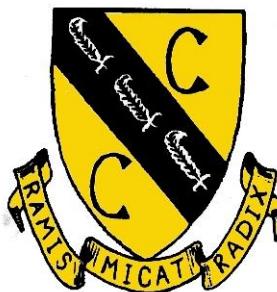


## Clarendon Cottage Preparatory School

### Behaviour and Sanctions Policy



Created by: E Howard (September 2010)

Reviewed by: P Orechoff (March 2016)

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## Clarendon Cottage Preparatory School Behaviour & Sanctions Policy.

**This policy is applicable to the whole school, including the EYFS**

This policy sets out the school's position with regard to the use of behaviour and sanctions. It must be balanced by the rewards system in place in the school and by positive responses to the work and behaviour of the children. Sanctions should not be considered in isolation when dealing with discipline problems rather they should be used as part of a combined approach to encouraging positive behaviour. All staff should encourage good behaviour and respect for others, and in particular prevent all forms of bullying among pupils. This policy extends to the behaviour of pupils when off-site where reasonable.

No sanctions should be applied to any child, which are not included within this policy without the express permission of the Headteacher, and should be reasonable, taking into account the school's legal duties under the Equality Act 2010. This policy has been written with regard to the DfE's 'Behaviour and discipline in schools' (2014).

### Expected standards of behaviour.

All members of the school community have the right to be treated with respect and have the responsibility to treat others in the same way.

#### At All Times

- Make sure that coats and bags are kept on pegs, and that the cloakroom is kept tidy.
- Always flush toilets and wash hands.
- Stand aside and hold doors open for everyone where possible, particularly staff, visitors and younger children
- Be safe at all times
- Be kind and courteous, treating others as you would like to be treated.
- Speak politely to others, avoiding bad language
- School uniform should be worn with pride; boys and girls must ensure a tidy appearance at all times.
- Always walk around the school in an orderly and quiet manner, lining up quietly
- Personal clothing and property should be clearly named, expensive toys or money shouldn't be brought to school without the permission of a teacher.
- Respect other people's belongings and take care with school property.
- Put litter in a bin.
- Include others in games, activities and discussions.
- Bullying is unacceptable. If you think you are being bullied, or are unhappy about anything, tell a teacher.

### **Class Standards.**

- Pay attention by being quiet and by listening.
- Children should be encouraged to try hard, and to always produce their best work and taking pride in it.
- Children may drink from a bottle of water to keep hydrated.
- Children should go to the toilet during break times.
- Classrooms should be tidy.
- Children should be expected and encouraged to raise their hands rather than call out in class.
- Children should stand when an adult knocks and enters the room.
- Behaviour must always be polite and considerate.
- Classrooms should be kept tidy and free from obstructions.
- Desks must be kept tidy and letters must be taken home.

All children should be aware of these rules and reminded of them at appropriate times. Class teachers should ensure that they spend times talking through these rules and the reasons why it is important that we follow them. Good behaviour should always be praised and commented upon and encouraged by the awarding of house points, merit certificates and merit badges. Other rewards and treats may be used to encourage and reward good behaviour.

### **Guidance for All Staff in Promoting Good Behaviour**

1. Positive reinforcement of good behaviour is more effective than negative punishments.
2. Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour, which is far more important than punishment. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in P.H.S.E. lessons and in school assemblies. Staff use stickers, certificates, letters and postcards to acknowledge and re-enforce positive behaviour as well as academic achievement. Praise should outweigh censure, but should be handled in a way that the child feels comfortable.
3. A well-managed, well planned environment decreases potential for problems.
4. Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and

when. We need to teach behaviour as we teach other aspects of the curriculum. Classes that are well organised with lessons that are well prepared and take into account the range of abilities within the class, tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain self-esteem. Criticism should never damage self-esteem censure should focus on the behaviour not the child.

5. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly. They should never be belittled.
6. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.
7. Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with when encountered. See separate policy for anti-bullying.
8. It should not normally be necessary to shout. The use of corporal punishment is illegal, and will **NEVER** be supported under any circumstances.
9. The Head teacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Head teacher or the Deputy Head when behaviour causes concern.

#### **Guidance for the Playground**

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. Staff must listen to children. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
2. Children should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
3. School rules should be applied consistently and children reminded of them regularly.

#### **Sanctions to be used at Lunchtime**

For any poor behaviour while playing out in the yard the sanctions used for outside play are to be followed: They are:

1. Informal warnings by lunchtime staff
2. Formal verbal warning of why behaviour is not appropriate

3. Sent to stand against the wall or to sit on the bench for a few minutes for a short cooling off period.
4. If behaviour persists, community service such as clearing litter etc.
5. Sent indoors to explain to a teacher what he/she has done, the teacher will determine what action may be taken. Children will then lose their playtime.

### **Lunch Time**

- Children should queue quietly while waiting to be served, being polite to the catering staff remembering to say “please” and “thank you”.
- Children should clear their plates when asked to do so
- Children should eat in a polite, well-mannered way, using cutlery correctly and talk to others around them without shouting
- Children should sit at their designated tables and avoid walking around.

To maintain these standards the following sanctions can be used, they are in order of escalation.

1. Verbal reminder of why noise level/talk/behaviour is not acceptable.
2. Brief spell standing at the side of the room, always bearing in mind the child must be allowed to finish their meal and that this is not humiliating for the child.
3. Loss of some of their outside play – by standing at the side of the playground – max. time 10 minutes.
4. Sent upstairs after lunch to find his/her teacher and explain poor behaviour. The teacher will determine what action may be needed, if any.
5. Sent to explain behaviour to the Head or Deputy Head in Head’s absence. Head will determine any further action.

Sanctions are to be used in order of escalation always – a repeat misdemeanour by the same child will elevate sanction to next level. Only in exceptional circumstances will behaviour be dealt with at a higher level to start with, and only with consultation of Head (or Deputy Head in Head’s absence). Sanctions need to be carried out in such a way that children can always eat their school meal i.e. if ‘time-out’ is required before sweet is served then it can be used and that child will be the last to receive their sweet, otherwise the sanctions come into force at the end of the meal.

All staff should maintain high expectations for good behaviour apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful factor of behaviour management is the example we set particularly in the way we manage conflict.

### **Rewarding Good Behaviour**

Quiet word, smile or acknowledgement

Written comment on pupils’ work

Stickers

Praise in front of class group

Visit to another member of staff/head

Written comment, card, letter or postcard from teacher to parent, informing them of good work, positive attitudes or behaviour  
Certificates

### **What to do when behaviour is unacceptable and sanctions are required**

1. Informal warning by member of staff
2. Verbal formal warning
3. Written warning (name on the board). Sanctions for this include (but are not exhaustive):
  - i) 5-15 minutes inside (depending on age)
  - ii) Letters of apology
  - iii) Community service
  - iv) Lines at teachers' discretion to 10
4. Second written warning (Tick next to name) - children to have 10 minutes out of class as a cooling down period. Class teachers will inform parents from this level and above. Sanctions for this include (but are not exhaustive):
  - i) Loss of whole playtime
  - ii) Community service
  - iii) Complete work
  - iv) Lines (up to 30)
  - v) Handwriting
  - vi) Dictionary work
5. Third written warning (Second tick next to name) - Children will be sent to the deputy head. Sanctions for this include (but are not exhaustive):
  - i) Loss of a full day's play
  - ii) Lines up to 50
  - iii) Work- list of reasons why behaviour is unacceptable
  - iv) Dictionary work
6. Fourth written warning (Third tick next to name)- Children will be sent to the head teacher. She will then determine the course of action, including phone call/meeting with parents, behaviour book etc. If sanctions proceed to this point, the incident/s need to be logged in the 'Exclusions/serious disciplinary' log.
7. Temporary and permanent exclusion from school remain an option as a last resort.

Any sanctions used will be reset for the following day (unless, for example a playtime needs to be missed)

Each class teacher will have a behaviour log in which more serious behavioural incidents will be recorded.

### **Pastoral Care**

This is the responsibility of all the staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and criticism of poor achievements

or behaviour acceptable. It should also provide awareness of any underlying problems the child may have.

### **Damage to Property**

Damage to school property through misbehaviour, whether it is to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement.

### **Bullying Guidance to Staff**

Bullying is behaviour by an individual, or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is deliberately hurtful often involving an imbalance of power. Bullying can take many forms (for instance cyber-bullying via text messages or the internet) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It is repetitive over a period, and victims may find it hard to defend themselves against injury, upset, embarrassment or isolation. Bullying can take place between pupils, between pupils and staff, or between staff; face to face, indirectly or using a range of cyber bullying methods. It could take place outside of school.

Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school – see separate Anti-Bullying Policy.

### **Early Years Foundation Stage**

The majority of this policy applies to the children in the EYFS through promoting positive behaviour - however, some of the sanctions are not appropriate for younger children. Positive behaviour is promoted through giving lots of verbal/non-verbal praise, stickers, 'star of the week' and the school guidelines of stars and housepoints. Sanctions for younger children would include:

Verbal warning, removal from activity, setting a different challenge through distraction. If behaviour persists, the child may be taken to another member of staff for them to talk to them. Children are always told why their behaviour is inappropriate.

### **Behaviour Books/Logs**

Each cohort is allocated a 'Behaviour Book' (informal). This will be used for logging any details of misbehaviour from Stage 3 and up to Stage 5 (inclusive) on the policy. This will include details of the incident/s, dates and countersigned by the head on the same day.

Each cohort is also allocated a 'Behaviour Log' (formal). This includes details about specific incidents, outcomes and any relevant information, including physical intervention. (Please see the Handling Disruptive Behaviour Policy). This should be

completed when the sanctions policy has been followed through and Stage 6 has been reached (Child sent to Head Teacher). This will be written up by the class teacher and parent/s must be informed on the same day – This will then be countersigned by parent, class teacher and the Head teacher. All behaviour logs are overseen weekly by The Head and Deputy Head in order to identify patterns of behaviour.

Any incident which involves two or more children should have all parents informed on the same day. The Head teacher must also be informed if an incident with two or more children involved.