



Behaviour and Discipline Policy

Including EYFS

Ashley Manor Prep School

1. Introduction

Our policy reflects the DfE guidance, in particular 'Preventing and Tackling Bullying' (DfE, 2017), 'Use of Reasonable Force' (DfE, 2013) and 'Keeping Children Safe in Education' (DfE, 2023).

This policy should be read in conjunction with the policies listed below:

- Non-discrimination and Inclusion
- Safeguarding and Child Protection
- Anti-Bullying
- Complaints
- PSHCE
- SEND

2. 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 students fairly and apply this behaviour policy in a consistent way.

This policy aims to help students grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the schools is situated and to society more widely.

The School rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3. Rewards and Sanctions

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

- teachers congratulate students;
- teachers give students stickers/House Points;
- we give House Points to students, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- we reward 'houses' as a collective group at different times of the school year;
- weekly Gold Leaves;
- raffle tickets;
- Golden Time;
- End of half-term Effort Cards;
- Presentation Day prizes at the end of the academic year;
- commendations (including letter to parents);
- and more.

The School acknowledges all the efforts and achievements of students, both in and out of school.

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. The school rejects the use of corporal punishment.

- We expect students to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect students to try their best in all activities. If they do not do so, we may ask them to redo a task.
If a student is disruptive in class, the teacher reprimands him or her. If a student misbehaves repeatedly, we isolate the student from the rest of the class until they calm down, and is able to work sensibly again with others.
- The safety of the students is paramount in all situations. If a student's behaviour endangers the safety of others, the class teacher stops the activity and prevents the student from taking part for the rest of that session.
- If a student threatens, hurts or bullies another student, the class teacher records the incident and the student is sanctioned.
- If a student repeatedly acts in a way that disrupts or upsets others, the School contacts the student's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the student.

Sanctions for unacceptable behaviour

Early Years Foundation Stage (EYFS) and Pre-Prep see also the separate EYFS Positive Behaviour Guide.

If a pupil displays unacceptable behaviour the following initial steps need to be applied:

1. ask the pupil why they feel that intervention has taken place (if the pupil is able to identify the reason then proceed to the next point, if not provide the reason)
2. relate with the pupil to the School Rules
3. ask the pupil the effect that their behaviour may or has had on others
4. ask the pupil and discuss the appropriate behaviour that should have taken place or needs to take place in the future

If, following the above, the member of staff feels that the incident needs no further action then the incident is closed. If further action is required the following must be adhered to in order to ensure consistency with behaviour management.

Level Behaviour Examples/Actions/Sanctions

Level	Behaviour Examples	Actions/Sanctions (<i>age/stage appropriate</i>)
1 Low level	Inappropriate interruptions Distracting others Disruptive noises Disruptive fidgeting Disruptive talking/chatting Poor effort Unkind remarks Bad manners Running inside the building	Steps 1-4 need to be followed Class Teacher informed
2 Moderate level	Persistent level 1 behaviour Serious misuse of school equipment Being dishonest	Steps 1-4 need to be followed Class Teacher informed Time out and/or 1 behaviour point deducted (recorded on CPOMS)
3 Serious	Persistent level 1 and/or 2 behaviour Deliberately hurting another pupil either physically or emotionally Inciting other children to misbehave Using inappropriate language Vandalism Defiance of instructions Lack of respect to others	Steps 1-4 need to be followed Class Teacher informed Parents and Deputy Headteacher informed Time out and or 2/3 behaviour points deducted Class Teacher's Report Card (recorded on CPOMS)
4 Severe	Persistent level 2 and/or 3 behaviour Verbal aggression to an adult/child Physical aggression to an adult/child Exclusion of a child based on selected criteria Serious injury to someone else with intent Bullying	Steps 1-4 need to be followed Class Teacher informed Report to Kindergarten Manager or Deputy Headteacher Time out and/or 3 or more behaviour points deducted Deputy Headteacher Report Card Parents and The

		Headteacher informed (recorded on CPOMS) <i>For bullying refer to the Anti-Bullying Policy.</i>
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If a pupil is placed on to a Class Teacher's Report Card then the parents are notified on the same day. If grades 3 and 4 (good or excellent respectively) are achieved throughout the first week then the pupil will be taken off of the Class Teacher's Report Card at the end of the week. If grades 2 or below are given then the pupil will remain on the Class Teacher's Report Card for a further week.

If after two weeks grades 2 or below are still being given then the pupil will be placed on a Deputy Headteacher's Report Card. Parents will be notified of the transition. If grades 3 and 4 are achieved throughout the first week then the pupil will be taken off the Deputy Headteacher's Report Card at the end of the week. If grades 2 or below are given then the pupil will remain on the Deputy Headteacher's Report Card for a further week. If after two weeks grades 2 or below are still being given then the pupil will be placed on a Headteachers Report Card and parents will be asked to attend a meeting to discuss the situation further.

If a pupil's inappropriate behaviour is exclusive to break times then a decision may be made to place the pupil on a Break Time Report Card. The same procedure as a pupil being on a Class Teacher's Report Card is followed but only applies to the break times.

Some children may need to be placed on a Support Card when the staff feel there is a certain area or areas of concern linked to the child's well-being or due to family circumstances that needs specific targeting and support from the staff. Staff use the card to write positive feedback to the child about his/her behaviour during that lesson which can then be discussed with the either the Class Teacher and/or the Deputy Headteacher. A record of this support is kept by the Deputy Headteacher.

Specialist 'Feel Good, Think Good' sessions are also offered to certain children by the Headteacher and/or the Deputy Headteacher if staff or parents feel a child needs extra support with their self-esteem, confidence, etc.

In extreme cases, the Deputy Headteacher and/or Headteacher may make the decision to place a pupil on a Deputy Headteacher's Report Card or a Headteacher's Report Card without following the steps detailed above.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the students and the teacher. In this way, every student 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 at an appropriate time and these rules are also communicated during assemblies.

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 students attend school free from fear. Our anti-bullying policy has more details regarding this.

All members of staff are aware of the regulations regarding the use of force by teachers ('Use of Reasonable Force' (DfE, 2013)). Teachers in our school do not threaten, hit, push or slap students (not use or threaten corporal punishment). Staff only intervene physically to restrain students or to prevent injury to a student, or if a student is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of students.

4. The Role of the Class Teacher

It is the responsibility of 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 teachers in our school have high expectations of the students with regard to behaviour, and they strive to ensure that all students work to the best of their ability.

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

If a student misbehaves repeatedly in class, the teacher keeps a record, using CPOMS (Child Protection Online Monitoring System) of all such incidents. 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 Deputy Headteacher.

The teacher liaises with external agencies, as necessary, to support and guide the progress of each student.

The teacher reports to parents about the progress of each student in their class, in line with the whole-school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of a student.

5. The Role of the Deputy Headteacher

It is the responsibility of the Deputy Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the School. It is also the responsibility of the Deputy Headteacher to ensure the health, safety and welfare of all students in the School.

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

The Deputy Headteacher keeps records of all reported serious incidents of misbehaviour and sanctions. This includes the nature and date of the offence and the sanction imposed. The Deputy Headteacher teacher uses the register to identify patterns of behaviour and address these.

The Headteacher has the responsibility for giving fixed-term suspensions to individual students for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a student. These are all recorded in detail.

6. The Role of Parents

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

We expect parents to support their student's learning, and to cooperate 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 student's welfare or behaviour.

If the School has to use reasonable sanctions to punish a student, we expect parents to support the actions of the School. If parents have any concerns about the way that their student has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Headteacher and then The Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented in accordance with the Complaints Procedure.

7. The Role of the Proprietor

The Headteacher has the day-to-day authority to implement the School's policy on behaviour and discipline, but the owner may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

8. Drug and Alcohol-Related Incidents

It is the policy of this school that no student should bring any drug, legal or illegal, to school. If a student will need medication during the school day the parent or guardian should notify the School and ask permission for the medication to be brought. This should be taken directly to the school secretary who will ensure a consent form is completed by the parent or guardian. Any medication needed by a student while in school must be taken under the supervision of the authorised member of staff.

The School will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any student involved will always be notified. Any student who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the student will normally be permanently excluded, and the police and social services will be informed.

If any student is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that student to be taken home.

It is forbidden for anyone, adult or student, to bring onto the school premises illegal drugs. Any student who is found to have brought to school any type of illegal substance will normally be punished by a temporary exclusion. The student will not be readmitted to the School until a parent or guardian of the student has visited the School and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated the student will be permanently excluded.

If a student is found to have deliberately brought illegal substances into school and is found to be distributing these to other students for money, the student will be permanently excluded from the School. The police and social services will also be informed.

Should the Headteacher judge that it is appropriate for the student to be required to leave, they will present the case to the owner or a director and request approval for this action to be taken.

9. Monitoring and Review

The Deputy Headteacher monitors the effectiveness of this policy on a regular basis. The School has a register of sanctions, and the Deputy Headteacher keeps a record of any student who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Deputy Headteacher to ensure that the school policy is administered fairly and consistently. Particular attention is paid to matters of racial equality. No student is treated unfairly because of race or ethnic background.

Date of Review	Position	Name of Reviewer	Date of Next Review
August 2023	Headteacher	Mr P. Fathers	August 2024
August 2023	Proprietor	Mr A. Khan	August 2024