



Behaviour and Discipline Policy



2024-2025

Approved by: Headteacher

Date: September 2024

Last reviewed on: September 2024

Next review due by: September 2025

BEHAVIOUR AND DISCIPLINE POLICY

This policy applies to the whole school, including EYFS. The named practitioner for behaviour at Hale Prep is Mrs Ruth Vayro.

This policy is drawn up in line with 'Behaviour and Discipline in Schools (2016)' and the Equality Act 2010, including issues related to pupils with special education needs or disabilities and how reasonable adjustments are made for these pupils.

The basic principles underpinning the behaviour and discipline policy of the school may be briefly summarized:

- All should play a part in creating a caring and safe environment.
- All members of the school community are entitled to mutual respect.
- A disciplined environment is an essential prerequisite for successful learning.
- Positive attitude and behaviour, including punctuality, should be constantly reinforced.
- Consistency and fairness should prevail.
- Pupils should understand that failure to comply with the norms of behaviour and discipline will result in the imposition of sanctions.

The Staff

Good discipline in the school will only be achieved if all staff members work together to produce polite, well-mannered pupils. This is consistent across all staff from EYFS to the head teacher.

- Each staff member is responsible for their pupils' class discipline.
- Each staff member is responsible for discipline in all areas of the school – corridors, cloakrooms, and playground.
- Pupils must constantly be reminded of good manners, courtesy and the importance of kindness and consideration to others.
- Pupils must be reminded about school uniforms and the importance of a neat appearance.
- Staff receive training for this at staff meetings

The Pupils

The number of rules and specific regulations are kept to a minimum.

- The correct school uniform must be worn. Pupils must conform to the regulations concerning jewellery, hairstyles, ribbons, slides etc.
- There should be no bullying of any form – physical, verbal, or emotional.
- The property of others should be respected at all times.
- The school premises and all furniture and equipment should be respected.
- There should be no running in the school. Ascending and descending stairs should be in a single file.
- No child should be in school during breaks and lunch without permission and only when supervised by a teacher.
- There should be no inappropriate language in the playground.
- Never leave the classroom or school without permission and only with a known adult.

Sanctions

Discipline and behaviour are not a major issue at the school. Nevertheless, there will be occasions when a situation requires intervention.

- In most instances, expressing the teacher's disapproval will suffice.
- Minor sanctions must be deployed in several instances, including a letter of apology and clearing up a mess.
- The head or deputy head will handle all serious instances of inappropriate behaviour. These instances will include bullying, lack of respect for an adult, damaging the property of others, damaging the fabric of the school, and persistent poor effort.
- A final warning might be considered appropriate, accompanied by a letter posted to parents/guardians.
- If problems persist, it may be necessary to arrange a meeting with the parents; part of the meeting will be in the presence of the pupil.
- In the unlikely event of the meeting having no effect, the school will consider suspension. In the extreme case, permanent exclusion.
- It could arise that the head might consider suggesting that outside agencies might be deployed – educational psychologists.
- A record of sanctions imposed upon pupils for serious misbehaviour is kept confidentially on CPOMS.

- *Serious misbehaviour is defined as*
 1. *Cyberbullying*
 2. *Any treatment towards another pupil causing upset after an initial warning.*
 3. *Interfering with the property of others.*
 4. *Lack of respect for all staff, including playground assistants.*
 5. *Defacing school property.*

Rewards

- *Teachers are encouraged to acknowledge and praise examples of good behaviour verbally.*
- *Weekly, a merit cup is awarded to a pupil in each infant class and a pupil of the week certificate is awarded to a pupil in each junior class. The cups are awarded for several aspects of school life, including good behaviour and kindness, outstanding work in creative arts, sporting achievements and academic performance.*
- *At the end of each academic year, at speech night, a cup is presented to a pupil each year in recognition of outstanding personal performance and contribution to the school. Additional cups for leadership and example (good behaviour is a major factor) are awarded. Both serve to highlight the importance placed on good behaviour and discipline.*
- *Showing work to the head teacher and other staff is also regularly carried out to promote high standards of discipline and behaviour.*

Gold Star Awards

Gold star awards are awarded by all staff members (including playground staff) to the children for several reasons, varying from working hard in class to politeness and acts of kindness. When a child has been given a gold star, they inform their form teacher, who will record the individual's award on a chart in their classroom. When a child has achieved 25 gold stars, they are awarded a bronze certificate; 50 gold stars merits a silver certificate, whilst a child who gains 75 gold stars is awarded a gold certificate. A child who achieves 100 gold stars within an academic year is presented with an 'A Special Award' badge. These certificates/badges are given out in assembly by the Headmaster.

Kindness Cup

Weekly, kindness cups are awarded to each year group. The winner of the cup is chosen by the children in each class.

Managing Pupil Transition

The transition from infants to juniors and transition within the juniors is made easier and certainly un-stressful because of the nature of the school.

1. In reception, and indeed throughout the school, pupils are taught by the same subject teachers – music, drama, dance, and games. The children are, therefore, familiar with many of the teachers they will have in the next academic year.
2. In many activities, the children are integrated. Thus, all the infants will have worked together in, for instance, the school drama productions. Likewise, the juniors will work together. The school is, therefore, a unit, not compartmentalised year groups, and pupils feel that they all belong to the school and are not simply members of a form.
3. Under the guidance of carefully selected form teachers, the year groups, average size 18 in years 3 and 4, quickly form a bond that gives added security.
4. There is considerable dialogue between staff members, formally (for example, weekly briefing meetings) and informally, enabling the staff to have a clear picture of each pupil's needs and what, if any, problems they have. The children are "known", thus giving greater security.
5. The transition to secondary schools is facilitated by comprehensive, thorough reports written by the head and teachers. This gives the secondary school a full picture of the pupil enabling the school to meet the child's needs.

Special Educational Needs

No child at Hale Prep has particular emotional or behavioural needs that require a special assessment and programme for behaviour. If this happens, a plan will be implemented to manage persistent, significant behavioural difficulties. Relevant staff, agencies and parents would be involved, and the plan would be communicated to all relevant staff.

Parents Role

Parents have a crucial role. They need to understand and support our policy and its procedures. They must tell their children that they expect them to abide by our policy. This policy is available on our website.

The Use of Reasonable Force

The Education and Inspections Act 2006 confirms the right to use 'such force as is reasonable for preventing a pupil from:

- Committing an offence
- Causing injury to, or damage to the property of, any person (including themselves) □ Prejudicing the maintenance of good order and discipline.

Any serious episodes of misbehaviour must be referred to the Headteacher. A strategy will be put in place to support the pupil. The parents will be informed on the same day or as soon as possible. The Headteacher will record this. Corporal punishment is not used or threatened at Hale Prep.

EXCLUSION

It is important to note that temporary or permanent exclusion is a last resort. Permanent exclusion is used only in the most serious circumstances. The Headteacher has the absolute discretion to remove a pupil from the school. The Headteacher may also, at her sole discretion, require parents to remove or may exclude a child if the behaviour of either parent is, in the opinion of the Headteacher, unreasonable and affects or is likely to affect adversely any pupil's progress at the Hale Prep or the well-being of the School, staff or to bring the school into disrepute. The last time a pupil was excluded was ten years ago. This was a result of persistent and aggressive behaviour. The parents accepted the decision to exclude the pupil and kept a sibling in school.

If a parent wishes to appeal an exclusion, they must follow stage 3 of the complaint's procedure.

Disciplinary action for pupils who are found to have made accusations against staff

- If an allegation is made against a teacher, the quick resolution of that allegation will be a clear priority for all concerned. All unnecessary delays should be eradicated at any consideration or investigation stage.
- In response to an allegation, staff suspension is not the default option. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the school will record the reasons and justification, and the individual will be notified of the reasons.
- Allegations found to have been malicious will be removed from personnel records, and any that are not substantiated, unfounded or malicious will not be referred to in employer references.
- For pupils found to have made malicious allegations, the headmaster will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police, if there are grounds for believing a criminal offence, may have been committed).
- Accusations made in good faith will not be punished.
- Please also see 'Complaints Made Against a Staff Member' in the Safeguarding Policy.

Support Systems for Individual Pupils Need

If there is a persistent behavioural problem, the class teacher will work with the SENCO and headteacher to draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors. If the problem continues, we will work with outside agencies to seek solutions to support the pupil. Please note that it has never been necessary to implement such a system at Hale Prep School, as discipline and behaviour are minor issues.

The procedures for reporting a complaint against a staff member will follow the same guidelines in the complaints policy.