



Behaviour and Discipline Policy (9a)

(Whole School including EYFS)

Aims and Expectations

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.

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.

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

We treat all pupils fairly and apply this behaviour policy in a consistent way.

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

The school rewards good behaviour, as it believes 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.

Going for Gold

Each class displays a chart made up of gold, silver, green, yellow and red card on their wall. The pupil starts the day on the green panel. If the pupil's behaviour is positive the pupil's icon will be moved up the chart to silver and so on. At the end of the day if an EYFS pupil is on silver or gold they will receive the corresponding colour star sticker, Pre-Prep and Prep pupils will receive one house point for silver and two for gold. At the end of each day the pupils' names will be reset on green. If however a pupil's behaviour is not in line with the class charter they will be given a verbal warning. If the behaviour continues then they will be placed on yellow and then onto red. For pupils placed on yellow or red a card will be given to them which will go to lessons that are taught by specialist staff. Pupils on red in EYFS will be given thinking time whereas Pre-Prep pupils will have 5 minutes withdrawn from Golden Time. Prep pupils will miss the following morning break with timeout on 'The Wall'.

Pupil behaviour is also discussed at the Monday staff briefing as a means to give information to all staff.

Rewards

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

- Staff praise pupils
- Each week we nominate pupils from each class to receive an award for their behaviour in our 'Celebration Assembly'
- We distribute smiley stamps to pupils in Foundation 1 and Foundation 2 and house points to pupils from Y1 – Y6 for good work and good behaviour and to acknowledge outstanding effort or acts of kindness in school
- Smiley and house point certificates are given to pupils in Assembly
- School postcards can be sent home to inform parents of good behaviour
- A 'Star of the Week' is awarded each Friday in each class from Foundation 1 to Year 6
- "Going for Gold" class charts
- Golden Time is awarded each week with the aim of each child in Foundation 2 to Year 2 keeping all of their Golden Time, being the incentive for good behaviour

Sanctions

The school acknowledges all the efforts and achievements of pupils, both in and out of school. Assemblies celebrate pupils' achievements out of school, for example, music or swimming certificates.

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.

- We expect pupils to listen to instructions in lessons. If they do not do so we may ask them to move nearer the teacher
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task
- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part as appropriate (as appropriate)
- If a pupil threatens, hurts or bullies another pupil, the class teacher records the incident (incidents and concerns book) and the pupil has sanctions put in place. If a pupil repeatedly acts in a way that disrupts or upsets others, the school contacts the pupil's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the pupil
- If a pupil in Foundation 2–Year 2 does not behave in line with the class charter or hasn't tried their best, they may lose Golden Time
- If a pupil in the Prep Dept appears on the red area of the "Going for Gold" chart they will spend morning break on "The Wall" in the Prep playground
- Pupils in Foundation 1 have thinking time if they struggle to behave in line with their class charter or expectations. Foundation 2 follows this procedure for the autumn term.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own class charter, which is agreed by the pupils and displayed on the wall of the classroom. In this way, every pupil 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 class time. Pupil behaviour is also discussed in PHSEE lessons and as part of The Rights Respecting Schools.

To restore positive behaviour some children may have behaviour charts or books. These are reviewed by the Heads of Department.

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 bullying, we do everything in our power to ensure that all pupils attend school free from fear.

Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils.

The role of the class teacher

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

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

The class teacher treats each pupil fairly and enforces the classroom code consistently. The teachers treat all pupils in their classes with respect and understanding.

If a pupil misbehaves repeatedly in class, in the first instance the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT, Deputy Head or the Head Teacher.

The class teacher liaises with the SENCo, Head of House and Head of Department, as necessary, to support and guide the progress of each pupil.

The class teacher reports to parents about the progress of each pupil 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 pupil.

The role of the Extended Education Provider

The EEP will become involved once the class behavior management procedures have failed. Where a pupil is presenting persistent significant behavioural difficulties a behaviour IOP to bring about improvements will be written. Relevant staff, agencies and parents will be involved. Behavioural/social targets will be set. They will be communicated to the pupil, their parents, relevant staff and any outside agencies involved with the pupil. These targets

should be specific, achievable by the pupil and for a timed period. To protect all vulnerable parties the House Leader should be involved in the initial stages to ensure the pupil fully understands the implication of the situation. All meetings must be minuted.

If a pupil's behaviour gives cause for serious concern, we can give additional support in school to try to put it right. We can seek the assistance of an Educational Psychologist, social worker or other relevant agencies.

At Avon House we are keen to ensure that we do not discriminate through application of the Behaviour Policy against pupils whose apparent behaviour may be a function of their SEND, disability, racial and or cultural background.

The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all pupils in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misconduct. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a pupil. These actions are taken only after the school Governors have been notified.

The role of parents

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

We explain our expectations for behaviour in the school prospectus and we expect parents to read and support them.

We expect parents to support their child's learning and to co-operate 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.

If the school has to use reasonable sanctions to punish a pupil, 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 Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Early Years

Promoting positive behaviour in our young pupils is very important and we promote this by:

- Building the children's self esteem
- Ensuring the child feels valued
- Giving lots of praise for good behaviour
- Listening to what the children say
- Using stickers and stampers
- Verbal feedback to parents at the end of the day

Fixed-term and permanent exclusions

We do not wish to exclude any pupil from school, but sometimes this may be necessary.

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head Teacher may exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governors. The school informs the parents how to make any such appeal.

The Governors convene an Appeals Panel which is made up of between three and five members. The Appeals Panel considers any exclusion appeals on behalf of the Governors.

When an Appeals Panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.

If the Governors' Appeal Panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Monitoring and review

The Head Teacher monitors the effectiveness of this policy on a regular basis.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes. Incident sheets are kept in the Sanctions Book. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.

In no circumstances should physical chastisement be used in any part of the school, including EYFS. The Governors and Head Teacher cannot support staff who use physical punishment in school.

Reviewed November 2017 AC/SLT
Reviewed October 2018 AC
Reviewed March 2019 AC

Appendix I

Whole School Behaviour Sanctions

Sanctions apply to all pupils in school, however they may vary according to the age of the pupil. Sanctions will never be instigated without the knowledge of the class teacher. Where appropriate sanctions that are put in place will be discussed at a staff meeting and a note circulated to part time staff.

Initial Sanctions

- An initial warning will be given.
- Pupil will sit closer to a member of staff or sit away from others in the classroom.
- In Pre-Prep the pupil is issued a yellow card and then if moved to red 5 minutes of Golden Time will be withdrawn.
- In Prep the pupil is issued a yellow card and then if moved to red playtime on “The Wall” will apply.

In the initial stage EYFS pupils will follow the procedure below:

- A verbal warning with a reminder of expected behaviour.
- In Early Years, on the second warning the pupil will be moved nearer to the teacher and a yellow card given.
- In Early Years, on the second warning the pupil in Foundation 1 will have timeout and in Foundation 2 (after the autumn term) will lose 5 minutes of Golden Time and then a red card given.

These sanctions do not need to be recorded unless the pupil is repeatedly challenging and a diary of events needs to be kept. If this occurs then a record will need to be made in the class Incidents and Concerns book.

For consistent poor behaviour apply

Second Stage Sanctions

- Referral to the Deputy Head who will speak to the pupil.
- Roles of responsibility will be reviewed (where applicable).
- Daily report book.

These incidents will be recorded in the class Incident and Concerns book and the parent will be notified.

Third Stage Sanctions

- Referral to the Head Teacher.
- Meeting held with the parents.
- Loss of privileges e.g. withdrawal from extra-curricular clubs, school visits or sports events.

This will be recorded in the Sanctions book and the parent will be notified. This book is held securely in the Head Teacher’s Office.

In extreme cases a pupil may be excluded from school. This will involve consultation with the parents and will be recorded in the School Sanctions Record which is kept in the Head Teacher’s Office.

Appendix II

Lines of Communication and Procedure

