



Behaviour and Discipline Policy

Haddon Dene Preparatory School

At Haddon Dene School this policy is read within the context of the school values and teachings of our school.

This policy is read alongside the following policy: Anti-bullying

Vision Statement

- We are an independent Preparatory school that values every human. We also respect and value the safety, wellbeing and differences of the members of the learning community.
- Our school motto is to ensure all children **aspire** and **experience** in order to **achieve** their utmost potential within a high quality learning environment.
- Underpinning the school motto are the core values of our school:

Respect

Kindness

Forgiveness

Honesty

Resilience

The foundation of all these values is that everyone matters!

- We will enable children to make informed choices and decisions and take responsibility for the consequences of their actions.
- All children will be encouraged to take appropriate responsibility for managing their own behaviour and learning so that they develop self-discipline, independence and self-esteem.
- This policy is to be interpreted as the guiding principles by which behaviour and discipline is managed in school.
- In certain cases and taking in to account the protected characteristics of the child concerned, policy may be modified.

Aims

- To ensure a whole school approach to the management of behaviour which is used by all the staff in the school – teaching and non-teaching staff.
- All children clearly understand and are fully aware of the values and expectations of Haddon Dene School, including the reward systems and hierarchy of sanctions.
- All adults in the school should model what we want to see in our pupils especially our 4 school values.
- To ensure that parents know what our school policy is, how it will affect their children and how our values are embedded within it.
- To provide good peer role models showing consideration and respect for each other.

All adults in school should model positive, respectful relationships and will take every opportunity to praise positive behaviour.

Principles

- Every child is entitled to learn in a secure and caring environment.
- Every member of our school community must earn and give the respect of others.
- A positive learning environment will be created for all involved in the school community.



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Responsibility

It is the responsibility of all members of the school community – teaching and non-teaching staff, parents, pupils and governors, to work towards the school values. As a school, we look for reasons to explain negative behaviour and support the child by giving them strategies to help change.

Discipline is not control but direction, leadership and guidance.

Behaviour expectations

All pupils will:

- Arrive at school on time between 8.40 am and 8.50am. Any pupils that arrive after this time must be signed in by a parent at the office in the relevant late book.
- Stay outside of the building during playtimes and lunchtime except:
 - With express permission from a member of staff
 - Performing monitoring duties
 - In detention
 - Wet Play
- Take pride in wearing their school uniform,
- Be able to remove **all** their own jewellery for P.E
- Remember to have appropriate kit in school for PE/Swimming days.
- Bring all items of clothing clearly named.
- Place litter in bins provided and respect school grounds
- Give any money (school trips/Dinner money) into the office or class teacher, with the exception of tuck on a Friday.

Behavioural objectives

Behavioural objectives are approached through three styles of discipline:

- **Preventive discipline** – Positive procedure that emphasizes and rewards good behaviour, instead of looking for and punishing bad behaviour.
- **Corrective discipline** – Techniques that could help to alter behaviour.
- **Supportive discipline** – Encouragement and emotional help to inform future behaviour choices.

Preventative discipline

- Classroom organisation including the displayed classroom rules and including wet play rules.
- Communication of clear expectations in a manner, which is appropriate for the target audience.
- An environment in which there is mutual respect and which raises self-esteem.
- Differentiated tasks.
- School values /rules and expectations must be followed in all areas of the school and playground.



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Rewards

Whole School Approach:

- House merit Points (excellent demonstration of the school values and learning)
- Head teachers afternoon tea party
- Dust pan and brush Award
- Excellence certificates awarded for conduct and Learning.
- Smart Class Award
- Pen licence Award

Other Rewards

In addition to whole school rewards, teachers may also choose to use other reward systems in their classrooms. Some of these could include:

- Adults praise and congratulate verbally.
- Stickers are given to wear or placed on learning.
- KS2 will use the Class Dojo scheme, parents can log on to their child's account.
- Teachers can take pupils and their work to see other teachers or Head teacher to encourage and reward with verbal praise.

Sanctions

The sanctions link in with our positive behaviour management strategies. We ensure children understand that their actions have consequences.

The process for dealing with unacceptable behaviour is as follows.

- Verbal warning
- Yellow card
- Red card
- Detention point – Sent to Deputy Headteacher and name in discipline book. Detention will take place in isolation and a telephone call followed by a letter will go home. If a staff member gives a student a strike or detention point they must ensure a behaviour slip is completed and passed to the class teacher for them to log in the class behaviour book. Behaviour will be monitored by the class teacher. Concerns will be raised if patterns are noted. Please note 3 detention points will result in a meeting with parent and Deputy Head/ Headmistress.

An adult may use their professional judgment as to where the level of unacceptable behaviour fits within the structure.

- The corrective discipline strategies are used at a teacher's discretion. Removal from the classroom is through the 'exit system' and time-out sessions.

The exit system occurs when a child continually disrupts within the classroom. The Exit system involves a previously agreed arrangement, whereby the child spends a short amount of time with a link class teacher during periods of disruption. This 'time out' enables the class teacher and class to resume their rights to teach and to learn, whilst providing the child with a short 'cooling off period'. The child should sit down and follow instructions from their teacher and be ignored by the receiving class and



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teacher. **It is not a time for the child to be reprimanded by the receiving teacher.** The child is then sent/escorted back to their teacher who puts them back on task, providing a quick recap to assist this. There should be no anger or comment on his or her behaviour at this point.

Extreme behaviours can result in automatic and permanent exclusion .

Lunchtime Detentions

Each time a pupil receives detention , a letter will be sent, by post, home to parents. In certain circumstances this form of communication may not be deemed appropriate and alternative method will be used. This communication will indicate the reason why the child has been given detention, which staff member gave the detention and how many they have received within the term. The letter will also ask for the parents support in encouraging appropriate behaviour in school. The letter will inform that if a pupil receives 3 detentions in one term the parents will be invited in to discuss the child's behaviour with the Deputy Headteacher and any next steps that may be appropriate with the Headmistress.

Supportive Discipline.

- Follow up – If there has been unwanted behaviour in class, teachers will at the next break ask the pupil to account for their actions. The teacher will make it quite clear that this behaviour is not wanted and why, with reference to the school values, rules and the rights of others. The teacher must show the child, as often as possible, the way forward, expectations and how to succeed! The teacher may decide with the child when any missed work will be completed.
- Conferencing
- Use of contracts to encourage pupils and give them clear expectations.
- Using parent/peer support
- The SENCO/Deputy Headteacher will monitor any behaviour weekly and support where necessary

These systems should ensure that both the child and staff are supported.

Lunchtime Behaviour

Rewards

To promote polite and positive behaviour on the playground and in the dining hall:

- Positive praise will be given and passed on to Class Teacher if pupils are modelling good behaviour.
- Year 6 students are able to support pupils and will identify to the lunchtime supervisor when pupils are being exceptionally well behaved. House Merits will be awarded.

Sanctions

The process for dealing with unacceptable behaviour is as follows.

- Verbal warning
- Yellow card- stand on the wall for time out. This will be noted in the supervisor's daily behaviour book and reported to the class teacher at end of Lunchtime.



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- Red card will result in a member of the SLT being sent for.
- Detention point – Send for Deputy Headteacher/Headmistress and name in discipline book.

All incidents in the playground will be fully investigated by the Lunchtime staff. If they are unable to resolve the matter it will be passed onto the class teacher or Deputy Headteacher to speak to all parties involved and find a conclusion.

Every issue will be logged in a behaviour book and passed on verbally to the pupil's class teacher at the end of any lunchtime. The Deputy Headteacher will monitor the lunchtime book regularly. This will enable us to analyse and track any behaviour patterns.

Any further more serious offence or continued offence will ensure the involvement of the Headmistress and Parents will be informed and appropriate sanctions will be taken.

Managing the Angry Child

Anger is a reaction to something, which can be either real or perceived. We need to be working with children to help them to find ways of dealing with their feelings of anger.

Many teachers are infuriated by the sense of powerlessness that difficult pupils create by their resistant behaviour. We need to acknowledge that we cannot make a pupil do anything. We can direct, restate, ask encourage or challenge, but the more we use traditional teacher force, the more we lose face, contact, temper.

When dealing with an angry child there are a range of strategies that we should be using, as appropriate and taking into account the protected characteristics of the child concerned, in order to calm the situation:

- tone of voice to calm the situation- keep the heat down and avoid a power struggle
- pace and volume of speech – slow down and use calm quiet speech
- physical space – ensure that you give the child enough space so as not to feel crowded.
- distraction to suffuse the situation
- slow breathing – encourage the child to breathe slowly and calmly
- use of sense of humour – only if the adult knows the child well
- working towards non-aggressive solutions
giving time and choices and seeking to maximise face-saving
- thinking about what you are saying so that you do not back yourself or the child into a corner
- calling a third party to support
- moving the child to an area where they feel comfortable and have time to cool off
- acknowledgement of the child's anger – use the emotion to explain how the other party may feel if appropriate time.



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Restraint

(See Safer Handling Policy 2016)

The physical management of behaviour is seen as the last line of alternative strategies. It is a last resort measure, to be carried out in a planned and monitored context. There are sound reasons why a physical approach should be avoided, except in rare and specific cases:

- it tends to cause further confrontation
- there is a danger that physical intervention will exacerbate an already highly charged situation
- a physical response may be frightening to an unstable pupil
- it may appear to provide a temporary respite but it will rarely contribute to moving the situation on

All teachers, whilst working in school or during extra-curricular activity, are authorised to use, reasonable force. It is suggested that the use of reasonable force is legally permissible to prevent a child from doing, or continuing to the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to maintain good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere
- where on school premises or on an authorised out of school activity

When a pupils challenging behaviour can no longer be contained, in an environment that is positive and safe for all, the issues of care and control within an Individual Education Plan framework become key. Strategies detailed in the sections about the angry child should be used first. Only when it is clear that none of these will have the effect of defusing the situation should a physical stratify be used.

All physical contact must be rooted in the need to restore safety, and carried out in an atmosphere of calm sensitivity and respect for the individual.

Before using physical intervention, staff must be sure that there is no alternative and that they have considered the possible consequences. A senior leader will be present if there is any physical intervention unless a member of staff has to act instantly to protect pupil's welfare. Parents will be informed.

A meeting should be held as soon as possible to discuss the incident and to plan how the pupil's behaviour will be managed in future to avoid the necessity for physical intervention.

The use of **any** degree of force is unlawful if the particular circumstances do not warrant the use of physical force.



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Acceptance of Behaviour & Discipline Policy

It is the responsibility of all members of the school community – teaching and non-teaching staff, parents, pupils and directors to work towards the school aims.

Monitoring and Review

All school staff will have a copy of this policy and will have the opportunity to consider and discuss its contents, prior to the approval.

This policy will be formally reviewed every two years.

Written by A Hatch

Date November 2016

Next Review

Date November 2018



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