



UT VOCE ITA VITA

# EXETER CATHEDRAL SCHOOL

Nursery | Pre-Prep | Prep

## Behaviour and Discipline Policy (Including Rewards and Sanctions)

**Last reviewed:** May 2022

**Next review:** May 2023

**Governor oversight:** Pastoral committee

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This policy applies to all children at ECS, including boarders and children in the EYFS.

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 (2016)". The School appreciates that pupils mature at different rates and expectations must be tempered by an appreciation of their individual maturity.

### Policy Aims

To enable the Headmaster to carry out his 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.

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.

To authorise the School Rules and any procedures necessary for implementing them.

### Related Policies

The School has the following related policies:

- Anti-Bullying Policy
- IT Acceptable Use Policy for Pupils, including guidelines for use of mobile devices and social media
- Arrangements for Searching and Retention and Disposal of Confiscated Items - which contains details of the School's powers in relation to searching.
- The School Rules, including Pre-Prep Golden Rules and Prep School Habits
- Permanent Exclusion Policy

### Behaviour

1. Pupils of The School are expected to act with responsibility and show consideration at all times.
2. Pupils are expected to abide by the School Rules. 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.
  - contribute positively to the school community.
  - contribute to the high quality of learning by ensuring that they follow the

### **Behaviour for Learning at ECS Guidelines (Appendix 4):**

- 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
  - 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 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.
1. Pupils must also have regard to the school policy on child on child sexual abuse and sexual harassment. This is set out in detail in the Child Protection and Safeguarding Policy. Pupils should note that this behavior will not be passed off as 'banter' or 'part of growing up'.
  2. Parents/guardians will be expected to ensure that their children understand this policy and the School Rules. 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/morning worship and at other times. Pupils are expected to know and understand the School Rules and the Rewards and Sanctions arrangements, which may be amended from time to time.
  3. The School's expectations about behaviour will be brought to the pupils' attention throughout their time at the School.
  4. The Headmaster has overall responsibility for behaviour management issues. The following staff are responsible for day to day behaviour management issues: Head of Nursery, Head of Pre-Prep, Head of Lower Years, Head of Upper Years, Deputy Head (Pupils).
  5. The above members of staff may provide guidance to other staff and can access expert advice if ordinary methods are ineffective with a particular child.

### **School Rules**

The over-riding principal is: the law of the land must always be obeyed, and common sense must always prevail.

1. The School Rules (**Appendix 6**) shall be set by the Headmaster. They 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.
2. The School Rules apply to all age groups and at all times when the pupil is:
  - at school, representing the School or wearing school uniform;
  - travelling to and from school; and
  - associated with the School in any way.
3. 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 **Appendix 1** to this policy.

## **Breaches of School Discipline**

1. The sanctions used within the School are detailed in **Appendix 2** to this policy.

### **Other Sanctions**

The Headmaster authorises staff to use sanctions other than those detailed in Appendix 2 as comply with good educational practice and tend to promote observance of the School Rules. Staff are encouraged to be creative with sanctions that they set, provided, of course, that these are not humiliating, inappropriate or disproportionate. Where necessary, teachers should consult with relevant senior staff to devise the sanction appropriate to the individual case. Where possible, staff should attempt to link the sanction to the offence in order to provide the pupil with an opportunity to learn.

In determining an appropriate sanction, teachers should give consideration to the following: the nature of the offence, the context, the age and prior conduct of the offender, remorse shown, honesty and co-operation in the enquiry, impact of the offence, legal advice and any other relevant factor.

The Headmaster may further prescribe and authorise the use of other sanctions as comply with good educational practice and tend to promote observance of the School Rules.

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.

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, Heads of Section or Deputy Head (Pupils), or any other suitable member of staff. In the case of boarders, support may also include sessions and conversations with boarding house staff, and communication with parents as necessary. 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.

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.

The School recognises that it may be difficult for pupils to make a transition into the school and immediately adopt the values of Exeter Cathedral School. The School pays special attention to ensure that new pupils are supported in early days after joining; this support comes largely through the form teacher, and through the modelling and promoting of standards of behaviour from all staff and pupils.

If a pupil displays behaviour which causes concern that they may be at risk of harm, the procedures in the School's Child Protection Policy will be followed.

## **12. Serious Breaches of School Discipline**

Where it is alleged that a pupil has committed a serious breach of School discipline the Headmaster should be informed of the matter as soon as is practical. The investigation of serious breaches of School discipline will be carried out by an appropriate senior teacher with the Headmaster considering what sanctions to apply once the investigation has been concluded and the evidence considered.

The Governors have authorised the following serious sanctions:

### **Permanent Exclusion**

A pupil is liable to permanent exclusion if it is proved on the balance of probabilities that they have committed a grave breach of School discipline, a serious criminal offence, a wilful act calculated to cause serious damage to the School, its community or any of its members or a persistent disregard for the

School Rules. Upon permanent exclusion, the pupil's name will be expunged from the roll of the School and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of permanent exclusion shall be payable.

The Headmaster will act fairly and in accordance with the principles of natural justice and will not permanently exclude a pupil other than in grave circumstances and after appropriate investigation.

The School has a Permanent Exclusion Policy (**Appendix 5**).

### **Requirement to Leave**

For a serious breach of School discipline falling short of one for which permanent exclusion is appropriate, but such that the pupil cannot expect to remain a member of the school community, the pupil may be required to leave permanently. The pupil may also be required to leave permanently if in the opinion of the Headmaster the pupil has persistently breached school rules or discipline, 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 offered by the School, or if one of the parents has treated the School or members of its staff 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.

### **Fixed Term Exclusion**

A pupil may be placed under fixed term exclusion for up to ten school days while a complaint is investigated and/or for up to ten school days as a sanction in its own right. These sanctions will form part of the pupil's School permanent disciplinary record, but will not usually be used in references.

### **13. Corporal Punishment and Use of Force/Restraint**

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 child's well-being. So far as they are able they should ensure that no one on the premises threatens or uses corporal punishment.

Any use of force (including restraint) by staff will 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).

#### **13b. Reasonable force/restraint**

Reasonable force/restraint 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. 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.
- Force will not be used as a punishment.

The School acknowledges its legal duty to make reasonable adjustments for pupils with a disability or special educational needs.

#### **Recording, monitoring and reporting**

Any occasion where physical intervention is used will be recorded in writing.

Pre-Prep and Prep will keep separate logs – monitored by the Head of Pre-Prep and the DSL - both of which will be reviewed routinely by the DSL and communicated to the Head)

Parents will be informed about an incident where physical intervention is used on the same day.

#### **14. Records**

Administration of serious sanctions (Permanent Exclusion, Asked to Leave, Fixed Term Exclusion) 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: in the Serious Disciplinary Offences file (kept in the Headmaster's study)

The information will be held in accordance with the School's Data Protection Policy and in accordance with the School's GDPR obligations.

The records of sanctions for serious misbehaviour are reviewed regularly so that any patterns in behaviour can be identified.

Overall statistics are made available to the Independent School's Inspectorate (ISI).

#### **15. Unfounded or Malicious Allegations Against Staff**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take any disciplinary action in accordance with this policy.

1. Where a parent makes an accusation against a member of staff and the accusation is shown to have been malicious, the Headmaster will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.
2. An allegation is malicious where there is sufficient evidence to disprove the allegation and there has been a deliberate attempt to deceive.

#### **16. Governors' Review**

Parents are entitled to ask for a Governors' Review of a decision to permanently exclude for disciplinary reasons. The review procedures are set out in the School's Exclusion Policy which can be supplied to the parents on request.

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: Pre-Prep: the Head of Nursery /Head of Pre-Prep; Prep: the pupil's Form Teacher, Section Head or Deputy Head (Pupils).

#### **17. Complaints**

We would hope that parents would not wish to complain about the School's behaviour policy or its use of sanctions. However, 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 Complaint Procedure, a copy of which is available on the School's website or on request from the School office.

## Appendix 1 – Implementation: Rewards

### i. Prep

1. A Form Tutor requires an accurate, current and overall view of pupils' work in order to provide appropriate tutorial guidance, encouragement and support. This relies on a steady flow of information from teachers. Teachers communicate information to Form Tutors face to face, through Sectional Meetings, or via email. Communication about attainment, progress, behaviour, attitude to learning and improvement /concerns is encouraged.

### 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 Form Teacher or Head of Section who can then see the pupil to congratulate him/her
- Give the pupil a House Point
- Recommend the pupil for a Headmaster's Commendation
- Recommend the pupil for an end of year prize

### 3. House Points

It is always important to reward good behaviour and good work. The school operates a system of House Points as its main way of rewarding good effort on the part of pupils.

There are no strict criteria when giving a House Point – 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

Pupils are very keen to earn House Points both for their own sense of achievement and because they contribute to the overall House total, details of which are published on display boards and at each term's Final Assembly. During morning worship assemblies each week, there is the presentation of bronze, silver, gold etc certificates to individuals who have achieved a certain number of House Points during the term.

### 4. Head's Commendation

In addition to House Points, pupils can be recommended for a Head's Commendation.

These are used to recognise outstanding behaviour, effort or contribution to the School.

### 5. Sectional Assembly (Chapter House)

Pupil achievements and efforts are publicly mentioned, with the pupil often being asked to tell his/her peers about their involvement. House Point certificates are given out by the Head of Section. Choristers who are rehearsing at this time but who have earned a mention/certificate have their name read out and the certificate is passed to them by the Chorister Tutor/their Form Teacher.

### 6. Headmaster's Assembly (Cathedral Quire)

Significant pupil achievements are announced, and medals/rosettes/certificates are presented by the Headmaster to the pupils concerned. Gold House Point certificates are awarded, as are Headmaster's Commendations. Choristers who are rehearsing at this time but who have earned a mention/certificate have their name read out and the certificate is passed to them by the Chorister Tutor/their Form Teacher.

## **7. Departmental/staff well done**

Individual members of staff or departments might operate additional systems to reward more modest achievements (eg stickers, rubber stamps).

## **8. Postcards**

Additionally, some departments, including the Headmaster, may send a School postcard/notecard home to pupils c/o their parents/guardians to congratulate them on a recent effort or achievement.

## **9. Boarding House**

Whilst pupils can and should expect to feel 'at home' in the boarding house, the usual high standards of School behaviour still apply, and accordingly House Staff may make use of the School rewards to praise and recognise positive behaviour in the boarding house. House Points may be given, for example, for tidy dorms and punctuality vis-à-vis bedtimes and get-up.

## **10. Colours**

Colours are awarded for positive sporting participation and performance. Colours are awarded in a special assembly at the end of each term.

## **11. End of Term Assemblies**

At the end of each term a formal assembly takes place for the whole school to recognise their peers' achievements: Sports Certificates, Most Improved Player, Player of the Season and Sports Colours are awarded; House Trophies are presented; The Headmaster's Cup (sports team of the season) and the Governors' Cup (non-sporting team of the term) are awarded. The Headmaster reminds the School, as at other gatherings, that not all qualities are 'measurable' and that pupils should be proud of themselves if they have demonstrated the ECS Habits (see School Rules). House Point totals are announced and, at the end of the Trinity term, the House Cup is awarded.

## **12. Prize Giving**

At the end of the Trinity term, Speech Day and Prize-Giving takes place in the Cathedral. Parents/guests and a Guest of Honour are invited, and pupil attendance is compulsory. Department Cups/Prizes and Form Prizes are awarded, as are a number of special prizes and trophies donated by members of the ECS community. These prizes are awarded to pupils who have shown consistent levels of performance and effort in given areas of the school - academic, sporting, music, drama and other extra-curricular areas – and to those who demonstrate kindness and consideration. Pupils winning one of these awards receive a book token and, if applicable, a trophy.

### **ii. Pre-Prep**

#### **1. Sharing information:**

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 the Teaching Assistants who will 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.

#### **2. Recognition of Good Work or Excellent Behaviour**

Pre-Prep staff who wish to commend pupils for work of a high quality or for significant improvement can:

- Send a pupil to show their work to another class, member of staff or the Head of Pre-Prep for their appreciation and congratulations
- Make appropriate comments and add a special award (sticker, for example) on the pupil's work
- Award a Wow Moment
- Nominate the pupil to be that week's Golden Person
- Pass on the praise with/in front of parents at pick-up time/drop-off the next day

- Make an appropriate comment on the end of term report or in incidental parent/teacher meetings
- Nominate the pupil to be that week's Smartie

3. **Wow Moments**

Staff and parents can fill in a Wow Moment and display it on the classroom/corridor notice board. Wow Moments can be awarded for good effort, improvement, good work, trying something new, persevering, being kind and considerate: any praise-worthy action.

4. **Golden Person**

A Golden Person is chosen from each class once a week, and announced in an assembly. The Golden Person is awarded to a pupil who has produced excellent work and/or maintained a very good effort that week in particular. We recognise the central importance of appropriate confidence in a child's all-round development: accordingly, staff are careful to ensure that the award of the Golden Person is timely and fairly rotated.

5. **The Golden Tree**

A Golden Person receives a leaf, onto which is written the pupil's particular success or characteristic which has earned the Golden Person status. These leaves are displayed on the Hall House Golden Tree in the front hall of the Pre-Prep building.

6. **Smartie**

The Smartie is chosen from each class once a week, and announced in assembly. The Smartie is awarded to a pupil who has tried particularly, hard, dressed notably well, improved in some way, been a good role model or ambassador to the School, or generally had a very positive week. We recognise the central importance of appropriate confidence in a child's all-round development: accordingly, staff are careful to ensure that the award of the Smartie is timely and fairly rotated.



## Appendix 2 – Implementation: Sanctions for breaches of school discipline

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. It is, however, important that we have a consistent set of sanctions if needed. The following sanctions are used:

### i. Prep School:

1. A verbal reprimand
2. A Minus House Point can be issued by a member of staff. This will be usually be discussed between the pupil and his/her Form Tutor. A Minus Point can be given for:
  - poor attitude in relation to academic work
  - unacceptable behaviour
  - direct disobedience
  - intentional physical hurt to others
  - foul language or inappropriate comments
  - a clear breach of expected sensible behaviour
3. Written punishment: a brief essay or a sincere letter of apology which are not recorded officially.
4. Loss of free time. The member of staff issuing the sanction will supervise a break-time/lunch-time reflection session, and hold discussions with the pupil about their behaviour. A letter of apology/written task may be issued to be completed during the session. The pupil will always be given reasonable time to eat, drink and use the toilet.
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. This is supervised by a senior member of staff and parents are informed in advance by emailed letter. The Heads of Section, the Housemaster, the Assistant Head, the Deputy Heads and the Headmaster (only) can issue Friday detentions. The reason for the detention will have been discussed with the pupil.
7. Saturday Detention: for serious offences, repeated offences and persistent misbehaviour. The Headmaster and the Deputy Heads (only) can issue Saturday detentions.
8. Serious sanctions (as outlined above): Fixed-term Exclusion; Asked to leave; Permanent Exclusion. These are only issued by the Headmaster, and Governors will be involved in the case of Asked to leave and Permanent Exclusion (see the Exclusion Policy).

### 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 Section, Deputy Heads and/or Headmaster). For example, a Form Teacher/Head of Section who considers that a child is receiving numerous minus House Points may wish to make it clear to the pupil – as part of a broader conversation – that any further minus House Points within, say, the week, will result in a further sanction (perhaps a Friday detention).

### Report Cards

Pupils who are having particular difficulties with behaviour or work ethic may be placed on weekly report after consultation between the Form Teacher and the Head of Section. This is designed to be a positive step to encourage focus on an agreed area, and to boost a pupil through the collection of positive feedback. The pupil has to produce the report card at the beginning of each lesson and staff add a comment. Parents are informed and some cards have a space for them to comment, too.

Form Teacher's Report Card (Yellow)

Head of Upper/Lower Years Report Card (Green)

Headmaster's Report Card (Red)

## **Boarding House**

Whilst pupils can and should expect to feel 'at home' in the boarding house, the usual high standards of School behaviour still apply, and accordingly House Staff may make use of the School sanctions in response to poor behaviour. House staff may also wish to use their own creative/house sanctions: for example, early bed time, loss of a privilege (hot chocolate/going into town/use of mobile device - where device-use is removed, the pupil will always be able to use the landline/'phone box' to make contact with home should they wish).

### **ii. Pre-Prep Sanctions**

Every effort is made to help children make the right choices of behaviour. Children are reminded, through PSHE, assemblies, their class teacher and modelled behaviour, of the expectations. Familiar language is used to help the children be mindful of the expectations (for example 'gentle hands', 'quiet voices', 'rough play').

The following sanctions are used within the Pre-Prep, both during the school day and at extra-curricular clubs:

1. A reminder of expected behaviour
2. A verbal warning
3. Removal from the room: reflection time with a TA
4. Removal from the room: being sent to see the Head of Pre-Prep for reflection time and a discussion
5. Removal from peers at playtime, mealtime or lessons (eg being sat at a different table/with the member of staff)

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.

Pre-Prep staff will always use positive reinforcement before any warning is given to a particular child.

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

## Appendix 3: Removing a pupil from the classroom

### Related policies

Supervision Policy

### Statement

It is expected that teachers will manage the behaviour of their classes effectively in accordance with the Behaviour and Discipline (including Rewards and Sanctions) Policy. Where a teacher feels that they would like support or guidance re behaviour management, they are welcome to raise this with their Head of Section or the Deputy Head (Pupils) in the first instance.

### Protocol/procedure

Pupils should never be asked to 'stand in the corner'. Pupils should not be sent to stand outside classrooms as a punishment: this can be embarrassing for them and for visitors to the School.

The School has a duty to provide a safe learning and teaching environment for its pupils and staff. Where the behaviour of a pupil significantly and directly threatens the physical safety of him/herself, other pupils or the member of staff, and in extremis, the member of staff should:

- make it clear to the pupil that s/he feels that the safety of pupils/staff is at risk of being compromised and that the behaviour must stop immediately or the pupil will be asked to leave the learning environment.
  - After the lesson, and within 24 hours, the member of staff should give a written account to the pupil's form tutor and Head of Section (and, if s/he considers the behaviour to be a safeguarding concern, to the School's DSL without delay) who will liaise as appropriate with the pupil's form teacher and the Deputy Head (Pupils)/Headmaster.
  - Parents should be informed.

If after the teacher's instruction and warning (as above) the behaviour continues, the member of staff should:

- use his/her professional judgement to decide if the pupil needs to be excluded from the learning environment (in extreme cases where the pupil's behaviour directly poses an immediate danger to the physical safety of the pupil, other pupils or the member of staff).
- If the pupil appears angry or vulnerable, it is unlikely to be appropriate to instruct him/her to sit in the back of a colleague's lesson: whilst this may remove the pupil from the previous learning environment, it may also serve to humiliate or antagonise them – this should never be the desired outcome.
- Pre-Prep: the teacher, TA or Gap tutor should leave the classroom with the pupil and sit with them or ask the Pre-Prep Receptionist to supervise them.
- Prep: the pupil should be accompanied (see below) to the Chantry to see the School Matron/sit quietly in the library under the supervision of the librarian/on the front hall sofa under the supervision of the Receptionist/ Headmaster's PA/another suitable supervised space.
  - The pupil's Head of Section and an appropriate senior member of staff should be informed. If, having spoken with the pupil and, where possible, with the teacher concerned, the Head of Section/SLT member (or class teacher in the Pre-Prep if necessary) is as confident as s/he reasonably can be that the pupil does not pose a risk, s/he will allow the pupil to return to his/her next class.
  - If a pupil's behaviour is dangerous and if they refuse to leave the classroom, the other class members and the teacher should remove themselves from the classroom under the direction of the teacher, and the School Office should be informed immediately.

If the class teacher requires assistance from another member of staff, two pupils (Pre-Prep: the teacher/TA/gap student) may be sent to a nearby classroom to fetch a teacher (in accordance with the guidelines on 'pupils moving between sites' below), or the teacher may phone the school office (as below).

### **Pupils moving between sites**

Year 7 and 8 pupils can move between sites unaccompanied (but in small groups)

Year 6 and below can move between buildings within sites unaccompanied (eg between Evans, Chapman, Coach House, Kalendar Hall) but not between sites unaccompanied.

If a member of staff needs for a pupil in Y6 or below to be accompanied to the front hall due to dangerous behaviour, s/he can call the school office (01392 255298) using a mobile phone or that of a colleague or a School phone located in Chapman, Coach House, Evans, or Kalendar Hall and inform the office team who will arrange for the pupil to be accompanied.

In all cases where a pupil is asked to leave a lesson, parents and the Head of Section (who will inform the Headmaster) should be informed and a written account provided by the teacher.

## **Appendix 4: Behaviour for Learning Guidelines:**

### **Behaviour for Learning at ECS**

- Arrive calmly, punctually and correctly equipped for each lesson
- Listen carefully and use your time in class appropriately and effectively
- Do not disturb teaching, or the learning of others

## Appendix 5: Permanent Exclusion Policy

This policy applies to all children at ECS, including boarders and children in the EYFS.

### Related Policies

Behaviour and Discipline Policy (including Rewards and Sanctions)

Safeguarding Policy

School Rules (including Pre-Prep Golden Rules and Prep School Habits)

Anti-Bullying Policy

The Complaints Policy and Procedure

### Statement

The School accepts that permanent exclusion is a last resort and is reserved for only the most serious breaches of discipline. It also acknowledges that the decision to permanently exclude a pupil is likely to have a significant impact of the pupil's family and on the pupil's further schooling. However, in exceptional circumstances, and in accordance with the School's Behaviour and Discipline Policy (including Rewards and Sanctions), the Headmaster may feel it necessary to permanently exclude a pupil.

### Step One

Should the Headmaster feel that pupil exclusion may be necessary, the matter should be referred to the Chair (or in his absence a Committee Chair) of Governors. (Should the child involved be a Chorister, the Canon Precentor should also be consulted.)

The reasons for exclusion and alternatives to exclusion will be considered.

### Step Two

If the Chair of Governors agrees that exclusion may be necessary, a Disciplinary Committee should be formed. The Disciplinary Committee should consist of three members of the Governing Body (The Chair of Governors should not sit upon this committee). The Head / Deputy Head (Pupils) may be asked to attend (at the discretion of the Chair).

#### Responsibilities of the Disciplinary Committee.

- to consider objectively all relevant information provided by the Headmaster - to consider written information provided by the parents of the child
- to decide whether or not the child is to be permanently excluded.

The findings of the disciplinary committee should be communicated to the parents by the Chair.

### Timescales

The School acknowledges that any process dealing with permanent exclusion is likely to be emotive and to cause anxiety to the family involved. Accordingly, it will endeavour, through the Disciplinary Committee and the Appeal Panel, to act swiftly and to communicate all decisions without undue delay.

### Governors' Review

Should the parents or guardians of the pupil wish to appeal against any decision to exclude, they should do so in writing (to The Chair of Governors) within 3 working days of the communication of the decision to exclude.

An Appeal Panel will be formed, consisting of: The Chair of Governors (or a nominated alternative Governor) and two other members of the Governing Body (none of these should have been involved in the Disciplinary Committee). The Head, Deputy Head (Pupils) may be asked to attend (at the discretion of the Chair).

The parents or guardians may make representation in writing or in person to the Panel. If either parent is unable to attend, one parent may be accompanied by a friend (who may not take any part in proceedings).

The Appeal Committee is responsible for objectively reviewing the decision taken by the Disciplinary Committee in the light of all information.

The decision reached by the Appeal Committee is final.

Throughout all of the above stages, the Headmaster may choose to suspend the pupil pending the final decision reached.

## Appendix 6: School Rules

Exeter Cathedral School is a welcoming, friendly and considerate place. Rules are kept to a minimum and common sense and the law of the land prevails. The staff and pupils of the Cathedral School respect other people's needs, sensitivities, beliefs, rights and possessions.

The following short rules will help to create an atmosphere where we can all live and work together happily.

- All pupils are expected to be honest and polite at all times, and to follow staff's reasonable instructions: we are a considerate community.
- The law of the land must always be obeyed, and all members of the ECS community must use their common sense and be considerate in their actions, behaviour and language.
- All pupils must attend school and all their lessons/activities regularly and punctually.
- Pupils should wear their uniform with pride. Hair styles must be moderate and well groomed, of even cut and colour, not excessively short and off the collar/tied back. Jewellery (other than plain ear-studs) is not allowed.
- All pupils must show consideration, courtesy and respect for all members of the school community, guests and members of the public, whether in or out of school. Similarly, pupils must show care for the school's buildings, grounds, equipment, resources and environment.
- Intimidation, bullying or discrimination (whether words or actions) of any kind is totally unacceptable. Respect the personal "space", beliefs, cultures, ethnicities and individual choices of other individuals.
- You must not take or borrow anything which is not yours without permission. Similarly, the School is not a trading floor, and exchanges of money/property are not allowed.
- Do not bring to school any items that are not allowed (or which may cause injury or damage). All medication must be given to the School matron (or Housemistress).
- Leaving the environs of the School (or being in no-go areas: fire-escapes, science lab, kitchens, offices) without permission is not allowed. After School, pupils who have not been signed out must be in a supervised activity.

Pupils in the Pre-Prep (including EYFS) should follow the **Hall House Golden Rules**

- We are kind and helpful
- We are gentle
- We listen
- We look after property
- We are honest
- We work hard

Pupils in the Prep School (including boarders) should model **the ECS Habits** in all that they do:

- The habit of hard work



- The habit of keeping going
- The habit of honouring your commitments
- The habit of listening to others
- The habit of being honest, modest and kind
- The habit of taking part
- The habit of looking after each other
- The habit of looking after your surroundings
- The habit of looking after yourself

When in doubt, behave towards others as you would like them to behave towards you.