



ST MARGARET'S PREP CALNE

Behaviour and Discipline Policy (including Sanctions)

'Discipline in schools must respect children's dignity'

Introduction

This document is a statement of the aims, principles and strategies for encouraging good behaviour at St Margaret's Preparatory School. It was developed through a process of consultation and should be read in conjunction with the Code of Conduct for Staff, the Child Protection, Anti-Bullying, eSafety, staff code of conduct and Equal Opportunities Policies, as well as documentation relating to Keeping Children Safe in Education 2018.

'Good behaviour is a necessary condition for effective teaching and learning to take place'.

Aims

It is our aim to:

- Ensure that staff and pupils at St Margaret's School know and understand what is meant by good behaviour and that they aspire to this at all times.
- Encourage the development of self-discipline and sense of responsibility in a child.
- Nurture a child's self-esteem.
- Encourage good relationships between children and adults.
- Encourage a positive attitude towards school in the children so that they show initiative and are willing to take on responsibilities.
- Ensure that pupils respect others feelings, values and beliefs in the context of the active promotion of fundamental British Values.

Definition

Good behaviour means that individuals are polite and show consideration for each other; that they respect other people and other's property; that they work hard and obey the school rules quickly and without fuss.

Method

Each class will write its own Golden Rules and the children's attention will be regularly drawn to these rules. The rules will be displayed in each classroom. General school rules are displayed in all classrooms and public areas.

Regular discussions about general behaviour in school will form part of the Daily Assembly, in line with the school's approaches to promoting tolerance, mutual respect and understanding of cultural/religious differences.

Teaching Staff

All teaching staff will ensure that the school rules are followed. They will maintain discipline throughout the school and its grounds, and admonish children appropriately when they do not adhere to good behaviour. Corporal punishment will not be used under any circumstances.

Staff will be firm, fair and friendly – and consistent in the behaviour that they will accept or not accept.

Non-teaching Staff

All non-teaching staff will encourage children to obey the school rules at any time. If a child continues to behave badly, then this will be drawn to the attention of the class teacher.

Head

Persistently offending children or children who commit what is considered a serious deviation from good behaviour will be sent to the Deputy Head and ultimately to the Head. The Head oversees behaviour and discipline within the EYFS.

Parents

Parents are expected to ensure that their children arrive at school on time and that their children are not absent from school without good reason. A letter must support all absences – pre-arranged or otherwise. Parents are expected to support the staff in maintaining discipline and may be called into school if their child's behaviour is poor.

Positive Reward Scheme

To encourage good behaviour, the school operates a House Point scheme, a merit system whereby children whose work is much better than expected, who try hard, or whose behaviour is exemplary are awarded House Points. (*House points are given in single units only but a maximum of five may be awarded by class teachers for significant pieces of work such as projects in Years 5 & 6.*) These are recorded on a chart in the classroom and are counted up each week to determine the winning House. Children are encouraged to work towards the good of the House as a whole and the importance of team spirit is emphasized.

The winning House is acknowledged each week by the rest of the school and a small token may be awarded by the Head.

NB – House points, once earned, will not be withdrawn as a form of punishment.

Additionally, the Head will always be available to see individual or group work and will award merit stickers accordingly.

Commendation Certificates are awarded throughout the term on a 'Merit' basis. Any teacher may request to the Head that a child receives a Commendation Certificate at any time. Children who have worked hard, achieved good levels of attainment, behaved well or attained their personal targets etc. are eligible for an award, which will be presented during assembly. 'EASY' Certificates are similarly awarded, recognising exemplary pastoral behaviour, whilst EcoOI certificates confirm outstanding contributions to either sustainability or outdoor learning.

The Head keeps a record of awards made. These can be found in iSAMS → Pupil Management → Reward & Conduct.

Sanctions – 'Three Step' System

While the School stresses acknowledging and rewarding good behaviour as the best way of maintaining good behaviour, inappropriate behaviour must be dealt with. The School will not tolerate oppressive behaviour including harassment and bullying.

St Margaret's operates a 'Three Step' system which is consistently implemented within the school, on the playground and in 'Maggots' after school club. All staff, pupils and parents are familiar with the following guidelines:

Step 1 – Staff will talk with children to register disapproval of their behaviour. They will be provided with clear expectations on how to improve and given the opportunity to turn things around. They will also be informed that failure to do so will mean they will progress to Step 2.

Step 2 – Children who progress to this stage will have a period of ‘Time Out’ in which they will be removed from the situation and given the opportunity to reflect upon their actions. (*The duration of ‘Time Out’ may vary but will generally be 1 minute for each year of the child’s age.*) ‘Time out’ could be spent in a parallel class or with a member of the senior staff. Children will not be sent ‘down’ to lower age-groups or left to stand alone in a corridor. If the inappropriate behaviour occurs in the playground, they may be taken away from a game/situation or moved to a different play area. Additionally, ‘time out’ in Maggot may be spent in a quiet area. Once again, children will be informed that failure to improve immediately will mean they are at risk of moving to Step 3.

Step 3 - Sanction

In cases of extreme or persistent bad behaviour, Sanctions used are particular to the needs and age of a child. It is hoped that, with most children, Steps 1 and 2 will be sufficient. However, if this fails, withdrawal of privileges, play-time or extra work may be appropriate.

If a child receives a Sanction this will be reported on a list held in the staff room. The child will then be expected to report the misdemeanour to the Head before leaving School. The misdemeanour will be recorded as a ‘SANCTION’ in the child’s Homework Diary, which parents are asked to acknowledge. However, it is expected that they will be made fully aware of the circumstances leading to the Sanction by their child. The Head will express his concern and disappointment at the child’s behaviour and will clearly identify positive steps for improvement. In some circumstances she may withdraw the child from representing the school at fixtures and concerts or from attending outings.

Serious breaches of discipline or continuing anti-social behaviour, resulting in frequent Sanctions are dealt with by the Head in consultation with the parents. All incidents are recorded by the Head.

If the child’s behaviour fails to improve, further measures will be considered which may include exclusion and, as a last result, expulsion.

Rules

An up-to-date list of School and Class Rules will be on display throughout the building for all to see.

This policy considers at its heart, children's rights as exemplified by the United Nations Convention on the Rights of the Child. Specifically:

- Article 12 – Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Article 13 – Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.
- Article 14 – Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.
- Article 15 – Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- Article 16 – Every child has the right to privacy. The law should protect the child's private, family and home life.
- Article 19 – Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support for disabled children.
- Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

LB September 2019

Review

This policy will be reviewed at least annually by the Senior Leadership Team.

Effective Date

This policy was last reviewed in September 2019.

Date of next Review

September 2020

Approved by Governors

November 2019

Examples of 'Sanctions' which may be appropriate!

MISDEMEANOUR	POSSIBLE SANCTION
Disruptive or anti-social behaviour (including verbal or physical aggression, dishonesty and endangering others)	<ul style="list-style-type: none"> • Loss of free time • Handwritten letters of apology • Behaviour Report Card • Withdrawal from extra-curricular activities • Non-participation in school teams and public events -(Headmistress only to implement this sanction)
Failure to complete work/homework satisfactorily	<ul style="list-style-type: none"> • Re-do in own time • Work Report Card
Lateness to lessons	<ul style="list-style-type: none"> • Loss of free time • Missed work to be completed in addition to normal homework
Rudeness to staff	<ul style="list-style-type: none"> • Verbal and handwritten letter of apology • Behaviour Report Card
Vandalism	<ul style="list-style-type: none"> • Cleaning • Payment for damage caused • Handwritten letter of apology

NB

Children who lose their free time will be supervised by their Class Teacher or the Deputy Head.

This list is not exhaustive!