

Exclusion is such a serious step that only the Headmaster has the authority to exclude a pupil.

5.5 Before Reaching a Decision

The Headmaster will undertake the following before reaching a decision about the possible exclusion of a pupil:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the School's Behaviour and Equal Opportunities policies.
- Allow the pupil to give his/ her version of events
- Check whether the incident may have been provoked (this may provide mitigating circumstances)
- Consult others as appropriate

The decision to exclude a pupil is entirely at the Headmaster's discretion taking account of the information available to him at the time the decision is taken. Even though in some circumstances the Headmaster may not be fully satisfied that the allegations have been proven, it may nevertheless be appropriate to exclude the pupil.

The length of the exclusion period is entirely at the Headmaster's discretion taking account of the seriousness of the allegations. He will, however, attempt to make any period of temporary exclusion as short as is reasonably possible.

5.6 Communicating a decision to exclude

The parents or guardians would normally be requested to call in to School for a meeting with the Headmaster. He will use the meeting to advise them of his decision both verbally and in writing. He will also attempt to review with the parents/guardians what can be done to support the pupil whilst excluded and to consider what steps need to be taken to support the pupil on his/her return to School (if appropriate).

If parents are unable or refuse to attend a meeting then they will be advised by telephone and in writing according to the immediacy with which exclusion will take place.



5.7 Support for a pupil who has been temporarily excluded

The School will make every effort to support a pupil who has been temporarily excluded. This will include:

- Setting and marking work whilst the pupil is excluded
- Liaison with the parents/ guardians to prepare the pupil for return to the School
- Planning and implementing a programme of educational arrangements that will best help the pupil's reintegration into the School at the end of the exclusion period.

5.7 What happens when a pupil has been permanently excluded?

The contract between the School and the parent or guardian has been terminated and the School is under no obligation to educate the pupil.

6. **Physical Restraint**

Occasionally, for reasons of safety, a member of staff may need to exercise physical restraint. This will be a very rare event and will only occur in an emergency to prevent personal injury either to a child, other children, an adult or damage to property. Such an incident would be documented and parents will be advised of the circumstances that led to restraint being applied. Staff will always try to use the minimum level of force necessary to protect a child from harming themselves or others or from inflicting damage to property.