

**Downham Preparatory School**

**Behaviour and Discipline Policy**

**1 Aims and expectations**

**1.1** It is a primary aim of our 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's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

**1.2** The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people 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.

**1.3** The school expects every member of the school community to behave in a considerate way towards others.

**1.4** We treat all children fairly and apply this behaviour policy in a consistent way.

**1.5** This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

**1.6** The school recognizes reward as an integral part of any behaviour policy and to this end rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**2 Rewards and punishments**

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

- Teachers congratulate children.
- Teachers give children house points.
- Teachers may also award certificates.
- We also put children in the teachers' "GOLD BOOK", either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Children are then congratulated and presented with a badge in Assembly.

**2.2** The school acknowledges all the efforts and achievements of children, both in and out of school.

**2.3** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

A copy of each set of rules is on display in each classroom and in the walkway. (Class Rules, Friendship Rules, Playground Rules, Lunchtime Rules.)

- We expect children to listen carefully to instructions in lessons. If they do not do so, we 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, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, after 3 warnings they are sent to either the Principal or Deputy Headteachers.
- A detention may be given, and the child will stay in at lunchtime to practise their handwriting and reflect on their behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the child is disciplined. 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.

**2.4** The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during Form Assembly time.

**2.5** 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 any further occurrences of such behaviour. While it is very difficult to eradicate minor bullying, we do everything in our power to ensure that all children attend school free from fear.

**2.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. 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 or those in the vicinity. The actions that we take are in line with government guidelines on the restraint of children. (See *Restraint Policy*)

### **3 The role of the teachers**

**3.1** It is the responsibility of teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

**3.2** The teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

**3.3** The teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

**3.4** If a child misbehaves repeatedly in class, and is given a detention, a record will be kept of all such incidents. In the first instance, the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the teacher seeks help and advice from the Principal.

**3.5** 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.

**3.6** The teacher may set up a Home-School book, often called 'On Report', where the behaviour of the child is recorded each day and then sent home to the parent. Each teacher will record the child's behaviour at the end of each lesson.

### **4 The role of the Principal**

**4.1** It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

**4.2** The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

**4.3** The School keeps records of all reported serious incidents of misbehaviour.

**4.4** The Principal 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, the Principal may permanently exclude a child.

## **5 The role of parents**

**5.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

**5.2** We explain the school rules in the school prospectus, and we expect parents to read them and support them.

**5.3** We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

**5.4** If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **6 Drug- and alcohol-related incidents**

**6.1** It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

**6.2** The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

**6.4** It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be temporarily excluded. The child will not be readmitted to the

school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Principal.

**6.5** If the offence is repeated the child will be permanently excluded.

**6.6** If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

**7 Monitoring and review**

**7.1** The Principal monitors the effectiveness of this policy on a regular basis.

**7.1.1** The school keeps a variety of records concerning incidents of misbehaviour. If necessary, a child will be given a Home/School book, where behaviour is recorded daily and the book is then sent home for parents.

**7.1.2** Any serious or dangerous incidents are recorded in a behaviour and discipline folder on incident slips.

**7.2** The Principal reviews this policy at least every two years.

**Signed: (Principal) -**

**Date:** Reviewed – November 2013  
Reviewed – December 2014  
Reviewed – January 2015  
Reviewed – January 2016  
**Reviewed – April 2017**

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**Child's name:-**.....

**Parents' Signature: - (1)** .....

**(2)** .....

**Date: -** .....