

## Behaviour and Sanctions Policy

### Burton Hathow Preparatory School Including EYFS

#### DISCIPLINE / BEHAVIOUR POLICY

At Burton Hathow we want every member of our community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual.

Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in an environment in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention and we will use the Behaviour Management Policy & Procedure to guide us through this process.

For the policy to be effective, it is important that all those concerned (children, teachers and non-teaching staff) are aware of the principles underlying the policy and ensure that it is consistently applied.

Staff may wish to refer to the non-statutory guidance 'Behaviour and Discipline in Schools 2016' in conjunction with this policy.

#### Aims

At Burton Hathow we aim to ensure the individual needs of all children are met by providing clear, and consistent expectations for behaviour through:

- **Respect:** to encourage all children to have respect for themselves, for other people, their feelings, beliefs and values and for the school environment including equipment and property.
- **Understanding and compassion:** to help children to understand other people's views and experiences and to be caring and tolerant towards others.
- **Responsibility:** to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular, we help children to develop an understanding of the consequences of their behaviour.
- **Fairness and equality:** to give children an understanding of how to be fair to all; how to share and give everyone an equal chance, within the context of everyone having different needs.
- **Kindness:** to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.

- **Support and the use of positive reinforcement:** to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self-esteem.

As part of the induction procedure, all staff will be made aware of the procedure to support positive behaviour according to clear, positive, consistent guidelines. Staff will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another.

The main thrust of this policy is to encourage and praise the children for what they do well, in order to encourage positive self-esteem and growing self confidence. However, poor behaviour and attitudes will be dealt with appropriately and the policy provides a range of sanctions for use by staff when necessary.

If appropriate, parents will be informed, consulted and encouraged to support any reasonable action which is taken.

### **General Standards of Behaviour / Good Manners**

All Staff must be familiar with the school's code of conduct. It is the responsibility of all staff to follow guidelines (as set down below) with any child who is failing to follow them.

Form teachers should find regular opportunities to remind their form of the code of conduct and to reinforce good standards of behaviour. The Head Teacher/Deputy Head teachers will also regularly remind all pupils of rules and good manners in Assembly.

### **Codes of Conduct**

Each year form groups, following discussions with their classmates, will look to implement a code of conduct for both the classroom and the playground

Examples of things each form should consider.

- Put 100% effort into our learning.
- Listen to our teachers and listen to each other.
- Include each other in our learning.
- Participate in class discussion and speak in turn
- Be equipped for each lesson.
- Respect the school environment.
- Walk sensibly around the school
- Keep our working areas tidy.
- Share playground equipment.
- Be courteous to one another outside

### **Rewards**

The principles mentioned above are reinforced by rewarding good behaviour, honest effort and improvement and, if necessary, disciplinary measures.

Positive reinforcement may be applied via the following methods:

- Recognition of good manners
- Verbal praise or comments in exercise books or planners
- Verbal praise for good behaviour, courtesy and consideration
- Courtesy points
- Annual prizes for major contributions in all the various areas of school life.
- Pupils may also be sent to the Head Teacher receive special praise. Pupils may be commended in assembly.
- Pupils' names may be recorded in the 'Lunchtime Stars' book. These are commended in the Friday Celebration Assembly and receive a small reward.
- In all areas of main school, school children may be awarded a raffle point for good behaviour or work. This raffle ticket is then put in a pot and in celebration assembly a child's name from each section is pulled from the pot; they then receive a prize.
- Commendations can also be awarded to children in Y1 - 6 for excellent behaviour and work. These are also awarded in assembly.

### **APPROPRIATE SANCTIONS**

There are two main considerations when dealing with unacceptable behaviour. The sanction should:

- be fair and consistent;
- physical punishment is not acceptable under any circumstances;

**The school rejects the use of corporal punishment.**

Staff have flexibility in the range of sanctions available. Sanctions range from a simple reprimand to suspension / expulsion.

Should a child's behaviour be such that he/she is hindering the learning, safety or general wellbeing of themselves another then one or more of the following sanctions could be applied.

#### Minor sanctions

1. Reprimand by teacher or non-teaching member of staff
2. Rearrangement of classroom seating positions.
3. Detention during morning break or lunchtime.
4. Producing a written apology to the person who was most affected by their behaviour.
5. Request to re-do work or complete work appropriately
6. Loss of privilege for specific periods e.g. break times in order to complete the task.
7. Referral to the Form Tutor
8. Referral to Deputy Head or Head Teacher
9. Being sent out of the classroom.
10. Communication with parents perhaps associated with the issue of a Report Card. Report cards may be issued by form tutors, the Deputy Head or the Head Teacher

#### Exclusions

1. If it is felt that a child may not be a good ambassador for Burton Hathow Preparatory School, a pupil may be removed from school teams as a sanction. Parents will be informed if this is the case.
2. Specific short-term exclusion (for the remainder of a day and/or the following day) This would be initiated for any form of violence and may also be used in situations of verbal bullying.
3. Longer fixed term temporary exclusion. The Head may not suspend a pupil for more than 5 days or an aggregate of 15 days without the agreement of the Board of Directors.
4. Permanent exclusion (expulsion).

The Head Teacher and Board of Directors of Burton Hathow Preparatory School reserve the right to require parents to remove permanently their child from the School if the Head Teacher considers that a child's attendance, progress or behaviour (including behaviour outside school) is seriously unsatisfactory and in the reasonable opinion of the Head Teacher the removal is in the School's best interests or those of that child or other children. The Head Teacher may also, at her discretion, require parents to remove or may suspend a child if the behaviour of either or both parents is, in the opinion of the Head Teacher, unreasonable and affects, or is likely to affect adversely the child's or other children's progress at Burton Hathow Preparatory School or the well-being of school staff or to bring the school into disrepute.

5. Should the Head Teacher exercise this right as mentioned above, parents will not be entitled to any refund or remission of fees or supplemental charges due (whether paid or payable) and the deposit will be forfeited. However, in such circumstances, fees in lieu of notice will not be payable and any prepaid fees will be refunded.

If any of the exclusion sanctions as detailed above are applied, they must be recorded in the **Sanctions Record**.

**Should the School decide to permanently exclude a child, parents have the right to have any such decision appealed to the Appeal Panel as per the Exclusions Policy.**

Examples of behaviour that might receive the sanctions outlined above include:

- breaking the codes of conduct;
  - not focusing on tasks set;
  - preventing others from concentrating on their task;
  - deliberately annoying others;
  - calling out in the classroom.
  - name calling, unkind teasing;
  - making fun of others – e.g. – work in class, family, hobbies, appearance;
  - excluding each other because of looks, colour, race, belief, gender, disability;
  - mistreating books, materials and/or school property;
  - refusing to follow instructions given by an adult;
  - dangerous play;
  - throwing things in anger
  - Physical aggression towards another child/member of staff
- 
- continued disappointing behaviour in the classroom despite actions outlined above;

- continued disappointing behaviour in the playground despite actions outlined above;
- failure to demonstrate good manners or behaviour – e.g. in the corridors or Dining Room – despite repeated warnings;
- poor appearance despite repeated warnings;
- regularly forgetting homework/homework diary or homework is regularly incomplete;
- throwing things in anger.

### **More Serious Incidents**

Serious incidents of misbehaviour should be referred directly to the Head or Deputy. Again, staff will need to apply their judgement as to what constitutes serious but examples might include:

- hitting; kicking etc any physical violent behaviour\*
- persistent behaviour described above;
- swearing (heard by an adult);
- stealing;
- any form of bullying – refer to Anti-Bullying Policy;  
(Note also the positive support strategies in the Anti –Bullying Policy)
- deliberately hurting another pupil physically and/or emotionally;
- behaviour which deliberately hurts others because of their looks, race, gender, colour, beliefs or disability;
- inciting children to hurt others verbally or physically;
- possession of inappropriate material – e.g. photographs, magazines, DVDs, video games of an adult nature.

The Head or Deputy will then decide on an appropriate course of action.

**Any act of violence will not be tolerated at Burton Hathow Preparatory School. The pupil's parents will be informed and the action will result in a temporary or fixed term exclusion. Note that this may be considered appropriate even if it cannot clearly be established exactly where the main responsibility lies.**

### **Sanctions Record**

- **Records of sanctions for serious misbehaviour are kept so that patterns may be identified.**
- **If any of the exclusion sanctions detailed previously are applied, they are to be recorded in the Sanctions Record**
- 'Pupil Concerns' is an item on the agenda of weekly staff meetings. These concerns might include aspects of a child's behaviour. Any concerns are recorded in the minutes.

### **Physical Intervention**

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. ANY occasion where physical intervention is used will be recorded within the incident log and parents/carers will be informed when picking up the child.

(refer to the DfE guidance 'Use of Reasonable Force in Schools')

Reviewed August 2019 Next Review Date August 2020