



BRANWOOD  
PREPARATORY  
SCHOOL

## **BEHAVIOUR MANAGEMENT**

**and**

## **DISCIPLINE POLICY**

<b>Version</b>	2 (Version 1 January 2013)	3	4		
<b>Policy reviewed on</b>	November 2015	November 2016	May 2018		
<b>Policy Written by</b>	Mrs Follett (Head)	Mrs Follett (Head)	Mr Whittell (Head)		
<b>Policy seen by Governor on  (date / signature)</b>					
<b>Policy Review Date</b>	November 2016	November 2017	November 2019		

**This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.**



# **Behaviour Management and Discipline Policy**

## **1.0 Rationale**

1.1 Branwood Preparatory School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

1.2 This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles. Good behaviour and self discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

## **2.0 Aims**

2.1 Branwood Preparatory School believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

2.2 The key aims in this policy are to:-

- For every member of our school community to feel valued, respected and has the right to be treated fairly
- The school will provide a caring community, where ethos and values are built on respect for all
- Promote an environment where everyone feels happy, safe and secure
- To develop a sense of caring and respect for one another
- To build caring and co-operative relationships with each other

- To help develop a wide range of personal, emotional and social skills to help our pupils manage emotions effectively
- To foster confidence, self-discipline and increase pupils self-esteem

2.3 The policy aims to ensure that best practice and procedures are carried out at school. The policy complies with the legal requirements of the Early Years Foundation Stage Statutory Framework.

### **3.0 School ethos / code**

3.1 The staff and children at Branwood will work together to establish a clear set of rules which will form a behaviour code in the school. These rules will be reviewed regularly and the school will ensure that new children are taught the rules and have a voice in devising a set of rules for the school.

- We will be kind and considerate
- We will listen and follow instructions
- We will look after our school and possessions
- We will walk in and around our school except in play areas

### **4.0 Responsibilities of the School Community**

4.1 The school understands that the first step to modelling good behaviour is to lead by example, which means that all trustees, governors, staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and consequences are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and personal needs as well as the additional challenges that some vulnerable students may face.

4.2 Guidance special to governors is embodied in the school's constitution and the letter of appointment issued to each new governor.

4.3 Where any adult individual perceived to be acting in a manner that is in clear and consistent contravention of the philosophy outlined above, the Head will take action deemed appropriate to the individual case and circumstances, but ensuring that the governing body of the time are either informed or consulted, as considered appropriate to the severity of the issue concerned. As reiterated in the policy referring to pupil discipline, it is felt inappropriate to be so specific as to the offence and consequent sanction as consideration of individual circumstances have a part to play in dealing with any specific case.

4.4 We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and consequences, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

4.5 Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately.

4.6 We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet personal needs. If such needs are identified we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students with SEN or personal needs. An Individual Behaviour Plan will be used for pupils whose needs cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

4.7 Children exhibiting negative or aggressive behaviour will be dealt with in a calm but firm manner and asked to calm down and stop the behaviour giving cause for concern. Staff will attempt to divert children's attention by offering them alternative options. However if the child does not calm down or their behaviour remains below that expected their parents or carers will be contacted and asked to collect their child from the school.

4.8 The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see the **Anti Bullying Policy**.

## **5.0 Responsibilities of the Head**

5.1 The Head's role is crucially important both in her demeanour and attitude towards good behaviour and discipline and the manner in which she provides leadership so the school can attain its aims. She is directly responsible to the Governing Body for ensuring that good behaviour and discipline are an integral part of the way in which the school and pupils are managed. Together she and the Governors will ensure that they are at one in this approach to discipline.

## **6.0 Responsibilities of the Teaching members of Staff**

6.1 The class teacher is responsible for the behaviour of the class during lessons and for ensuring that work is done as required. If there are difficulties with behaviour, it is worth teachers considering their methods and approach before being wholly critical of the children.

6.2 All teachers and staff should have consistent expectations about the way pupils should behave. A key ingredient of good discipline is a positive pupil-teacher relationship.

6.3 Teachers should consider the following points;

- Humiliating pupils breeds resentment.
- Shouting too much diminishes the impact of a raised voice,
- Over-reacting may mean problems will grow.

6.4 Sending a child out of class as a punishment means an unsupervised child and an unsupervised child means a potential threat to the school for that lack of supervision therefore this is to be avoided. Any member of staff who identifies a pupil as misbehaving has a responsibility to draw the child's attention to this fact,

6.5 Any incident giving rise to serious concern should be reported to the head or deputy head,

6.6 All claims involving serious physical or verbal abuse should be investigated by the adult in-charge.

6.7 Serious incidents involving misbehaviour resulting in a major punishment should be recorded on the pupil's file. Conversations between members of staff and a pupil's parent/guardian on matters of serious misbehaviour should be similarly recorded. These interviews should be minuted.

6.8 Individuals who persistently misbehave in class should be discussed with the Head or deputy Head and appropriately dealt with.

## **7.0 Students**

7.1 The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying or bringing intentional harm to other students or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any consequences that they receive. This extends to any arrangements put in place to support their behaviour.

7.2 It is obvious that with an age range of 3 to 11, there will be a difference in what can be expected from any given age group. However the aim is to ensure that the guidelines that follow are realised as far as it lies within the capacity of different aged children to do so. In

considering what follows, it must be remembered that we are dealing with children who are learning and may make mistakes. The reaction to the mistakes should therefore be different from that meted out to older children or adults. Of course children deliberately do wrong at times, but even so consideration is needed of the point first made.

- Children are expected to show co-operation and obedience to staff instructions.
- To show tolerance, respect, courtesy and kindness to all others in the school community and to have a sense of responsibility.
- To learn that no child has a right to make its presence felt to an extent which causes distress to others. This making of presence felt can be done physically, verbally, psychologically or in a number of other ways.
- To conform to currently acceptable standards of language and behaviour.
- Not to persecute the different, be that difference intellectual, temperamental, visual, physical, racial, religious or any other.
- To co-operate with one another.
- To be inclusive not exclusive of their peer group and to show concern for those in need of friendship or support.
- To try to understand as appropriate to their age, that everyone has feelings, Unselfish consideration of others feelings and opinions needs to be balanced with give and take against selfish pursuit of one's own ends.
- To treat others as they would wish to be treated.
- To realise that there is a happy medium to be aimed at in all of the above, because every child has a right to develop as an individual and as its own person within enormously wide parameters of acceptability.

7.3 Staff need to be aware of these ideas and help children to develop along the lines described.

7.4 Under no circumstances will inappropriate items be brought into school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances. For more information on exclusions, see our **Exclusion Policy**.

- verbal abuse to staff and others
- verbal abuse to pupils e.g. name calling
- physical abuse to pupils or staff including biting, kicking and hitting
- indecent behaviour
- damage to property

- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- racial abuse
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

## **8.0 Responsibilities of Parents**

8.1 Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that children are at school on time, appropriately dressed, rested, and equipped – will encourage *your* child to adhere to school rules and procedures.

8.2 We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with the Head or deputy Head to discuss their child's behaviour and to support any indicatives agreed that will benefit the child.

8.3 In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration meeting at the school with their child.

## **9.0 Bullying**

9.1 Branwood Preparatory school wants to make sure that all students feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

9.2 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action. For more information, see the **Anti Bullying Policy**.

## **10.0 Disciplinary sanctions**

10.1 Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students.

10.2 When negative behaviour occurs, members of staff will listen to the child or children concerned to identify their reasons for the poor behaviour. Staff will explain to the child or children why their behaviour was wrong and the consequences for themselves and other people involved in the incident.

10.3 Sanctions are adapted relating to the seriousness and frequency of the behaviour.

10.4 The behaviour of most of our pupils is very good. We keep the issue of behaviour in perspective and try and work positively with the minority of pupils who misbehave.

10.5 Generally a few words to the offender are sufficient in the first instance for minor offences.

10.6 Such reprimands should be administered by the adult dealing with the offence. However these matters should also be reported to the class teacher and by the class teacher to the Head or deputy Head if the offending becomes persistent. Individual circumstances must be considered in any decision about appropriate punishment.

10.7 Where punishment is necessary, possible sanctions are:

- Change of place in class.
- Withdrawal of privileges.
- Carrying out a useful task in school.
- Extra work (a) school based, (b) home based.
- Inform parents of behaviour verbal and/or written communication
- Weekly or daily Formal Report completed by the head and the form teacher.
- Withholding participation in any school trips or sports events.
- Keeping in at break times.
- Referral to Head
- Formal interview with Parents.
- Pupil charter
- Suspension at the discretion of the Head
- Expulsion at the discretion of the Head

10.8 Under no circumstances will corporal punishment be used. In the event that physical restraint is needed to prevent the pupil from harming himself or others a note will immediately be made on the pupil's file.

10.9 The Head should always be informed of any serious misbehaviour. Where a serious incident has occurred or is alleged to have occurred, the Head may immediately seek to involve the parents of those concerned.

10.10 The Head will deal with serious breaches directly, particularly when a matter is brought to her attention which seems to have been ongoing and where other strategies have not been successful.

10.11 In serious cases the Head's decision on discipline may result in the temporary or permanent exclusion of the child. Pupils will only be suspended or expelled by the Head after full discussion with all persons having knowledge of the problem behaviour, and after full and detailed discussions with members of the Governing Board.

**10.12 Suspension** - This is generally given for ongoing repetition of an offence or, alternatively, for an individual offence that merits suspension. Suspension is never for a long period. Suspension is a serious punishment because of the disgrace attached to it. There is no right of review against suspension.

**10.13 Expulsion** - This is very much the last resort and will only be implemented for individual or cumulative offences that are so serious as to merit this step. Only in the event of permanent exclusion do parents have recourse to the Governing Body of the school. In the event of expulsion the Head will provide a "Request for Review" form to the parents outlining the procedure to be adopted.

## **11.0 Use of force**

11.1 Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

11.2 Branwood Preparatory School does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use

force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result. Please see the **Positive Handling Policy** for further information.

11.3 All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e., on a school trip.

11.4 Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents. Such serious incidents involving the use of force will also be recorded by the school.

## **12.0 Rewards policy**

12.1 Good behaviour and discipline are integral parts of school life and are necessary both for pupils to be able to learn, and for their safety and well-being. The school believes that good behaviour and discipline instil into pupils such values as respect for others; for property; for honesty; for trust and fairness; for self-respect and self-discipline. In turn these qualities help pupils to grow into responsible adults.

12.2 Effective discipline is an important part of personal and social development, and has a positive influence on pupil-teacher relationships. It enhances the quality of learning in any school.

12.3 A whole school policy for behaviour and good discipline is needed which needs to be formalised in order that procedures can be readily followed and understood, Staff need to apply any policy with a consistent approach if it is to be effective. Furthermore all involved in the community that is a small independent primary school like Branwood must realise what is and is not acceptable and what the school is trying to achieve as an ideal scenario.

12.4 Ground rules:

- All pupils have a right to learn.
- All teachers have a right to teach.
- Everybody has a right to fair treatment.
- Everybody has a right to safety.
- It is the responsibility of all of us to make sure that we behave in a way that means that everybody can enjoy these rights.

- Good discipline is best promoted by purposeful learning
- Unacceptable behaviour can be changed.
- Everybody who has a right has a corresponding obligation.

12.5 While discipline is essential for the well-being of the school and all its members, it is also important for the public image of the school. Parents on the school premises and pupils everywhere and at all times are therefore expected to behave in a manner appropriate to the school's status and aspirations.

12.6 The vast majority of pupils respond to kindness and encouragement. We should try to be positive and highlight good behaviour. Sanctions are useful if used appropriately. Their deterrent effect is reduced if over-used or when not necessary.

### 13.0 Links to Other Policies

13.1 The Behaviour Management and Discipline Policy should be read in conjunction with other policies such as Safeguarding, depending upon the reason for referring to policies.

<b>Version</b>	<b>Date of Review</b>	<b>Reviewer</b>	<b>Changes made</b>
2	November 2015	Mrs Follett	Change to the lay out of the policy.  Combining of two policies which are directly linked to each other.
3	November 2016	Mrs Follett	No Change
4	May 2018	Mr Whittell	Headmistress changed to Head.