



Ashton House School

Pupil Behaviour and Discipline Policy

Policy Title:	Pupil Behaviour and Discipline
Version:	1.1
Policy Summary:	This policy sets out the processes the school will adhere to tackle any form of pupil behaviour and discipline in Ashton House School and EYFS setting.
Policy Owner:	Headteacher
Relevant to:	All staff, volunteers, contractors and service providers.
Date introduced:	December 2016
Next review date:	December 2018
Related School Documents:	<ul style="list-style-type: none"> • Safeguarding Policy • Online Safety and ICT Acceptable Use Policy • Anti-Bullying Policy
Date(s) modified/reviewed:	<p>Reviewed December 2017</p> <p>Modified July 2018: ‘A letter written to parents’ replaced by ‘communication with parents’ term ‘dinner ladies’ replaced by ‘lunch staff’</p>

POLICY FOR SCHOOL DISCIPLINE

Good behaviour is an essential condition for effective teaching and learning to take place. Ashton House School and EYFS setting requires accepted codes of conduct and procedure aiming to foster constructive relationships within the school community. These relationships should be characterised by mutual respect, friendliness, trust and tolerance.

Everyone in the school has the right to work in peace. All forms of prejudice and discrimination based on religion, disability and background will be opposed and challenged. Equally no corporal punishment is permitted at any time or for any reason at the school, and it must not be threatened.

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers and children based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

Code of Conduct

- All members of the school community are asked to respect each other
- All children are expected to respect their teachers, other adults and fellow pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children should walk (not run) when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion
- Foul or abusive language must not be used
- Children are expected to be punctual
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem
- Children should wear the correct school uniform.
- Children should not play games or undertake activities which lead to others being unhappy or hurt

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Incentive Scheme

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

The Ashton House School scheme is based on house points through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

The children have been divided up into four houses, with siblings remaining in the same house. Children are awarded house points for thoughtfulness, being helpful, good work etc. Each house's house points are counted up at the end of the week, and the result announced in assembly. We hope that children will encourage members of their house to try their best in every aspect of school life.

Also individual certificates celebrating achievements will be awarded throughout the year, for example, achievements in swimming etc.

Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

Weekly character awards are presented to pupils at Friday assembly for making a positive contribution to school life. These take the form of a badge and a ribbon.

Children are encouraged to show their achievements in and out of school in good work assemblies and at Friday assembly.

EYFS Superstars (Stars of the Week) are celebrated in the Friday assembly.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Sanctions

There will be times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy must state these boundaries firmly and clearly.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology and loss of responsibility.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Head Teacher who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Head Teacher as to future conduct
- Withdrawal from the classroom for the rest of the day
- Communication with parents informing them of the problem
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then exclusion procedures are implemented.
- It is to be hoped and indeed expected that a single exclusion will be sufficient to make the offender aware of the error of his/her ways. However, should there be a further recurrence of negative behaviour, the child will be withdrawn immediately from educational activities and his/her parents will be asked to come straight away to the school to speak with a member of the senior management team about the latest incident before taking their child home for the rest of the day.
- A case conference involving parents and support agencies

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

Lunchtime Supervision

At lunchtime, a team of three lunch staff carries out supervision. The lunch staff can refer to the Head Teacher if necessary. The dinner ladies are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task. This usually takes the heat out of the situation. The lunch staff keep note of children who continually misbehave.

The dinner ladies must be treated with the respect expected by all adults at Ashton House School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Head Teacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Care and Control of Children

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class
- Move the child from the group to work on his/her own
- Repeat work
- Miss playtime (but must be supervised)
- Behaviour modification programme – setting targets
- Parental involvement

- Daily report
- Sanctions as in discipline policy

Serious incidents are recorded in the incident or discipline book.

Incident Form

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

Incident forms should be used, recording all details, and are available from the office for all staff.

Discipline Book

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded. This book is not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour.

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

Preventative Strategies

See sanctions above and discipline policy procedures.

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary. Physical intervention should only be used to manage a child's behaviour if necessary to prevent personal injury to the child, other children or an adult, or to prevent serious damage to property, or in what would be described as exceptional circumstances.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

An incident form should be filled in and the situation discussed with the Head Teacher.

The Head Teacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Behaviour Modification Policy

At Ashton House School most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation
- Using different resources
- Rewards of stars/smiley faces on work, on charts and in special books
- Use of certificates, special stickers for such things as listening, being kind, helpful etc
- Sharing good behaviour with other children/other classes
- Showing assembly
- Involving parents at an early stage to make an action plan together

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.