

Behaviour and Discipline Policy

This policy sets out the expectations for behaviour at Kingshott School. The governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. Parents have an important role to play in reinforcing the implementation of this policy, so the pupils see that the key adults in their lives share a common aim. It sets out the procedure for dealing with poor or unacceptable behaviour as well as illustrating how positive behaviour is rewarded.

Aim

- To promote a positive ethos that encourages and reinforces good behaviour, in an environment where children feel safe, secure and happy, maximising their learning opportunities.

Objectives

- High standards of behaviour, courtesy, respect and discipline;
- An excellent working environment;
- Self-discipline and self-control;
- Respectful relationships;
- Open communication with parents.

General expectations from everyone:

- See Golden Rules;
- Respect for others, for oneself and for property;
- Politeness;
- Cooperation;
- Hard work, allowing others to work hard.

Sanctions

Punishment of the whole class or whole school is inappropriate unless there is a mainly whole class or school problem.

Sanctions will be confined to the individual children concerned; it will be appropriate to the misbehaviour and will vary in severity.

When dealing with bad behaviour, it should be stressed that it is the behaviour that is unacceptable, not the child. Children must realise that in using the sanction the member of staff is disapproving of the action rather than the child.

General Strategies

- It is often beneficial to remove a distressed child from a situation and allow a brief calming down / cooling off period before entering into discussion;
- Consult with and communicate all concerns to the form teacher;
- If necessary / helpful, inform the Deputy Headmaster / Headmaster / **Head of Learning Support**;
- Share concerns with other staff and seek help with strategies from the above people plus SLT;
- Raise concerns at staff meetings;
- Do not accept rudeness or disruptive behaviour;
- When dealing with children with a specific difficulty **consult with the Head of Learning Support**;
- **Possible recommendation for referral to educational psychologist, counselling, behaviour management etc**;
- Whenever possible, children should be taken aside to be reprimanded. They should not be publicly humiliated.

Offence	Sanction	Action / strategies / responsibility / communication
Rudeness or lack of cooperation	-reprimand and identify as not acceptable	<ul style="list-style-type: none"> • If effective, incident can stay with teacher responsible • It may be appropriate to offer an incentive or encouragement for getting it right in the future • General classroom management strategies e.g. move a child away from causes of temptation.
Disruption / distraction of class or other pupils' learning	- Loss of Star	<ul style="list-style-type: none"> • Inform form teacher • Reprimand
Repetition of the same offence can lead to moving to the next step rather than just a repeat of the initial sanction.	-Inform Deputy Head and / or Headmaster	<ul style="list-style-type: none"> • Loss of part of play time – supervised by Deputy Head • Loss of all play time.
Persistent smaller or niggling offences are treated as disrespectful	-Incident Book	<ul style="list-style-type: none"> • Consult with form teacher who should instigate the behaviour book in consultation with Head of Learning Support, Deputy Head or Headmaster and informal consultation with parents • Clear objective and targets • Targeted at problem areas / lessons • Form teacher to consult with parents • Observations of class by form teacher / Deputy Head or Headmaster.
	-Review with parents	<ul style="list-style-type: none"> • Form teacher, after consultation with Deputy Head / Headmaster, to discuss problem area with parents and next strategies to be employed.
	-Cooling off period	<ul style="list-style-type: none"> • In extreme cases, the pupils to be taken out of activity causing problem and allowed time to consider options / discuss with staff and parents
	- Exclusion	<ul style="list-style-type: none"> • Headmaster to consult with staff involved

Play Times / Activities / Changing / School Trips / Bus and Minibus etc.

Offence	Sanction	Action / strategies / responsibility / communication
Anti-social behaviour	(These can be used progressively on repetition of an offence or subsequent offences) Reprimand and identify as unacceptable	<ul style="list-style-type: none"> • If effective, incident can stay with teacher responsible • It may be appropriate to offer an incentive or encouragement for getting it right in the future • Stand with / stay with supervisor / teacher
Rudeness	Record in incident book in cases of separate incidents with different staff	
Bullying or physical harm to others	Record in incident book	<ul style="list-style-type: none"> • Inform form teacher • Inform Deputy Headmaster and or Headmaster
Foolish or dangerous acts		
Repetition of any of the above		

<p>Forfeit Inform Deputy Headmaster and or Headmaster Incident book</p>	<ul style="list-style-type: none"> • Inform form teacher • Reprimand • Loss of part of play time • Loss of all play time • Consult with form teacher who should instigate the behaviour book in consultation with Head of Learning Support, Deputy Headmaster or Headmaster • Clear objectives and targets • Targeted at problem areas – anger management, respect for other etc.
<p>Contact parents</p>	<ul style="list-style-type: none"> • Form teacher to consult with parents • Form teacher, after consultation with Deputy Headmaster / Headmaster, to discuss problem area with parents and strategies to be employed
<p>Cooling off period</p>	<ul style="list-style-type: none"> • In extreme circumstances, pupil to be taken out of activity causing problem and allowed time to consider options / discuss with staff and parents
<p>Exclusion</p>	<ul style="list-style-type: none"> • Headmaster to consult with staff involved

Sanctions in EYFS and Pre-Prep School

The emphasis at all times is on positive reinforcement of desired behaviour, rather than disciplinary sanctions. We aim to promote self-discipline and collective responsibility. It is essential that all staff consistently model high standards of behaviour and respect and live the values of the school.

When discipline is necessary we adhere to the following procedure:

Offence

For all unacceptable behaviour, including:

- Rudeness
- Disruption of the class
- Distraction of other children
- Lack of cooperation
- Anti-social behaviour
- Physical harm to other children
- Bullying
- Deliberate disobedience

Action Procedure

1. An immediate verbal response to the action.
2. A clear explanation to the child as to why the behaviour was unacceptable, and encouragement to apologise.
3. If unacceptable behaviour persists, the child will be withdrawn from the activity / group for a short period.
4. If necessary a child may be removed from the situation for calming down and thinking time.
5. Years 1 and 2 children may lose **Golden Time** minutes.
6. The Head of Nursery / Pre-Prep will become involved at this point.
7. Parents will be contacted if the child's behaviour is particularly worrying.
8. Staff and parents will work together to develop strategies to improve the child's behaviour.
9. If a child's behaviour shows no sign of improving the parents will be sent a written warning that if their child's behaviour does not improve, the child may be excluded.

NB: if necessary an incident report form should be complete.

The school does not wish to exclude any child, but reserves the right to do so if necessary. Only the Headmaster, or Deputy Headmaster in his absence, has the authority to exclude a child. Any exclusion, fixed term or permanent would involve the Headmaster, parents and Governors.

Corporal Punishment

No form of corporal punishment or physical intimidation will ever be used by any member of staff. Physical restraint is only used where children are in danger of hurting themselves or others, and the procedures used must follow the school's **Physical Restraint Policy**.

Poor or Unsatisfactory Work, Late Work in the Prep School

- It is important to understand the causes of unacceptable work. Whilst it is important to help all children to achieve their best, this can be a long term strategy and is quite separate from the sanctions above if it does not impact on other children's learning, happiness or safety.
- If sanctions are not working we need to seek alternative strategies.
- Children generally work hardest when they feel that they are making the most progress or achievement.
- The objective is to improve a child's attitude, work and confidence, and not to punish 'bad behaviour'.
- We seek to be positive, to motivate, build self-esteem and confidence.
- Staff need to be positive, encourage, acknowledge and then perhaps reward and provide incentives.
- For most children the greatest reward is knowing that they have achieved, which pleases themselves, their teachers and their parents / carers.
- Consultation with the child, form teachers, SLT and parents will be the most effective strategies.

Offence	Action	Action/strategies/responsibility/communication
Poor / unsatisfactory work	Inform form teacher	Consult and plan action
	Inform Head of Learning Support	Consult and plan action
	Inform Deputy Head / Headmaster	Consult and plan action
	Contact with parents	Consult and plan action
	Report book Inform Headmaster	Form teacher to monitor, acknowledge, reward

Further guidelines to help support successful attitudes to work:

- **Form teachers to have an enlarged prep timetable in the form room, visible and laminated.**
- **Teachers to have laminated class lists on display and children awarded ticks for prep handed in on time and completed successfully – leading to a reward at the discretion of the teacher.**

Rewards and Acknowledgement

Objectives

Children are rewarded in a variety of ways. They are encouraged to realise that the most significant rewards in life are the satisfaction that we get from doing our best and achieving something significant or supporting and helping others. Rewards and acknowledgement should far outweigh sanctions; they are a valuable tool in securing the highest standards of behaviour and achievement.

Achievements in and out of the classroom are all deemed equally important, including achievements outside school, and we encourage children and parents to share such news with us. We also seek to identify achievements that require long term effort rather than just instant gratification, e.g. consistently practising a musical instrument or a sporting skill.

It is important that the child is clearly aware of the reasons for the reward or acknowledgement.

Acknowledgement

Verbal acknowledgement and encouragement are used generously when appropriate. Staff are encouraged to share the achievements of children in their sphere of work with other staff. This helps everyone to understand the whole child and each individual's gifts, talents and successes. It is often the breadth of our

education that helps to build a child's confidence, self-esteem, motivation and sense of belonging in the community.

Stars

Stars can be awarded for good work, effort, achievement, improvement and progress etc.

Stars help to motivate individual children and help them to see their contribution to the wider community in their House or form etc. They can be used to inspire / motivate others or build confidence and self-esteem whilst instilling a sense of teamwork. They can help others to identify what is required to attain such recognition. They can be used freely and more than one can be awarded for exceptional achievements, but care needs to be used to ensure that they are valued and not de-valued.

Stars can also be awarded for acts of kindness, thoughtfulness, politeness, teamwork, courtesy and consideration for others etc. The objective includes encouraging others to copy such good behaviour and manners.

Members of staff can use their own judgement as to when it is appropriate to give Stars and how many to give within the general framework above. Guidance can be sought from other staff and the Deputy Headmaster or Headmaster.

Assemblies and 'informal Prize Giving' are occasions when weekly / termly individual Star leaders, Class of the Week / Term / Year, House of the Week / Term / Year are identified and congratulated – they also receive certificates on special occasions.

Stickers

Teachers are encouraged to use such acknowledgement freely and for many children a sticker can be the highlight of their day or week.

Certificates / Merits

Certificates are produced and awarded for all types of individual and group achievements; mentions in assemblies and House meetings / form assemblies are also frequent.

Commendations / Referral to Deputy Headmaster and / or Headmaster

The Headmaster is always keen to see children who deserve acknowledgement, and regard this as a priority. Teachers need to explain carefully to children why they are being referred, or send a note with them to that effect.