

## BEHAVIOUR AND DISCIPLINE POLICY Including Early Years Foundation Stage

### ‘Behaviour and Discipline in Schools’ (January 2016)

We aim to encourage and develop the pupil’s responsibility for their own actions. They are expected to be well mannered and courteous to all members of the school community and any visitors. The school’s beliefs and values are constantly reiterated, and help promote good behaviour, self discipline and respect. This will inevitably help prevent bullying and regulate the conduct of pupils in a way that is positive for the whole community.

We ensure that pupils are aware of the school rules. We train the children to know what is expected of them and why. We encourage children by using positive strategies and a reward system. We feel it is essential that children are aware of the consequences of any misbehaviour. At all stages of the Preparatory School, children are encouraged and given opportunities to talk to adults. Staff deal with the children in a positive and consistent manner. We aim to help develop the children’s understanding of behaviour and discipline through PHSE lessons and assemblies. Staff should remember that they are acting as role models; their behaviour sets the standards we expect. Finally, we promote a positive work ethic which helps ensure assigned work is completed.

Staff should be aware that the school must also take responsibility for the behaviour of pupils off-site should it impinge on our community. The governing body will review the school behaviour policy on a regular basis. All staff should be familiar with Charlie Taylor’s Behaviour Checklist as referred to in DfE Document: Behaviour and Discipline in Schools. However in a community of shared values a displayed tariff of sanctions may not be considered positive.

The school’s Behaviour and Discipline policy is available on the school website or in written form on request.

Mr Gatherer has responsibility for behaviour management throughout the school, with Mrs Raymond-Jones taking special responsibility for the Infant department and Mrs Wills for the EYFS department. Whilst consistency is important, in line with the Equality Act of 2010 staff should bear in mind any special educational needs/disabilities a pupil might have when assessing behaviour and deciding on the relevant course of action. As in all cases common sense should be applied but if in doubt the member of staff dealing with the behaviour should consult the SENCo or Assistant SENCo.

### Strategies used for developing good behaviour

- 1 We aim to develop each individual child’s self-esteem. It is important that every child feels valued and that he/she is encouraged to recognise and be proud of their personal achievements and strengths. The need for consistency should be balanced with the awareness for the need of reasonable adjustment in the case of pupils with Special Educational Needs or Disabilities. Should there be a need for guidance in any

particular case the teacher should consult the headteacher or deputy headteacher. The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and pupils with Special Educational Needs.

- 2 Any behaviour in the classroom which is disruptive and hinders the community and will be dealt with as outlined in this document. All staff should be aware.
- 3 Any incidents of bullying are dealt with as soon as they arise (please see Anti-Bullying policy). As part of our Anti-Bullying policy we do all we can to reinforce and praise friendly and helpful behaviour.
- 4 Other positive strategies often used at the Preparatory School are:
  - Community Awards
  - Verbal/written praise
  - Target setting
  - Class discussions
  - Home/School link books
  - House point system
  - Stickers
  - Certificates
  - Prizes
  - Trophies
  - Counselling
  - Commendations

### **The Reward System**

Our Friday Assembly is an occasion when praiseworthy achievement, in or out of school hours, and excellent behaviour can be publicly acknowledged.

At Friday's Assembly a **Community Award** is given out to a child in each year group for kind or courteous behaviour.

**House Points** are awarded for outstanding work or behaviour.

**Headteacher's Commendations** are awarded for outstanding work or behaviour.

Termly **progress prizes** are awarded for each class and we have a prize-giving service at the end of each academic year for Years Reception to Year 6.

**Certificates and trophies** are presented at the annual Sports' Days and Swimming Galas. Children are able to gain points for their houses at both of these events, as well as the cultural activities such as the Spoken English Competition.

In addition, individual class teachers may well have their own systems of rewards.

## Sanctions

Punishments should encourage the pupils to reflect on their behaviour. Plymouth College does not use any form of corporal punishment. At every stage positive support should be given to help the pupil moderate his/her behaviour.

Staff concerns over the behaviour of a particular pupil should be raised at the Monday morning briefing, year group progress meetings or brought to the attention of the SMT. Usually behaviour can be modified by gentle persuasion and teamwork by teachers.

Inevitably there will be occasions when rules have been broken and sanctions will be required. Poor behaviour, or sub standard work may be dealt with in the following ways:

- 1 A verbal warning will be given in class.
- 2 Removal within the base, e.g. time out from the set task but within the designated area.
- 3 A detention during a break time may be set. This could be to complete work, repeat class work or homework, or to write a letter of apology. This session should be supervised by the teacher who set the sanction and the form teacher should be informed. If a pupil fails to produce work twice in a row then the SMT should be notified.
- 4 Removal beyond the base. This is when a child is sent to another adult away from the classroom. Children may be sent to the Deputy Head or the Headteacher. A teacher should fill in a Behaviour Modification Form (Appendix 3) and tick either box 1 or box 2. Box 1 indicates that the child will complete the work under the supervision of the Receptionist and be dealt with by the class teacher at a suitable time e.g. morning break. Box 2 indicates that the teacher would like a member of the SMT to deal with the incident immediately. Teachers should make sure that the pupil is sent to Reception to hand in the behaviour modification form and be supervised whilst waiting to see a member of the SMT. The aim of this procedure is to allow the teacher to deal with a disruptive influence with as little fuss as possible.
- 5 It is important that if a child is punished for behaviour or work the form teacher is informed, an appropriate note made in the sanctions book and on SIMS.
- 6 Should misdemeanours continue, then parents could be contacted by the Deputy Head or Headteacher. A meeting with parents could be requested to agree a way forward. In extreme cases a child could be suspended from school for a period of time, or in the worst scenario, requested to leave the school. Please see Exclusions Policy and Anti-Bullying Policy.
- 7 At all times staff should remember the guidelines in the school safeguarding policy. In particular they should bear in mind the following points:  
'Children and young people have a right to be treated with respect and dignity.'  
*(Guidance for Safe Working Practice for Adults Working with Children and Young People)*

- 8 Records of behaviour within the Early Years Department should be brought to the attention of the Head of Early Years and a form should be completed (see Appendix 2) The Head of Early Years will record this behaviour in SIMS.
- 9 Should a pupil develop a record of poor behaviour which is linked to safeguarding issues it is important that the Designated Safeguarding Lead and relevant authorities are informed. It is also important that any particular causes for concern regarding behaviour are passed on when the pupil moves to another school. This behaviour can be indicative of other concerns and thus a pattern can be identified.
- 10 An Incident form should be filled in when appropriate

#### Working with Local Agencies

Should a child show a pattern continuous disruptive behaviour the school will work with other local agencies to help assess their needs. The school will also consider the pastoral needs of staff who have been accused of misconduct.

#### **Physical Contact**

Physical contact should only be used if the child is endangering him/herself or someone else. It should be used only if all else has failed. Please see the Intimate Care, Physical Intervention & Positive Handling policy for more details.

Within the EYFS Department, physical intervention may be in the form of positive handling, for example:

- giving guidance to children (such as pencil grip or holding a paintbrush)
- providing emotional support (placing an arm around a distressed child))
- physical care (such as first aid or toileting)

Staff must take appropriate care when using touch.

**Restrictive Physical Intervention** – when a member of staff uses physical force intentionally to restrict a child's movement – will only be used in extreme circumstances e.g. when a child is in danger of hurting themselves or causing significant damage to others or property and if the child cannot be diverted or respond to the instruction to 'stop'.

Any occasion where physical restraint is used must be recorded, including details of the child, staff involved, why the intervention was used and the length and time the event occurred (Appendix 1). Parents should be informed of the incident.

Records of physical restraint within the EY Department are reviewed on a termly basis by the Head of Early Years.

Where any concerns are raised about physical intervention, they should be dealt with through the school's usual complaints procedure.

#### **Malicious Accusations**

Disciplinary action will be taken in the event of a pupil making a malicious accusation against a member of staff or another pupil. Parents will be informed and the child may be suspended or excluded.

## **Holiday Club**

All procedures detailed in this policy will apply as far as practicable to Out of School Care, including Holiday Club. A reward star chart is used in Holiday Club to encourage good behaviour from all children. Children are offered suitable activities to encourage positive behaviour. The children are also rewarded with 'Free Play' (their time to choose what they would like to do whilst still under supervision). Sanctions are imposed as detailed in this policy with the Holiday Club Manager as the first point of reference. The Duty member of the Senior Management Team will be notified if necessary.

### **Transition to other Schools**

In the EYFS the transition form allows key behavioural details to be shared.

Pupils going on to the Senior School at Plymouth College have already been taught by the Head of Year 7 and any behavioural issues discussed.

For pupils at KS1 and KS2 not going to the Senior School any behavioural, social or academic issues are shared with the member of staff who visits the school in the summer term to meet the children. Should this not happen we ring the pupils' next school.

C D M Gatherer

Headmaster

February 2018

Review Date: September 2018





Appendix 3

BEHAVIOUR MODIFICATION FORM

To be taken to Reception

Pupil's Name:

Behaviour:

- a. Disruptive
- b. Discourteous
- c. Late / unprepared
- d. Disinclination to work

To be dealt with by SMT / I will deal with it later (DELETE AS APPROPRIATE)

Please ensure that this is recorded in the Behaviour / Sanctions book and recorded on SIMS.