



Behaviour, Discipline and Exclusion Policy

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Approved by: Management Board

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1. Aims

The primary aim of our behaviour policy is to promote good relationships within the school, to further the common purpose of helping everyone to learn in a compassionate and positive environment. To this end, the school expects every member of the school community to behave in a considerate way towards others. As staff we aim to treat all children fairly and apply this behaviour policy in a consistent way so that children become positive, responsible and increasingly independent members of the school community able to make good decisions regarding their behaviour. We reward good behaviour as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We are mindful and respectful of the Equality Act 2010 and Behaviour and Discipline in Schools (Jan 2016).

Our named Behaviour Practitioner is Mrs Samantha Scott

2. Expectations

- We expect children to listen carefully to instructions in lessons.
- We expect children to try their best in all activities.
- We expect pupils to be considerate to others in the school.
- We expect the highest values and standards of behaviour, both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.
- We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life.
- We expect pupils to follow the simple code; 'Care, Courtesy and Consideration'. Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, including those with SEND.
- We expect pupils to avoid any and all harassment and bullying of others whether by word or action.

3. The role of parents and guardians

We aim to work collaboratively with parents and guardians so that children receive consistent messages about standards of behaviour. Parents and Guardians who accept a place for their child at Heathcote Preparatory School and Nursery undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

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 Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. This process is detailed in the Complaints policy.

4. Rewards and Sanctions for breaches of discipline that do not merit exclusion.

4.1. Rewards: Good Behaviour, Effort and Achievement

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

- teachers congratulate children verbally.
- teachers give children house points.
- we may nominate a child for special mention within assembly.

- certificates may be awarded in the school assembly.
- we distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. The Head Teacher has a special award for outstanding service or for a very special effort.
- all classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- stickers are given where appropriate for age i.e. KS1 and these are translated into house points.
- prizes are awarded on Sports and Presentation Day to children who have achieved a high level of success, both in and outside the school.
- posting examples of excellent work in art/design, sports, drama and musical achievements on the school's web site, so that the community can celebrate success.
- reports to parents, which are always worded to be as constructive as possible.

The school acknowledges efforts and achievements of children, both in and out of school.

4.2. Sanctions: Poor Behaviour, Effort and Achievement

The school employs a number of sanctions to ensure a safe and positive learning environment. The school rejects the use of corporal punishment in all circumstances.

We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so due to poor behaviour, we may ask them to redo a task.
- Disruptive behaviour which upsets the rest of the class will be dealt with by the teacher in his or her own way. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. This may mean that the child is sent to the office or the Head Teacher. No child is ever left unsupervised.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may prevent the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- A de-merit would be issued for a more serious breach of discipline.

- Other examples of sanctions include: detention, withdrawal of privileges, suspension for a specified period, removal or expulsion.

5. The school's code of conduct

The School's code of conduct is discussed within each class (see Appendix)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop further occurrences of such behaviour. We do everything in our power to ensure that all children attend school, free from fear.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from their Key Stage Leader and in turn the Head Teacher.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

6. Sanctions for serious breaches of discipline that merit exclusion

6.1. Temporary Exclusion (Suspension) / Permanent (Expulsion)

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported, serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child when all other methods have been exhausted. Both these actions are only taken after the Board of Directors have been notified.

7. Physical restraint

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 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.

8. Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour.

We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book kept in the school office.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Board of Directors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9. Review

This policy is reviewed every year. The Board of Directors may, however, review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

10. Complaints

We hope that you and your child do not have any complaints about the operation of our Behaviour, Discipline and Exclusions Policy: but a copy of the school's Complaints Procedure is available on our website or can be sent to you on request.

APPENDIX 1


Our School Code of Conduct: Care, Courtesy and Consideration

We will...

- be considerate and thoughtful to others in our school.
- behave our very best both inside and outside of school so we can always be our school's best ambassadors.
- treat our teachers and staff and each other with consideration, respect and good manners.
- listen carefully to instructions in lessons.
- try our best in all activities and take advantage of all opportunities given to us, both academic and beyond.
- understand that everyone has a right to feel secure and to be treated with respect.
- look after our school environment.
- take pride in our appearance.
- follow our simple code; 'Care, Courtesy and Consideration'.

11. APPENDIX 2

Key Stage Two Behaviour Poster



<p>Listening well</p> <p>Trying my hardest to focus and complete all work set</p> <p>Putting my hand up to speak and answer questions</p> <p>Working cooperatively with my friends</p> <p>Being polite – remembering please and thank you</p> <p>Being helpful to others</p> <p>Using my initiative when learning</p> <p>Praise, house stars, certificates.</p>	<p>Not listening or focusing</p> <p>Talking at inappropriate times</p> <p>Forgetting to put my hand up to speak</p> <p>Not cooperating well</p> <p>Avoiding work or not working my hardest</p> <p>Getting out of my seat without permission</p> <p>Forgetting my manners</p> <p>Verbal warning, name on the board.</p>	<p>Ignoring the teacher's warning</p> <p>Continuing to disrupt or distract</p> <p>Calling out persistently</p> <p>Not listening to instructions</p> <p>Unable to cooperate with my peers</p> <p>Not completing my work</p> <p>Rudeness</p> <p>Flag, detention, time with Key Stage lead, Deputy or Head mistress.</p>
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