

Oliver House Preparatory School Behaviour and Discipline Policy

(see also Anti-Bullying, Disability Non-Discrimination, Equal Opportunities
Inclusion & Racial Equality)

1 Aims and expectations

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7** We attach importance to courtesy, integrity, manners and good discipline. Some of these virtues are taught through the school's Character Development programme. Parents are aware that the pupils will be expected to take a full part in the activities of the school, attend each school day, be punctual, work hard, be well behaved and comply with the school rules. We expect the support of parents in promoting our high standards in all aspects of the school, including that of good behaviour.

2 Rewards and punishments

- 2.1** We have a school reward system in the form of certificates, merit badges and house points. We praise and reward children for good behaviour in a variety of ways:
- Teachers congratulate children.
 - Teachers give children house points.
 - Certificates are given out when certain levels are reached on the children's house point cards.

- Every week we nominate a child from each class to be awarded the merit badge, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Every Friday we have a 'work' assembly when teachers show examples of their classes or some children's best work
- Children in the infants choose a teacher other than their class teacher to show good work to.
- Early Years teachers will often use stickers for good work and/or behaviour.

2.2 All teachers are also expected to use additional age-appropriate positive rewards. These will be used as often as possible according to individual/group needs. Suggestions include:

- verbal praise
- acknowledging good behaviour by thanking child
- looking for the positives
- hand gestures (eg thumbs up)
- marbles in jars
- star of the day/session/week
- top table points
- role modelling
- stickers
- given extra responsibilities
- class games
- extra playtime
- valuing achievements publicly

2.3 The school recommends a structured approach to behaviour management, with the type of sanctions used dependent on the severity of the behaviour and how frequently it occurs. Our children vary in their ages and their stages of development and this is taken into consideration when there are decisions to be made about how best to respond to inappropriate behaviour. Below is a list of suggested strategies, which are not in any order of preference or severity.

- a disapproving look
- verbal warning
- state the inappropriate behaviour
- reiterate class rule
- name on board with warning of sanction if bad behaviour continues
- move place
- miss play
- apology letter
- role model bad behaviour
- explain unacceptable behaviour to other children
- ring home
- withdrawal of privilege

2.2 The sanctions used enforce the school rules and ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, we follow the 'tick system' which is published in the Parents and Staff Handbooks (and set out in more detail in 2.8 below). This focuses on improving the child's behaviour rather than focusing on the child themselves.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.3 The class teacher discusses the class rules with their children. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle or form time.

2.4 The punishment/reward system outlined in the Staff Handbook is adhered to at all times.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (also see the Anti-bullying Policy).

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in *The Use of Force to Control or Restrain Pupils* (November 2007). Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain a child if they are trying to prevent injury to a child, if a child is in danger of hurting themselves, where action is necessary in self-defence or because there is an imminent risk of injury or significant damage to property. The actions that we take are in line with Government guidelines on the restraint of children. Any such incidences are recorded in the Incidents log book in the Head's office.

2.7 Corporal punishment is prohibited for all pupils, during any activity (whether or not within the school premises). This applies to all members of staff, including volunteer supervisors. 'Physical intervention' may only be used in exceptional circumstances as outlined in 2.6 above.

2.8 Sanctions may begin with a warning followed by a name on the board using the 'tick system': one tick – the child receives a five minute sanction; two ticks – the child receives a 10 minute sanction (these include staying in at break or lunchtime). A third tick results in a visit to the Head or Deputy Head. Children failing to adhere to the playground rules are given one verbal warning, following which they will either sit out or stay with the staff member on duty. If their unacceptable behaviour continues after these measures have been taken then they are sent in to see the Head or Deputy Head.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules and 'Code of Pupil Responsibility' are enforced in their classes and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, in the first instance the class teacher deals with incidents him/herself in the normal manner. However, if the misbehaviour continues, the class teacher seeks help and advice from the Head or Deputy Head.
- 3.5 The class teacher liaises with the INCO / Head of Learning Support (HLS) who, if necessary, will support and guide the progress of each child. The HLS may also, discuss the needs of a child with an education social worker or LEA behaviour support service.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Head

- 4.1 It is the responsibility of the Head, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.
- 4.2 The Head supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.
- 4.3 The Head keeps a central record of all reported serious incidents of misbehaviour.
- 4.4 The Head has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may exclude a child (either temporarily or permanently). These actions are taken only after the school governors have been notified.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

- 5.2** We explain the school rules in the Parents Handbook and we expect parents to read and support them.
- 5.3** We expect parents to support their child's learning and to cooperate with the school, as set out in the Terms & Conditions on the Application Form. We try to build a supportive dialogue between the home and the school and we inform parents immediately, if we have concerns about their child's welfare or behaviour.
- 5.4** If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

6 The role of governors

- 6.1** The PACT governing body has the responsibility of setting out these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head in adhering to these guidelines.
- 6.2** The Head has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1** We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units*.
- 7.2** Only the Head (or the acting Head) has the power to exclude a child from school. The Head may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head may exclude a child permanently. It is also possible for the Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3** If the Head excludes a child, the parents will be informed immediately, giving reasons for the exclusion. At the same time, the Head makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.4** The Head informs the PACT governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.
- 7.5** The governing body itself cannot either exclude a child or extend the exclusion period made by the Head.
- 7.6** In the event of an appeal, the governing body will appoint an appeals panel which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.7 When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and consider whether the child should be reinstated.

7.8 If the appeals panel decides that a child should be reinstated, the Head must comply with this ruling.

8 Drug- and alcohol-related incidents

8.1 It is the policy of this school that no child or adult should bring any drug, legal or illegal, to school. If a child need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought into the school. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a member of staff.

9 Monitoring and review

9.1 The Head monitors the effectiveness of this policy on a regular basis, reporting to the governing body on the effectiveness of the policy and, if necessary, making recommendations for further improvements.

9.2 The school keeps a variety of records concerning incidents of continual misbehaviour.

9.3 The Head keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality and ensure that no child is treated unfairly because of race or ethnic background.

9.5 The PACT governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: C Candia

Date: 10th September 2009