

AMDG



DONHEAD

Preparatory School

Behaviour and Sanctions Policy (including EYFS)

Aims of this Policy

- This policy outlines our procedures in order that our duties under the Equality Act 2010, including issues related to pupils with special education needs/disabilities and how reasonable adjustments are made for these pupils, are carried out.
- We aim for every member of the school community to feel valued and respected, and that each person is treated fairly and well. In addition, we aim for all pupils to be free to work in a calm, supportive and purposeful atmosphere.
- We aim to create a caring community, whose values are built on mutual trust and respect for all. We recognise the God-given right of every child to be treated with dignity, respect, tolerance and understanding and appreciate that our Behaviour Policy must fully reflect this.
- We aim to promote a good system of discipline that supports the self-esteem of each individual and promotes self-confidence.
- We believe that good discipline stems more from active encouragement and praise than it does from an effective system of sanctions. Therefore, we look to recognise and reward the contribution of the boys to the life of Donhead and fully understand that young people require encouragement, support and guidance in their own individual learning and in managing their relationships with others. Some boys are more accomplished at this than others and we recognise the need to differentiate for the individual in our Behaviour Policy, with flexibility being the key. We also believe that, within a good disciplinary structure, members of staff listen to what the young person has to say. However, we also believe that a structured system of sanctions is also required.
- We fully understand the need to give consideration to special educational needs and disabilities in our Behaviour and Sanctions Policy. Staff must make all reasonable adjustments to take into consideration these difficulties when reviewing the behaviour of pupils and understand that the Behaviour Policy must be flexible to meet the needs of these pupils.
- The aim of the Behaviour Policy, therefore, is to outline the way in which all members of the school can live and work together in a supportive way. Its aims are to promote an environment where everyone feels happy, safe and secure, and in which good quality teaching and learning can take place.

The role of members of staff in maintaining a high standard of discipline and behaviour

Staff INSET on behaviour management is given at regular intervals. It requires the full support of all members of staff to ensure that a high standard of discipline is maintained and all staff members share responsibility in this respect. In addition, of course, the standards required of the children in such areas as punctuality, organisation and standards of dress must be set, first and foremost, by the teachers themselves. Most matters will be dealt with very effectively by

the form teacher, subject teacher, member of staff on duty, etc. Listening, advice, encouragement, censure, punishment, etc, all play a key part at this stage. Loss of coupons, detentions and re-doing of work are all sanctions that are available to a teacher in the early stages. In this way the standards expected are demanded and upheld by the teachers in the everyday routine of the school and every child in the school knows the standard of behaviour that we expect in our school and in the playground. If there are incidents of anti-social behaviour, the form teacher discusses these with the whole class during Form Period and or PSHE.

Other relevant policies: Anti-Bullying Policy/Safeguarding and Staff Conduct Policy/Acceptable Use of ICT, Mobile Phones and other Electronic Devices Policy

The standard of behaviour we expect of boys at Donhead:

- Show respect for each other, their teachers, other adults and their environment, at all times.
- Put their hand up to ask or answer a question.
- Show courtesy to one another, staff and visitors.
- Give of their best in all areas of school life.
- LP1 – Elements boys should stand when an adult enters the classroom.
- Be punctual and be so organised as to bring the correct equipment for all lessons and activities.
- Walk quietly through the corridors.
- Line up outside the classroom in a quiet and orderly fashion.
- Display a high standard of dress and a well-groomed appearance; ties done up and shirts tucked in.
- Clean and brushed hair in a short, acceptable haircut.
- Travel to and from school in the correct uniform and wear the correct clothing for games and PE.
- Observe silence before, during and after Assembly and Mass.
- Greet adults as they pass.
- Keep hands out of pockets.
- Hold doors open for others.

The kind of behaviour that is not tolerated at Donhead

- Showing a lack of respect to others.
- Act in any way that is detrimental to the learning of other boys.
- Run inside the building at any time or enter the building during break times, unless a 'wet break' has been called, or they are attending an activity.
- Enter any classroom without the permission of a member of staff.
- Eat any food inside the building (other than in the dining room) except during a wet break time or as authorised in the Pre-Prep Department
- Eating chewing gum in school or on any school outing.
- Play on the playground in any way as to endanger himself or others.

Bullying

All members of staff should be on the lookout for signs which may point to bullying of one sort or another. It is imperative to keep our eyes and ears open, to be conscious of what is going on around us and to what is being said.

Never allow a child to sneer at another, to laugh at another's failure, and so on. The children will, generally, inform us if there is anything unpleasant going on. However, we should always be on the look-out for signs of bullying: a decline in work effort or standards; a growing lack of interest or commitment in some or all areas of school life; disturbance of or loss of possessions; frequent visits to the first aid room; easily upset etc.

The main aim is to create an anti-bullying ethos which needs to be consistently reinforced by all adults. Pupils need to be aware that both staff and parents disapprove of bullying behaviour and will act if it is brought to their notice. All pupils must be encouraged to bring such behaviour to the notice of staff.

The following approach should be adopted when incidents of bullying are reported to you:

- Find out all the facts. Normally this will be done by speaking to both the victim and the perpetrator, and witnesses if available, separately and as soon after the event as possible.
- On occasion, it may be useful to have the bully, the bullied and the witnesses write down what occurred, as this usually reveals discrepancies.
- The bully/bullies must be spoken to firmly to make sure that they understand why their behaviour is bullying and unacceptable. Under no circumstances must the bully be bullied, as this will frequently make the situation worse.
- The Assistant Headteacher (Pastoral) should be informed and should see all parties. The Assistant Headteacher will then inform the Headmaster of the current investigation.
- All staff will be notified of the incident at the next staff meeting and the incident will be recorded in the Staff Meeting minutes.
- Should the bullying continue, the Headmaster will meet with all the parties involved. The parents of both the victim and the bully will be informed.
- At all points it is important that notes be kept of all meetings, decisions etc., including any written information from the children.
- In extreme cases, a persistent bully who fails to respond to positive efforts on the part of the school to change his behaviour, may be liable to either temporary or permanent exclusion. In the case of permanent exclusion, the parents will have the right of appeal to the Governing Body.

The Victim: While every effort must be made to help the bully to modify his behaviour, one must not lose sight of the victim and the fact that he may also need help. We should try to help those who are likely to be victims to minimise the characteristics which make them susceptible. There are, generally, two sorts of victims:

- The passive – he is unassertive in his year group
- The provocative – he draws unwelcome attention upon himself through certain patterns of behaviour.

Victims should be helped through discussion to realise why they may be victims and how they can help themselves, with assistance. It may be a case of helping them to be more positive or assertive, or less selfish or aggressive. Above all, they need to think about relationships and how to maintain friendships. Victims must be given as much support as possible both from staff and from their peer group. They must be encouraged to say no to bullies and to tell if they are bullied. As much as possible should be done to raise the victim's self-esteem. The services of Mrs Carroll the School Chaplain, or any of the 32 trained MHFA's should/can be offered to these children, if appropriate.

Thought will also be given to creating opportunities in the school day for those children most likely to be bullied to interact positively with other children in his class. Activities or clubs that particularly target the interests and skills of a victim can do much to integrate him into the school community.

A bullying incident should be treated as a child protection (CP) concern when there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm'. Staff should consult the Safeguarding and Staff Conduct Policy for reporting procedures, which may include reporting to external agencies such as police/children's social care.

Other relevant policies: Anti-Bullying Policy/Safeguarding and Staff Conduct Policy/Acceptable Use of ICT, Mobile Phones and other Electronic Devices Policy

Rewards to encourage good behaviour

The tenor of this policy is one of encouragement and not one of censure. We praise and reward children for good behaviour in a variety of ways and the emphasis of our Behaviour Policy is to reward children for meeting these expectations. Teachers reward children in several ways:

- Verbally congratulating children.
- Reinforcing positive behaviour by giving individual class reward systems.
- Giving children coupons for good work/behaviour/kindness/helpfulness.
- Top coupon-scoring House Tea each term.
- Giving a merit sticker for their coupon totals. Three merit stickers entitle the child to a Headmaster's Commendation Certificate.
- Receiving a Headmaster's Award sticker for very good work.
- The award of a Semper Magis Certificate for outstanding performance in all areas of school life.
- Displaying examples of children's work.
- Acknowledging all the efforts and achievements of children, both in and out of school. Such achievements are also recorded in the Semper Magis Newsletter, in Assembly and on the school website.

Sanctions

Most children, most of the time, are very well behaved. However, the school can employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately and consistently to each individual situation:

- Corporal punishment, or the threat of corporal punishment, is not used at Donhead.
- We expect every pupil to try his best always. If they do not do so in their work, we may ask them to redo a task or make up work at break or lunch time. If there is no improvement in either the standard of work or the effort shown, a lunchtime detention can be imposed.
- Incidences of poor behaviour can usually be addressed by verbal admonishment, loss of coupons or other suitable punishment.
- Calling out in class repeatedly, or other misbehaviour, may lead to a lunchtime detention that day. First, a reminder is given, followed by a warning and finishing with a lunchtime detention with a member of SLT.
- A pupil who receives 3 lunchtime detentions in a single term will have a detention with the Headmaster on Friday from 3-4pm.
- A pupil who has 3 After School detentions will be seen, with his parents, by the Headmaster, and a Saturday morning detention may be imposed.

- The form teacher or the Assistant Headteacher (Pastoral) will help support a pupil experiencing regular discipline issues.
- If a pattern of ill-discipline persists, the parents will be contacted for a meeting with either the form teacher or the Assistant Headteacher (Pastoral), or both.
- In continuing cases of ill-discipline, the pupil and parents will meet with the Headmaster.
- For very serious misdemeanours, or for the failure of a pupil to address persistent ill-behaviour, the Headmaster may exclude the pupil for a fixed period of up to 3 days.
- In consultation with the Chairman of Governors, a pupil may be excluded for more than 3 days, including the ultimate sanction of permanent exclusion. For all periods of exclusion, the parents will have the right of appeal to the Governing Body.

Playground and Lawn Supervision

To be effective, a consistent approach from staff is essential if high standards of behaviour are to be maintained at all times and especially in the playground during break periods.

The consistency is essential with regard to:

- Supervision. This involves being punctual for all commitments, ensuring that no child is left unsupervised.
- Moving around the grounds and anticipating potential difficulties, with members of staff on duty ensuring that they patrol effectively the various parts of the playground and lawn area. Members of staff on duty should also ensure that the pupils do not play in 'out of bounds' areas on the edge of the school property and within the main school building at breaktimes.
- Always paying attention to an infringement. A suspected problem should be quietly and promptly investigated.
- Being aware of any potential bullying.
- Behaviour of the children should be safe and considerate to the nature of the environment and to the space available. It is the responsibility of the school to ensure a safe environment
- If a child is hurt and the injury sustained is minor, the pupil should be escorted to the office by another pupil. In Pre-Prep playtimes they should report to the First Aider on duty in the playground. If the injury is more significant, the pupil should be escorted by a member of staff. No member of staff should move a pupil if they are unsure about the extent of the pupil's injuries, especially possible head, neck and spine injuries or any question of a fracture. In such cases, the services of a qualified first-aider should be called for.
- No rugby games are to be played that involve running with the ball.
- No large, hard footballs or rugby balls are to be used. Large sponge balls are fine. Coloured balls are now available for each year group.
- Balls must not be kicked or thrown above head height.
- Children must remain stationary after the first whistle. They must line up after the second whistle. At the third whistle they must be silent. It is the responsibility of the staff on duty to enforce silence at this whistle. Class teachers arriving to collect their classes should help to enforce silence and to ensure the expected standards of dress: shoelaces tied up, ties done correctly, shirts tucked in and hands out of pockets.
- The pupils should be led back to class by the teacher responsible for them in the next lesson.
- Mobile phones must not be used whilst on duty unless in an emergency.

Playground Sanctions

- Anti-social behaviours or rough play = 5-minute time out
- Repeat of the above = send to AHT in school
- Fighting = detention (after thorough investigation by duty staff)

Restraint of pupils

Teachers in our school do not hit, push or slap children. Staff must only intervene physically to restrain children to avert immediate danger of personal injury. Any incident in which a child has been physically restrained must be recorded in writing and the parents must be informed on the same day, or as soon as reasonably practicable. The actions that we take are in line with government guidelines on the restraint of children. See policy on '*Physical Restraint*'.

Playground and Lawn Supervision Duties in the Prep School

- There are 4 members of staff on duty in the playground and lawn at morning break.
- There are 3 members of staff on duty in the playground and lawn at lunch break, plus one member of staff in the dining room.
- Sporting and other activities also take place during lunchtime.
- Teachers collect their class from the playground at the end of all break sessions and lead them in an orderly fashion back to class.

Playground Supervision Duties in the Pre-Prep School

- There are 2 members of staff on duty during morning break.
- There are 3 members of staff on duty during the lunch break period.
- There are 2 members of staff on duty during afternoon break (1 member of staff on Monday afternoon, when Year 2 are at games).

Wet Breaks

- If it is raining, or the playground is especially wet after a rainfall, it is the responsibility of the members of staff outside to call a 'wet break' and to ensure that all boys are inside. Members of staff should note that it is very important for young boys to run off their energy at breaktimes and should bear this in mind when calling a wet break.
- It is permissible for boys to have their snack in their classrooms during a wet break.

After School

- Between 3.45-4.00pm the boys should prepare for their activity session. Games players should get changed and those boys taking part in other activities should remain in their classroom until 4pm. Boys in Homework Class, and After School Care will be given a small snack.
- Snacks from home are allowed after school but must be either fruit or cereal bars. The Headmaster reminds parents of this regularly in the Newsletter.

Transition Arrangements

Transition sessions are held for all year groups at the end of the academic year to ensure a smooth transfer and avoid any discipline issues.