



## **Exeter School**

### **Behaviour Management Policy**

**Status:** Approved

**Approver:** SLT

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Exeter School aims to promote high standards for the conduct of pupils within a nurturing, tolerant and safe environment. Through our programme of virtue ethics-based character education, we aim for all in our community to act with kindness and integrity; to be intentionally welcoming and of service; to endeavour and collaborate in class and co-curricular activities; and to inspire and achieve so that all pupils can flourish as individuals and as Exonians.

This policy should be read in conjunction with Exeter School's Parent Contract and Terms and Conditions, and the Anti-bullying policy.

The admission of a pupil is conditional on acceptance of the Exeter School Parent Contract and Terms and Conditions. Parents of pupils who are joining the school will automatically receive a copy of this document prior to the start of the first term. Additional copies are available on request from the Bursary and a copy is available on the school website.



### Behaviour expectations and management - general

In a busy school it is essential that each pupil is clear about their various roles and responsibilities, as well as the expectations of conduct within the school community. The **Exeter School Rules** and **Exeter Junior School Rules** show the behaviour expected from pupils.

Exeter School's rewards and sanctions are explained to pupils when they join the school.

Behaviour expectations are explained and reinforced regularly through the pastoral programme (form time activities, assemblies, house meetings, Personal, Social and Health and Economic (PSHE) education and Character and Practical Wisdom (CPW) lessons.

### Behaviour expectations and management – classrooms and lessons

In addition to an adherence to the school rules it is expected that all pupils will behave to a high standard in lessons, respond positively to instructions and advice provided by teachers and generally ensure that their level of participation in the lesson is of an acceptable standard. Unacceptable behaviour within lessons may result in application of the school sanctions.

Details are given in the **Guidelines for teachers for conduct in the classroom** and **Guidelines for Sanctions in Exeter Junior School** documents.

### Expectations of pupil work

The following comments apply to Exeter Senior School. Expectations for work in the Junior School can be found in the policy document **Guidelines for Junior School staff – presentation of work**.

At Exeter School expectations are high. We seek to develop and encourage pupils to take a pride in all their work and it is the responsibility of all teachers to contribute to this by expecting a high standard of pupil work. The following are the expectations for written work:

- All exercise books, folders and files should be kept in a neat and organised state, free from pictures, slogans or graffiti.
- Each piece of written work should be dated and include a title where appropriate.
- Written work should be completed using a suitable pen.
- Titles should be underlined, and technical diagrams, sketches and artwork should be drawn with suitable pens or pencils and with the aid of a ruler / compasses / protractor as appropriate.
- Use of ICT will be encouraged where appropriate and following guidelines produced by the ICT department and as detailed in the school's **ICT Acceptable Usage Policy**.
- Correct use of spelling, punctuation, and grammar appropriate to age and ability should be encouraged. Further details can be found in the School's **Teaching and Learning policy**.



Staff must be aware of the needs of pupils with specific learning difficulties as listed on the Learning Support Register, and EAL pupils when assessing written work and planning appropriate strategies for lessons. If a pupil is not on this list and staff have concerns about the standard of work being produced, then they may choose to refer the pupil to the Learning Support coordinator for assessment. They should also express their concern to the pupil's form tutor.

### **Expectations for pupil homework**

As detailed in the Senior School **Homework policy** and **Junior School Homework Policy**, Exeter School believes in the value of homework. It is the responsibility of every teacher to set homework regularly (according to the published timetable) and to collect, mark, record and return homework in accordance with these policies.

### **Expectations regarding the use of mobile phones (senior school)**

Many pupils require a phone for travel, communication, etc, but strict rules are in place during the school day for the benefit of pupils' learning and wellbeing.

For pupils in Third Form to Upper Fifth, phones must be switched off and out of sight from arrival on site until departure at or after 4pm. If a pupil needs to use their phone for a legitimate reason at any point during the school day, they must ask a member of staff for permission to do so.

Sixth form pupils may use their phone for a legitimate reason without first asking permission from a member of staff, but it is expected that their phone will ordinarily be out of sight.

**All senior school pupils:** for safeguarding reasons, the use of phones, iPads or cameras is strictly forbidden in toilets and changing room areas (or any area where a pupil might be changing). Phones or iPads must not be taken out of a bag / pocket etc in these areas.

### Filming others

Pupils may film or photograph other pupils on their school iPad with the permission of their peers(s) only if this is part of class project work or homework. Pupils may not film others on a personal device. This includes pupils in the sixth form.

### Communication

When communicating online with other pupils outside of school hours, pupils must be respectful, responsible, and kind. Whilst the School is not responsible for monitoring or 'policing' group chats or communication outside of school hours, it is important to recognise the potentially harmful impact of unkindness and bullying when they occur online, even if outside of school. The School takes a robust approach to bullying and will act in line with our Anti-bullying policy as is necessary. Parents are encouraged to monitor their children's online activity and communication.



### School trips / fixtures

When travelling on a school trip or to a fixture, any use of phones is at the discretion of the staff leading the trip and, if allowed, should be limited (e.g., if a pupil needs to contact a parent regarding pickup).

### Sanctions

Third Form – Upper Fifth pupils who do not follow the rules regarding phone use will be sanctioned. If a pupil is caught using their phone around the school site without permission, the phone will be confiscated until the end of the day; a repeat of this in one term will result in a behavioural detention; and a further instance in a term will result in a School detention and the pupil handing in their phone for 5 days.

If a pupil is caught using their phone without permission in a lesson, they will be given a behavioural detention.

*All pupils:* Any pupil caught using a phone / iPad in a toilet or changing room area will be given a behavioural detention and if there is a repeat of this within the same term, a School detention will be given, and the pupil will be required to hand in their phone for 5 consecutive school days.

### **Expectations regarding the use of mobile phones (junior school)**

Pupils are not allowed to have a mobile phone on them during the school day. Some pupils who travel on the bus carry a mobile phone and, in these cases, they must be handed in to the school office immediately on arrival. Pupils are allowed to pick them up, again from the office, when they then go home on the bus. Any pupil who is found to be using the phone on school premises will be dealt with by the deputy head, a demerit given, and parents informed. When pupils travel on a school bus for fixtures the phone must be handed to the teacher in charge and collected when the parents pick their child up.

## **Rewards**

Teachers expect pupils to exhibit high standards of behaviour in class and around school and to produce work in class or for homework which reflects the school's expectations. Teachers can reward pupils for high quality work, good effort, service, or appropriate behaviour as detailed below:

### **Prizes (Senior and Junior School)**

Academic prizes are awarded annually at Speech Day. They include form prizes which reward achievement, progress prizes, and subject prizes at GCSE and A-Level. In addition, there are several other awards recognising the demonstration of the school virtues, including service, endeavour, collaboration and academic and/or co-curricular achievement. In the Senior School the Head and deputy heads celebrate outstanding performance by meeting successful pupils and by writing individual cards and /or issuing merit certificates. Heads of department and subject teachers might do



the same. Junior School pupils are awarded a “Good Work” for outstanding pieces of work which are then shared with the Head.

### **Merit system (Senior School)**

Merits are awarded to pupils from the Third to Upper Fifth Forms for a wide range of behaviours demonstrating our virtues. This includes rewarding both effort and attainment in work, and neatness, tidiness, punctuality, consistent politeness and courtesy, general helpfulness and co-operation, and setting a good peer group example in making the most out of school life.

Merits are recorded electronically on iSAMS and contribute to the merit cup house competition.

### **Merit system (Junior School)**

Junior School pupils are rewarded with merits for work and character merits for positive behaviour, making good progress, making good choices for behaviour, and meeting specific personal targets. Playtime awards are made weekly for exemplary playground conduct and helpfulness.

## **Behaviour Sanctions**

By signing the Exeter School Terms and Conditions on acceptance of a place at Exeter School, parents understand that behavioural sanctions may be necessary in certain circumstances. If a pupil does not behave or respond appropriately, while in class or on an activity, teachers will try to resolve the problem as part of the normal process of setting standards and expectations, with reasonable adjustment for managing any behaviour which is related to a pupil’s disability. Pupils will be told if the standards are not being met, and appropriate sanctions will be applied.

The school maintains records of behavioural sanctions.

### **Academic Detention (Senior School)**

Academic Detention is daily from 12:55 to 1:25pm in Room 71.

A pupil is put into academic detention using iSAMS for the failure to complete work (usually homework) by the agreed deadline. The aim is that this will result in the problem being rectified on the same day (or at least the next day) with the completed work being given in by the pupil to the teacher.

### **Behaviour Detention (Senior School)**

Behaviour Detention is daily from 12:55 to 1:25pm in Room 71.

A pupil is put into a behaviour detention using iSAMS for disciplinary offences such as failure to obey school rules. Any member of staff can place pupils into this detention.

Attendance at academic or behaviour detention is monitored through iSAMS by the head of year and head of section. Further action is taken/investigation is made if too many detentions are gained by a



pupil within a term period and parents are notified by the head of year. Detention should take precedence over other school activities, though negotiation with staff running sports teams or rehearsals may be necessary. Pupils who receive five or more of these lunchtime detentions in a term will be placed into a school detention.

### **School Detention (Senior School)**

School detention takes place each Wednesday from 4.05 to 5.05pm in Room 71 and lasts one hour. A pupil is put into detention using iSAMS and parents are informed via email.

School detention is reserved for relatively serious offences. Examples of appropriate offences are persistent disobedience or serious misconduct, failure to do another punishment, persistent failure to hand in work or to keep to deadlines.

Detention takes precedence over other school activities, although in exceptional circumstances a detention can be postponed allowing a pupil to participate in a sports event or rehearsal. The weekly duty member of staff supervises this detention.

If a pupil receives three or more School detentions over the course of two terms, they will be given Saturday detention.

### **Saturday Detention (Senior School)**

A Saturday detention may be the consequence of a serious breach of school rules, or the culmination of several incidents of previous misbehaviour.

Saturday Detention takes place on a Saturday morning from 9.30 to 11.30am and parents are informed by letter. The detention is taken by a rota of the deputy and assistant heads, and heads of year. This punishment is only available with agreement of the head of year and senior staff.

If a pupil receives three or more Saturday detentions during a school year, the head of section / deputy head will consider whether temporary exclusion is an appropriate next sanction.

Parents can see detentions on My School Portal and will be consulted if there are concerns about a pupil's behaviour, with the aim of working together to guide the pupil.

### **Saturday Retrieval Programme (SRP) (Senior School)**

Saturday retrieval programme (SRP) is not intended as a punishment but to assist a pupil to catch up with academic work when they have fallen behind. It takes place on a Saturday morning from 9.30 to 11.30 am. Pupils will only be placed in SRP by their head of year or a senior member of staff.



### **Report (support) system (Senior School)**

A pupil may be placed on daily report to support their learning or to help rectify poor work or behaviour by his or her head of year.

1. Parents are informed.
2. The pupil carries a book requiring comment and signature each period.
3. The pupil should place the book on the teacher's desk at the beginning of each lesson.
4. The form tutor checks that the pupil is using the book properly.
5. The pupil reports to the head of year regularly, who reviews progress.

### **Behavioural Sanctions – Junior School**

Minor offences are usually dealt with by a warning or pupils missing part of their lunchtime or break time to reflect upon their actions and discuss ways to improve with the member of staff. However, for more persistent poor behaviour, 'demerits' are given. Demerits are intended to act as a deterrent against both poor behaviour and a lack of effort with schoolwork. Demerits carry twice the weight of merits, counting against House totals when termly and end of year figures are calculated. Demerits are recorded electronically on the school MIS system iSAMS. This allows teachers and the Deputy Head (Junior School) to monitor any children whose work or attitude may be a cause for concern. The teacher will always give the pupil a warning before issuing a demerit in order that there is an opportunity for the pupil to reflect and make the right decision. Three demerits in a term would trigger a meeting between Form Teacher and parents, where the incidents would be discussed and strategies for improvement agreed.

Ongoing misconduct may result in a pupil being sent to the Head of Lower or Upper School, and ultimately the Deputy Head. Most pupils respond to reminders about expectations and unwanted behaviour is usually modified by their own effort and with the collaboration of home and school. A serious breach of school rules or the culmination of several incidents will require the drawing up of a report card by the Form Teacher and Deputy Head (Junior School). On the rare occasion an incident is deemed more severe than issuing a single demerit then the pupil would be placed in a head's detention which would be supervised by a member of the JSLT team, and parents informed.

### **Guidelines for Sanctions**

#### **Exclusions**

The school's position on exclusions is stated in the **Parent Contract Terms and Conditions**.



### **Procedure for exclusions: Junior and senior school**

Pupils who have been excluded temporarily (suspended) are at risk of permanent exclusion should they commit a further serious breach of the school's expectations and rules. In all such situations discussions with parents will be an important part of the decision making.

In certain cases where pupil behaviour is unsatisfactory or compromises the safety or wellbeing of others, normal lesson conduct, or the smooth running of the school, it may be necessary for the Head to suspend a pupil from school for pending further investigation of an incident or while awaiting a guarantee from a pupil and/or his/her parents that unacceptable behaviour will not be repeated. When a serious incident which may merit a disciplinary sanction (which could include an exclusion, either fixed period or permanent) takes place, it is reported to the Deputy Head, who investigates the matter and reports to the Head. If, in the Head's view, an incident warrants an exclusion, the pupil's parents are contacted by the Head's PA, and are invited with their child to the school for a meeting, at which they are informed of the reason for the proposed exclusion (either a fixed period or permanent exclusion) and the matter is discussed with them. Following the meeting, if the exclusion is confirmed, the school's decision is communicated to the parents in writing, with a copy to the Head of House and the Chairman of Governors. Following a fixed-period exclusion (suspension), the pupil and his/her parent(s) will be required to attend a return-to-school meeting with a senior member of staff.

The details of the exclusion are logged by the Head's PA in the Pupil Suspension File and kept in the Head's office.

### **Rewards and Sanctions: Responsibilities (Senior School)**

#### **Head**

The Head has ultimate responsibility to exclude for a fixed period or, in serious or persistent cases, permanently exclude a pupil from the school; this may be as a result of a second period of fixed term exclusion (suspension).

#### **Deputy Head (Pupil development, welfare, and wellbeing) (with support from other Deputy / Assistant Heads as required)**

- Overseeing the rewards system of merits.
- Overseeing the systems of detentions (academic, behavioural, school, Saturday, and SRP).
- Recommending appropriate sanctions up to and including exclusions, both permanent and temporary.

#### **Head of Section**

- Having overarching responsibility for setting the standard of behaviour and conduct within the section.
- Monitoring pupils within the section and communicating with parents.
- Carrying out investigations and implementing sanctions as appropriate including fixed term suspensions and other sanctions.





### Heads of Year

- Providing opportunities for the teaching of good behaviour and discussion of the school's behaviour norms.
- Monitoring those pupils doing well / badly and communicating with parents and pupil as appropriate.
- Deciding and implementing appropriate sanctions for persistent / serious failings on the part of the pupil as outlined above.

### Heads of Department

- Production of guidance and/or policy specific to each department within the framework of the whole school policy.
- Ensuring that departmental members of staff are working in accordance with this policy.
- As and where appropriate, assisting departmental members with the monitoring of pupils doing well/badly and communicating with form tutor or head of year.

### Form tutors

- Monitoring pupil registration and taking appropriate action on absence/lateness
- Reinforcing on a daily basis the school rules and dress codes
- Providing opportunities for the teaching of good behaviour and discussion of the school's behaviour norms
- Monitoring those pupils doing well / badly and communicating with parents and pupil as appropriate.

### Rewards and Sanctions: Responsibilities (Junior School)

The Junior School Headmistress has ultimate responsibility to suspend, exclude for a fixed period or, in serious or persistent cases, permanently exclude a pupil from the school in consultation with the Head.

The Junior School Head and the Deputy Head (Junior School) oversee the rewards system of merits and demerits.

### Appeals

Where parents consider that a particular serious sanction is unjustified, they should make any representations to the Head, or Head of the Junior School in the first instance. If they continue to be in dispute, they are entitled to follow the **School's Complaints Procedures**.



### Physical Restraint

Staff are advised that any form of physical restraint is only permissible when a child is in imminent danger of inflicting an injury on themselves, or on another person, and then only as a last resort, when all other efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported (self-referral) immediately to the designated safeguarding lead (DSL) and copied to the Head who will decide what further action is appropriate for the individuals concerned.

The **Education and Inspections Act 2006** enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils".*

### Statement on Corporal punishment

Exeter School formally bans any form of corporal punishment as a behavioural sanction.

### Staff training

Aspects of pupil behaviour are discussed regularly at staff meetings.

All staff are required to read the school's behaviour management policy at the start of each academic year. The policy is reviewed in more detail as part of the school's induction for new staff.

Opportunities are provided on inset days for staff training on management of pupil behaviour, measures to combat bullying and strategies to raise awareness of school behavioural norms.