

Arbor Preparatory School



Behaviour and Discipline Policy

(see Anti-Bullying policy)

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 school rules, based on Jenny Moseley's Circle Time principle which promotes positive rather than negative behaviour. These rules are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. There are six golden rules which are:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

These are displayed clearly around the school. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 We treat all children fairly and apply this behaviour policy in a consistent way.

1.4 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.

2 Rewards and punishments

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points, or stars to the younger pupils.
- Children have the opportunity to show their special work to another member of staff.
- Merit certificates are awarded when a child has accumulated fifty house points.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school during assemblies. At the end of the year cups are awarded for academic, social, sporting and vocational achievements.

2.3 The school employs a number of sanctions to enforce the school rules, and to 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, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. Deprivation of privileges may be used as appropriate e.g. missing part of a playtime.
- 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 a period of time.
- If a child threatens, hurts or bullies another pupil, 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.

2.4 Strategies for dealing with behaviour.

The following agreed methods may be used, using professional judgements as to which are suitable to the individual child and situation.

- Intervene early so the problem does not escalate.
- Signals – eye contact, physical contact, change of intonation, use of name during dialogue.
- Proximity – move near so the child is aware of you.
- Voice control – a low calm voice may calm an agitated child.
- Provide support or alternative work – a child having 'work difficulties' may misbehave – appropriate differentiation.
- Ignore some behaviour, at the same time praise good behaviour of others – may work with some (though not all) – coupled with a distraction or use of the child as a leader.
- Antiseptic bouncing – send child on a message, get them to do a job for you i.e, give them responsibility.
- Humour – works for some.
- Praise good behaviour, so building self- esteem and increase mutual respect.
- Be firm, fair and friendly.
- Speak to the children quietly on their own about their behaviour.
- Talk to children about any difficulties they may be having, far example with relationships: help them to overcome their disappointments.
- Encourage awareness of how others may be feeling without apportioning blame.
- Offer time out.
- Implementation of PSHE curriculum.

Things to avoid when dealing with unacceptable behaviour.

- Confrontation.

- Over reacting – anger- (if you are actually going to lose your temper, remove yourself immediately) this will lead to confrontation and arbitrary punishment and will actually make the child worse. Relax, talk calmly, keep it brief and be clear.
- Allowing the situation to escalate – get in quick.
- Expecting bad behaviour.
- Accusations either with words directly or tone of voice “Did you throw that rubber?” Use open questions instead “Can you tell me what happened?”.
- Apportioning blame on hearsay. First ask all concerned what they know about a given situation.
- Broadcasting the problem – this will increase that type of behaviour and feed a child who is seeking attention.
- Constantly coming down on the child who is going wrong/praise those who are doing right instead.
- Harping on previous incidents of misbehaviour.
- Arguing with the child – name the behaviour and apply the consequence.
- Inconsistency.
- Vagueness about expectations. Instead state what is expected and check child understands.
- Avoid punishing whole groups.
- Avoid punishments which cause humiliation.

2.5 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. 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 time’. Subject teachers report in writing any noteworthy positive or negative behaviour.

2.6 The school does not tolerate bullying of any kind. (See separate anti-bullying policy).

2.7 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the Staff

3.1 It is the responsibility of every staff member to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner at all times.

3.2 The school has high expectations of the children with regard to behaviour, and strives to ensure that all children work to the best of their ability.

3.3 All staff treat each child fairly with respect and understanding and enforce the classroom code consistently.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the

normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher.

- 3.5** 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. The head teacher should be kept informed of the situation.

4 The role of the Head Teacher

- 4.1** It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- 4.2** The head teacher supports the staff by implementing the policy, and by setting the standards of behaviour.
- 4.3** The head teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4** The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

5 The role of parents and carers

- 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** The school rules and code of behaviour are sent when pupils join the school and parents are expected to read them and support them.
- 5.3** Parents are expected to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. 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, parents should support the actions of the school. If parents have any concern 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 teacher.

6. Fixed-term and permanent exclusions

- 6.1** Only the head teacher, the deputy or Company Board have the power to exclude a pupil from the school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 6.2** All permanent and/or temporary exclusions must be sanctioned in advance by the Company Board. It is also possible to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

6.3 If the Head or Deputy teacher excludes a pupil she/he informs the parents immediately giving the reasons for the exclusion.

6.4 The Company Board may also exclude any child without notice should their financial account fall into arrears or the actions of the parent's warrant exclusion.

7. Monitoring and review

7.1 The head teacher monitors the effectiveness of this policy on a regular basis, and after consultation with the staff makes regular amendments.

7.2 The school keeps records of incidents of misbehaviour. The class teacher may record minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. A record is also kept of any incidents that occur at break or lunchtimes.

7.3 The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

7.4 Teachers will discuss and alert the head teacher to any children who are persistently causing concern.

Signed:

Date: 26th November 2009