




## Behaviour & Discipline Policy

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V.J. Gocher	September 2018	September 2019

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Mrs V J Gocher

### INFORMATION

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## **Aldenham Prep School**

### **Behaviour and Discipline Policy**

#### **Aims and expectations**

It is a primary aim of our Prep 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 Behaviour and Discipline Policy is therefore designed to support the way in which all members of the Prep School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

It is very important that there is mutual respect and trust between all staff (teaching and non-teaching) and the children. We expect every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

We reward, praise and role-model good behaviour at all times, rather than merely deterring anti-social behaviour, as we believe that this is the most effective way to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. (See EYFS Promoting Positive Behaviour Policy).

#### **Promoting Positive Behaviour**

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

- Verbal praise and encouragement individually and in front of peers
- Stickers for good work / achievement, particularly in Foundation Stage and 1: 1 Learning Support lessons
- Blue and Gold Star system (Years 1 & 2) which is part of the House Point system
- House Point system (Prep)
- Good choice marble jars are used to praise children making the right choice and result in an agreed reward system in addition to good choice marbles such as raffle tickets and GOTCHA's
- Good work/achievement is shared with Head or Deputy (Head or Deputy award sticker given) and acknowledged in the weekly newsletter
- Fortnightly good work/achievement assembly
- Pupil of the Week award in each class presented in achievement assembly.

All staff can award Stickers, Blue and Gold Stars, and House Points to children. Where appropriate these are recorded on the children's Chance Cards.

## School Rules

We have a number of school rules, which work alongside the Jigsaw Charter, but the primary aim of the Behaviour and Discipline Policy is not a system to enforce rules. It is a means of promoting positive behaviour and good relationships, so that members of the school community 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.

We carefully discuss those rules that are necessary for different areas of school life to function effectively with the children, so that they may have some ownership in the decision making process. The results are displayed and circulated so that all are aware of what is expected.

Whole School Golden Values; the 5 Cs were introduced in Sept 2015. These are displayed in classrooms and around the school. They can also be found in the pupil's Link books along with, The Aldenham Way and an explanation about Chance Cards.

## Dealing with Negative Behaviour

We employ a number of sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, but we try to ensure a consistent approach across the school. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the member of staff stops the activity and isolates the child concerned.

In accordance with DfE regulations we do not use *corporal punishment* and as such 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 adult, 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.

We classify difficult behaviour into three levels;

**1) Level One:** Low level, which the member of staff can deal with effectively.

We try to focus on the behaviour as the problem not the person. To ensure consistency no member of staff should issue a request more than twice before enforcing a sanction. At level one this is most likely to be a short time-out or away from an enjoyable experience or a short period of silence etc.

**2) Level Two:** Repeated low level offences and medium level behaviours which are referred to the Class Teacher or KS Leader.

Medium level behaviours are referred to or dealt with by the Class Teacher or Pre-Prep/Prep Leader. In the Prep department this behaviour will normally result in a chance card being signed. After three chances have been lost a detention is issued. This is carried out on Friday lunchtime. In the Pre-Prep it is likely to result in loss of playtime or 'golden-time' and the incident may be recorded in the home-school link book.

**3) Level Three:** High order offences which require referral to the Deputy and then possibly to the Head.

Serious incidents including bullying or repeated medium level behaviours are referred to the Deputy or Head. They are recorded in the school 'Pastoral File' and the parents of the child are informed, thus invoking the home-school partnership. Sticker charts /

report cards, sent home at the end of each day or week may also be used to eradicate persistent medium level behaviours.

Bullying might be termed as repeated action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. This can manifest itself through racist, sexist and homophobic actions and can also be found in actions that might be described as 'cyber bullying' through inappropriate use of websites, email, mobile phones, text messages and photographs.

### **The Role of the Headmistress of the Prep**

It is the responsibility of the Headmistress of Prep, under the School Standards and Framework Act 1998, to implement the Prep School Behaviour and Discipline policy consistently throughout the school, and to report to the Governors when requested, on the effectiveness of the policy. It is also the responsibility of the Headmistress of Prep to ensure the health, safety and welfare of all children in the Prep School.

The Headmistress of Prep 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, he/she may permanently exclude a child. Both these actions are only taken after consultation with the Headmaster of Aldenham School. The Governors will then be notified.

The Headmistress ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headmistress draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headmistress may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why action is being taken, or the Headmistress may request a Class Teacher to focus on the behaviour in class Circle Time.

The Headmistress ensures that all staff receive sufficient training to be equipped to deal with all incidents of poor behaviour including bullying. The Headmistress sets the Prep School climate of mutual support and praise for success, so making poor behaviour or bullying less likely. When children feel they are important and belong to a friendly and welcoming school, poor behaviour or bullying are far less likely to be part of their behaviour.

The Headmistress has a responsibility to ensure that the school is also using educational elements such as Personal, Social, and Health Education (PSHE), assemblies, projects, drama stories, literature, historical stories, current affairs and so on to help give the pupils both a clear anti-bullying message and serve to further reinforce positive behaviour.

### **The Role of Parents**

We aim to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the Prep School. We try to build a supportive dialogue between the home and the Prep School and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If we have to use reasonable sanctions to discipline a child, we inform the parents and seek their co-operation to 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 Deputy Head. If these discussions cannot resolve the problem, they should contact the Headmistress, a formal grievance or appeal process can be implemented. **(See whole school Complaints Policy).**

### **Monitoring**

The Prep School keeps a variety of records of incidents of misbehaviour so that patterns can be tracked.

The Class Teacher records Level 1 (if appropriate) and Level 2 incidents.

The Deputy or Headmistress records Level 3 incidents. Incidents that occur at break, lunchtimes or in lessons taken by peripatetic staff are communicated and recorded in the same way (i.e. to the Class Teacher, who will then pass on any pertinent information to the Headmistress or Deputy).

Playground incidents books and Early Birds and Late Club incident books are completed as appropriate. These books are regularly monitored by a member of the Senior Leadership Team.

Chance cards can be signed.

Pastoral file records are kept.

Positive letters of congratulations are sent home if a pupil's chance card has not been signed throughout the term.

A sticker goes in the pupil's link book if they have had to attend a detention.

Letters are sent home if a pupil has been in detention on 3 occasions or more.

Detentions are logged in a file kept in the Deputy Head's office.

### **Review Annually**

The Headmistress reviews this policy annually.

Reviewed Sept 2015 LC; July 2016 CJW; VJG Sept 2017; SMG Sept 2018

#### Related Policies

Anti-Cyber Bullying

Anti-Bullying

Complaints Policy

## SANCTIONS

Sanctions - All staff are responsible for ensuring the safety of pupils in our care and must always communicate with the class teacher in the first instance.

MDS & TAs must inform class teachers of any behaviour that needs challenging

It is the class teacher's responsibility to ensure any issues are dealt with initially

Playtime and classroom issues can be referred to the KS leaders, who will keep DH & Head informed. Chance cards will be signed, after due warning.

When all three chances are lost, a detention is issued

For serious incidents the following process would usually be followed:-

1/2 day internal fixed exclusion

1 day internal fixed exclusion

1 day temporary fixed external exclusion

Long term fixed exclusion or Permanent exclusion

## Behaviour & Discipline Policy

### Document History

Date:	Pages:	Amendments:	Reason:	Name:
30.9.16	2	Addition of last two sentences	clarity	VJ Gocher
30.9.16	3	Addition of 'Jigsaw Charter'	new PSHE scheme of work	VJ Gocher
30.9.16	3	Detention information added	clarity	VJ Gocher
30.9.16	4	'repeated' added to define bullying	clarity	VJ Gocher
30.9.16	5	SMT written as 'Senior Management Team'	clarity	VJ Gocher
15.9.17	various	'Preparatory' written and 'Prep' and 'Head' written as 'Headmistress'	Consistency and clarity	VJ Gocher
15.9.17	4	'Senior Management Team' written as Senior Leadership Team 'KS Leader' written as 'Pre-Prep/ Prep Leader'	Terminology update	VJ Gocher
15.9.17	4	'challenge' written and 'chance'	correction	VJ Gocher
15.9.17	1	Addition of Blue and Gold Star system (Years 1 & 2) ' <i>which is part of the House Point system (Prep)</i>	clarity	VJ Gocher
17.9.18	1	Addition of which is part of the ' <i>the House Point System acknowledged in the weekly newsletter</i> '	clarity	VJ Gocher
17.9.18	1	Addition of ' <i>and acknowledged in the weekly newsletter</i> '	update	VJ Gocher

17.9.18	2	Addition of the school ' <i>They'</i> can also	correction	VJ Gocher