



Behaviour and Sanctions Policy

Burton Hathow Preparatory School Including EYFS

DISCIPLINE / BEHAVIOUR POLICY

[Please see Behaviour Policy 2021 Covid-19 Addendum](#)

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 main school rule is to 'Treat people the way you wish to be treated'.

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 this 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 and parents) are aware of the principles underlying the policy and ensure that it is consistently applied and adhered to.

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.

Burton Hathow Preparatory School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment.

Reviewed by CL/N/JS and GP August 2021. Next review date August 2022

- **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.
- 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 R - 6 for excellent behaviour and work. These are also awarded in assembly.
- Certificates generated by class teachers are also presented in celebration 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 for 'Time Out'.
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

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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.
- Proven false allegations against other pupils or staff

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 and 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')

Steps for the Management of Behaviour in the Early Years

Children display a range of behaviours in their Early Years and in particular when they first access an unfamiliar environment. Staff may have to deal with outbursts at inappropriate times, children displaying rage, taking resources from another child and ignoring an instruction.

Intervention will be discreet and direct:

- Using a positive statement - "If you want to throw something, you could go outside and throw a ball"
- Explaining a concern - "If you lean back on your chair you may fall over and bang your head"
- Giving a child choices
- Having a group discussion at Circle Time
- Having visual codes – Happy face / Sad face
- Labelling the behaviour not the child - "I don't like it when....." or "It's not ok to...."
- Using non-confrontational language - "When sand is thrown....." rather than "When YOU throw sand..."
- Talk to the child about why you feel their behaviour is a concern and what you think is a more appropriate way to behave

If challenging behaviour continues Parent/Carers will be encouraged to discuss the issues with relevant staff. By working together to explore possible underlying causes and share positive strategies, a consistent approach between setting and home may be appropriate. If in the event further strategies are required the Early Years SENCO may become involved. The outcome of this may result in an action plan to be agreed, monitored and reviewed.

A minority of children may, however, need additional or a different level of support beyond that of other children of the same age. Support for these children, in collaboration with Parents/Carers may involve setting up an Additional Support Plan with specific targets related to the behaviour. Where appropriate, this stage may include referral to external agencies for additional support/assessment with Parent/Carers consent.

In the unlikely event that support and interventions do not provide positive outcomes a core-group will be established in liaison with Parent/Carers under the guidance of the Early Years Childcare and Support Service for Nursery children.

In an extreme situation, where the above strategies are not successful, a meeting will be arranged between the Head Teacher, the Head of Early Years and the child's Parents/ Carer.

Strategies for extreme behaviours:

- Removing the child from the conflict and allowing time for the child to calm themselves, supported by an adult
- Suggesting the child takes 'Time-Out' to reflect on their attitude or behaviour
- Intervention by the Head of EYFS
- The child being collected by the Parent/Carer before the end of the session



Early Years Foundation Stage Behaviour Policy and Procedures

Our Burton Hathow community prides itself on being a caring community, whose values are built on mutual trust and respect for each and every individual.

Our Behaviour policy is designed to reflect this and maintain the way in which everyone can exist and work together in a supportive way to ensure that both children and practitioners feel safe, secure, valued and happy.

We acknowledge, however, that there may be times when issues surrounding negative or challenging behaviour will require intervention and as a consequence may need the support of the Behaviour Management Policy & Procedures.

The use or threat of corporal punishment or any form of punishment which could have an adverse impact on a child's well-being is forbidden.

Aims and Values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage and children must be provided with the support to help them to develop a positive sense of themselves and of others through mutual respect, the development of social skills and a positive disposition to learn.

Taking into account children's ages and stages of development we recognise that expectations may differ at home from those in the Nursery, we therefore work closely with parents / carers to share how we can promote our message of positive behaviour.

At Burton Hathow we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate 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 nursery and 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. All staff are expected to demonstrate this behaviour in their actions.
- **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 to support children's developing confidence and self-esteem.

As part of the induction procedure, all staff will be made aware of the practice of supporting positive behaviour through providing clear, positive and consistent guidelines. Staff will make every effort to act as good role models through their own behaviours, therefore creating an atmosphere of consideration and a consistent approach to possible causes of negative behaviours.

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.

The named people at Burton Hathow with overall responsibility for behaviour are Mr Nigel Hardcastle; Deputy Head and Mrs Claire Lyons, Deputy Head for Pastoral Care.

Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed, staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an age appropriate approach.

We help children to look after themselves by:

- Praising them by focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable and appropriate way
- Encouraging them to ask for help from their peers as well as adults
- Reinforcing their attempts and identifying their needs
- Strengthening their self-help skills to encourage independence
- Enabling them to recognise the good behaviour in others
- Learning from others

We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviours
- Working on and reinforcing the understanding of how we and others are feeling
- Using the appropriate vocabulary to make feelings clear

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- Be aware of the consequences of our actions
- Encouraging children to reflect on their behaviours and engage in meaningful conversation
- Being aware of the power of language through not being confrontational or negative
- Boosting their self-esteem
- Listening and acknowledging their responses in a sensitive manner

We help children to be polite by:

- Acknowledging others either verbally / non verbally
- Saying "Good morning" "Please" and "Thank you."
- Staff modelling the behaviours we believe are appropriate
- Encouraging them to take turns
- Listening to others without interrupting
- Learning to be patient when someone is already speaking
- Giving children clear messages and setting appropriate examples for behaviour and attitudes

We ask children to look after equipment by:

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games and considering "How do we look after this?"
- Helping the adults to wash equipment
- Reminding them to speak up about breakages
- Looking after equipment, ourselves and adults modelling our expectations.

We help children to care about the environment by:

- Ensuring that the children are aware that it is their space and they must share the responsibility of caring for it
- Organising a daily system of cleaning
- Making it appealing and interesting
- Providing appropriate storage at the correct height to facilitate resources being returned to the correct place
- Making them aware of recycling paper and the disposing of general waste in the correct bin
- Celebrating their work by creating imaginative displays
- Keeping the outdoor area clean and tidy
- Explaining the proper care and use of each designated area
- Noticing, acknowledging and praising 'careful handling'

Steps for the Management of Behaviour

Children display a range of behaviours in their early years and in particular when they first access an unfamiliar environment. Staff may have to deal with outbursts at inappropriate times, children displaying rage, taking resources from another child and ignoring an instruction.

Intervention will be discreet and direct

- Using a positive statement - "If you want to throw something, you could go outside and throw a ball"

- Explaining a concern - "If you lean back on your chair you may fall over and bang your head"
- Giving a child choices
- Having a group discussion at Circle Time
- Having visual codes – Happy face / Sad face
- Labelling the behaviour not the child - "I don't like it when....." or "It's not ok to...."
- Using non-confrontational language - "When sand is thrown....." rather than "When YOU throw sand..."
- Talk to the child about why you feel their behaviour is a concern and what you think is a more appropriate way to behave

If challenging behaviour continues Parent/Carers will be encouraged to discuss the issues with relevant staff. By working together to explore possible underlying causes and share positive strategies, a consistent approach between setting and home may be appropriate. If in the event further strategies are required the Early Years SENCO may become involved. The outcome of this may result in an action plan to be agreed, monitored and reviewed.

A minority of children may, however, need additional or a different level of support beyond that of other children of the same age. Support for these children, in collaboration with Parents/Carers may involve setting up an Additional Support Plan with specific targets related to the behaviour. (Please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with Parent/Carers consent.

In the event that additional support and interventions are required, a core-group will be established in liaison with Parent/Carers under the guidance of the Lincolnshire Early Years Childcare and Support Service.

In an extreme situation, where the above strategies are not successful, a meeting will be arranged between the Head Teacher and the child's Parents/ Carer.

Strategies for behaviour management:

- Removing the child from the conflict and allowing time for the child to calm themselves, supported by an adult
- Suggesting the child takes 'Time-Out' to reflect on their attitude or behaviour
- Intervention by the Nursery Manager
- Intervention by the Head of EYFS
- The child being collected by the Parent/Carer before the end of the session

This Policy was adopted on: September 2021

Next review due: September 2022 (or earlier if necessary)

Signed on behalf of Burton Hathow Preparatory School EYFS:

Miss J South / Mrs G Pearson
Head of EYFS/ Nursery Manager

Behaviour Policy 2021 Covid-19 Addendum

At Burton Hathow Preparatory School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent. It is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Children will enter school through the main gate. Y3-Y6 will walk unaccompanied to the inner gate. Younger children may be accompanied, if necessary, by one parent to the inner gate. Children will enter individually and will go straight to their designated form. There will be markers on the floors to support children with social distancing.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide. Y3-6 will be accompanied to the main gate.

Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel before entering school, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Rewards

Points and commendations will continue to be used during Covid-19. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their

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work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted. Good work will be shared on Showbie.

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

1. Referral to Headteacher
2. Parents/Carers called to collect child from school immediately
3. Fixed term exclusion
4. Permanent exclusion

Pupil's working from home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously and could result in a referral to the police. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.