



Abercorn School Policy on Behaviour and Discipline

1 Aims and objectives

- 1.1 It is a primary aim of Abercorn 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 in which everyone feels happy, safe and secure.
- 1.2 Abercorn 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.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 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.

2 Rewards and punishments

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate children with positive praise.
 - Teachers give children house points and certificates.
 - Abercorn Prep School (years 2- 8) has a House system and house points contribute to the House total.
 - Each week, we nominate children from each class to be awarded certificates in assembly for good work or good behaviour. This links to the PSHE word of the week.
 - We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - All classes have an opportunity to lead an assembly where they are able to promote good behaviour. This links with our PSHE word of the week.
 - The school has a termly prize giving to recognise those children who demonstrate good behaviour and attitudes.
- 2.2 The school acknowledges the efforts and achievements of children, both in and out of school.

2.3 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. Sanctions may include:

Missing breaktime and/or lunchtime

Missing an after school activity/club

Writing a letter of apology

Losing housepoints

- We expect children 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 children to try their best in all activities. If they do not do so, we may ask them to redo a task (during break time if necessary).
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, classes may have a class code which are agreed by the children and displayed on the wall of the classroom. In this way, every child 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 during circle time. These issues are also dealt with in PSHE lessons.

2.5 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 children attend school free from fear.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers at Abercorn School do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record 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 a member of the Senior Leadership Team.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an education social worker or the Local Authority behaviour support service.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Heads (Prep School and Early Years School)

- 4.1 It is the responsibility of the Heads, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Board of Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the heads to ensure the health, safety and welfare of all children in the school.
- 4.2 The heads support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The heads keep records of all reported serious incidents of misbehaviour.
- 4.4 The heads have the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head may permanently exclude a child. These actions are taken only after the school proprietor has been notified.
- 4.5 The heads hold regular briefings and meetings with staff to discuss pupil behaviour

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents and pupils sign a home school agreement to ensure common goals.
- 5.2 We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of Board of Directors

- 6.1 The Board of Directors has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Directors support the heads in adhering to these guidelines.
- 6.2 The heads have the day-to-day authority to implement the school's policy on behaviour and discipline, but Directors may give advice to the heads about particular disciplinary issues. The heads must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units.
- 7.2 Only the head (or the acting head) has the power to exclude a child from school. The head may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head may exclude a child permanently. It is also possible for the head to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the head excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.4 The head informs the Directors/Proprietor about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The Directors themselves cannot either exclude a child or extend the exclusion period made by the head.
- 7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.7 If the appeals panel decides that a child should be reinstated, the head must comply with this ruling.

8 Drug- and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child 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 office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child 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 child will be permanently excluded, and the police and social services will be informed.

- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

- 9.1 The SLT monitors the effectiveness of this policy on a regular basis. They also report to the Proprietor on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head records serious incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.
- 9.3 The heads keep a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the Board of Directors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. They will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.5 The Board of Directors reviews this policy every two years. They may, however, review the policy earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Behaviour and Discipline in the Early Years Dept of the School (additional information)

Respect, kindness and courtesy are the cornerstones of our way of life at Abercorn School. We have a set of Golden Rules that are displayed in all the classrooms and the hallway.

Golden Rules

- Always take care of your friends and be willing to share with them.**
- Always walk in class and around the school.**
- Always use your words when you are upset.**
- Always help to tidy up.**
- Always listen to instructions.**

Always try your best.

Always try and smile.

We expect our children to respect their elders and their peers. We introduce "Show and Tell" very early to encourage them to listen to each other. We expect the children to have manners – remembering to say "Please" and "Thank you", holding doors open and helping others where they can. We teach the children about different cultures to instill a sense of understanding of others. Table manners too, are important, along with the social aspect of sharing a meal in harmony.

If a child behaves inappropriately, we have a **time out policy** i.e. 2, 3, 5, 10 minutes excluded from play or activities depending on the child's age and the severity of the incident. We discuss the situation with the child or children separately from the class. Sometimes a teacher will bring the child to the Head if it is a reoccurring matter.

If however we feel it is serious or ongoing, we will contact the parents and we may decide to work with them on a behaviour star chart.

Mixing Classes at the start of each school year

In September when the children move classes we feel that the children should be mixed into different classes and be familiar with all of the children in their year group. We take care to ensure they meet all their peers throughout the week, at lunch and playtime. However, we want to avoid cliques at all times as we often have children joining us from other countries and other schools, and our children are extremely welcoming to them.

Signed: Senior Leadership Team

Date: November 2011