



## **BEHAVIOUR AND DISCIPLINE POLICY**

This policy applies to the whole school, from the EYFS to Year 6.

### **Statement of Intent**

At Dair House School we have high expectations of behaviour both inside and outside the classroom. Good behaviour is recognised, encouraged and rewarded; unacceptable behaviour is discouraged and dealt with promptly and fairly. We believe that:

- Children have the right to learn in a safe environment where they are valued and respected as individuals.
- All staff have the right to teach and work in an environment free from disruption caused by children's unacceptable behaviour.
- Parents and guardians are entitled to be notified early of any behaviour problems and to be given the opportunity to help the school to address their child's behaviour.

### **Aims and Objectives**

- To define behaviour and standards we expect throughout Dair House.
- To set out our procedures clearly to ensure this happens.
- To detail ways of acknowledging positive behaviour.
- To describe the consequences that may be incurred as a result of unacceptable behaviour.

### **Behaviour Policy**

We aim:

- To ensure that boundaries of acceptable behaviour are clear to all concerned.
- To encourage a calm, purposeful and happy atmosphere in and around school.
- To foster feelings of institutional pride and a secure sense of belonging.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his or her own behaviour.
- To ensure all adults in school have a consistent and shared approach.
- To foster constructive relationships within the school community, characterised by mutual respect, friendliness, trust and tolerance.
- To ensure that staff use the rewards, guidelines and sanctions clearly and consistently.

We do not have a definitive list of school rules; instead we prefer to promote Dair House Golden Rules. Children's conduct is measured against these standards.

- Be gentle
- Be kind and helpful
- Work hard
- Look after your property
- Listen to people
- Be honest

We aim to encourage and reward positive behaviour. Dair House School clearly and explicitly forbids the expression, whether spoken or written, of discrimination on the grounds of race, culture, religion, gender, sexual orientation or ability/disability. We believe bullying is unacceptable in any circumstances. (*See Anti-Bullying Policy*)

We employ a system of sanctions that deal sympathetically with behaviour that falls below our expectations. We aim to apply these sanctions consistently, fairly and in a calm and controlled manner. We seek an active partnership between school and home in applying more serious sanctions.

### **Success Criteria**

This policy will be considered successful if the majority of staff, parents and pupils considers that the behaviour within the school community is generally of a high standard and that there are clear expectations and effective ways of dealing with digression.

### **Rewards Procedure**

The school's system for rewards is reviewed regularly and may vary across year groups. Details of the main rewards that we use are below:

- Verbal praise;
- House points;
- Direct communication with parents (via the Reading Comment Book in Reception/ Key Stage 1, the Reading Comment Book or the Homework Diary in Key Stage 2, speaking directly to parents at the end of the school day or telephone calls if considered appropriate);
- Certificates may be awarded for a variety of personal achievements (e.g. reading achievements, spelling success, attaining or exceeding targets).

In addition, the following rewards may be used:

- Dangling/hanging house points;
- Golden time (special privileges);
- Stickers;
- Happy sun/grumpy sun/very grumpy cloud;
- 'Smiley face' book or sticker book;
- Prizes and awards;
- Raffles.

## **House Points**

House points can be awarded for academic work, good behaviour or positive citizenship. Cumulative House point totals for each class and the total for the whole school are announced weekly in Headmaster's Assembly. The House with most house points at the end of each term is recognised and rewarded. The child in each class with most house points receives a House Point Certificate in Final Assembly at the end of each term. There is also a series of competitions e.g. handwriting, sports, quiz, pancake race that contribute towards the grand total.

## **Kindness Cup**

This is a reward for positive citizenship i.e. kindness, manners, thoughtfulness. Examples of acts that warrant consideration for the Kindness Cup would be: holding doors for others, helping younger children, volunteering, letting others take a turn before you, lending someone equipment, helping a new pupil. These examples are encouraged as normal behaviour, but the giving of Kindness Cup can act as positive reinforcement. The names and kind deeds of recipients are announced in Headmaster's Assembly and recorded in the Kindness Cup book.

## **Work of the Week**

Children are nominated by Form or Subject Teachers for good work. This may either be work of a good overall standard or a piece of work that shows noteworthy progress for a particular child. Work of the Week is recognised weekly in Headmaster's Assembly and is displayed on the board in the Entrance Hall. Records are kept by the Director of Studies.

## **Achievements out of School**

Children are encouraged to bring in details of achievements outside school. Such achievements are acknowledged in Assembly and recorded by the Deputy Head.

## **Sanctions Procedure - Consequences of Unacceptable Behaviour**

We intend consequences to be related to the misdemeanour so that children gain an understanding of cause and consequence. They will be reasonable and fair. We believe in positive correction, which includes the application of sanctions when necessary. It should be made clear that sanctions are aimed at the behaviour of the child, not the child.

The system of sanctions is progressive and should be unwanted by the pupils. Sanctions are in place to cover serious one off indiscretions as well as accumulated offences. Teachers endeavour to use their own classroom strategies to deal with low level disruption e.g. by issuing a verbal warning, rule reminder etc. (Refer when appropriate to Dair House Golden Rules.)

Sanctions must be age related and must always be behaviour focused. Sanctions are delivered within the spirit of restitution and resolution (helping the child to choose a better course of action if there is a next time) and in a calm and controlled manner that enables the pupil to retain their dignity. Children should always be given the opportunity to explain their actions and to seek solutions e.g.

- What, in your words was the problem?
- What part of the school code was affected, and in what way?
- Why do you think this problem occurred?

- What can you do to fix the problem?

## **Sanctions**

### **Level One – Verbal Reprimand and Warning**

For minor misdemeanours the Form or Subject teacher should issue a verbal reprimand to the pupil.

### **Level Two - Issuing of a ‘sanction’**

A sanction will be issued if behaviour has not improved after a warning. A sanction may also be issued for behaviour that warrants a move straight to this level.

The Form teacher should be notified and a record kept by the Form teacher.

### **Appropriate sanctions**

Incidents in the classroom/in lesson time

- (a) Time out – the teacher may choose to instruct a disruptive child to move to another seat in the class during the lesson.
- (b) Re-do a classroom or homework task if the standard was considered unacceptable.
- (c) ‘Shadow’ the member of staff on duty at playtime for one or more sessions as deemed appropriate.
- (d) Loss of part/all of playtime - Supervised by a member of staff (either the Form teacher or the Deputy Head).
- (e) Menial jobs – possibly relating to the child’s misdemeanour (e.g. wiping off writing on desks, walls etc) Careful consideration must be given to this sanction. There must be no possible risk to the child.
- (f) Writing a letter of apology to another child/member of staff.

The Deputy Head should be notified if sanctions (c) – (f) are implemented

### **Incidents at playtime**

Incidents of unacceptable behaviour should be recorded in the Playtime Behaviour Book and the Form Teacher of the child(ren) involved should be notified at the end of playtime. For repeated or more serious misdemeanours, the Deputy Head should be informed.

If the incident is serious enough to be notified to the Deputy Head, the Form teacher should inform the child’s parents.

### **Level Three – Direct referral to the Deputy Head**

Any serious incident where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed immediately with the Deputy Head (or Head of EYFS if appropriate) and entered in the Incident Book. Parents should be informed by the Deputy Head (or Head of EYFS) and appropriate sanctions implemented. Copies of correspondence should be filed in the Class Pupil File and The Central Office Pupil File.

Persistent behaviour that falls beneath the levels of expectation may require a more serious sanction. An individual behaviour programme may be devised with specific targets. Pupils may also be referred

straight to this level for a serious breach of the Dair House Golden Rules such as violence, stealing, aggressive defiance etc.

#### **Level Four – Referral to the Headmaster**

If Level Three has proved unsuccessful the Deputy Head may refer the child to the Headmaster. He may consider **suspension** from school and ultimately **exclusion** in extreme cases.

#### **Assistance Procedures**

Should a member of staff need assistance because a pupil is grossly disobedient or for any other reason they should:

- Stay with their class
- Write a brief note requesting help
- Choose a reliable pupil to take it
- Instruct them to take it to the Headmaster's secretary or the Bursar.

The Head's secretary will then locate the Deputy Head and pass the request on to her. Should she be unobtainable, another member of the Senior Management Team will be notified. The Deputy Head or delegate will offer the necessary assistance as soon as possible and carry out an investigation into the incident.

#### **Physical Force**

Under normal circumstances teachers should not touch the pupils as part of a disciplinary sanction. However there are occasions where reasonable force may be necessary, to control or restrain a pupil. They will fall into two broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury or significant damage to property.

Examples of behaviour that fall within one of these two categories are:

- A pupil attacks a member of staff or another pupil.
- Pupils are fighting.
- A pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects.

In any case where such intervention has been necessary to manage a child's behaviour, a record should be made in the Behaviour Incidents record book and parents informed on the same day.

#### **Corporal Punishment**

There is no corporal punishment at Dair House School. This includes implied or threatened corporal punishment. Any member of staff who fails to comply with this is committing an offence.

**N.B.** Related Dair House policies are *Anti-Bullying Policy*, *Child Protection Policy* and *Every Child Matters Policy*.