

BEHAVIOUR MANAGEMENT AND DISCIPLINE (including Sanctions and Rewards) POLICY

Written by	Assistant Head Pastoral, Head of Pre-Prep, Deputy Head
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Signed – Headmaster	
ISI Codes	A1, A4, B3, E11

This policy is applicable to all pupils, including those in EYFS.

Code of Behaviour Philosophy

The aim of our Behaviour Policy is to create an environment where pupils may work purposefully, feel secure, happy and confident and where relationships between Staff and pupils and between the pupils themselves are based on mutual respect and tolerance. The Code of Behaviour is promoted around the school via the clear display of the 6 Core Values, through the Personal Development Scheme of Work and in the Anti-Bullying Policy. It is also compliant with the Equality and Diversity statement, ensuring that staff behave in accordance with the Equality Act 2010, which states that children should not be discriminated against, specifically but not exclusively on the grounds of special educational needs or disabilities. In these instances, reasonable adjustments must be made.

Positive Behaviour Management

We believe that everyone in our community must be encouraged to work together positively. We are committed to developing a positive climate which places learning as the number one priority and realizes that we do need to teach good behaviour and respect for one another. This includes having regard to our Anti-Bullying Policy.

We believe that a strong ethos of achievement and good behaviour comes from us all working together within a clear framework. Every member of Staff has a responsibility to uphold the procedures outlined in this policy.

Staff/Adult Attitude and Approach

We recognise that behaviour management is part of our professional duty. Staff at Sherborne Prep are expected to adhere to high professional standards at all times. These expectations are clearly laid out in the Staff Code of Conduct. We must be careful to ensure that our stated practices and policies are adhered to. We should not ignore opportunities to praise or reward children, nor should we ignore situations where children need to be spoken to for negative behaviour. Where appropriate, contact with children over a disciplinary matter should be followed up and recorded on isams. Children should know who is on duty. Duty staff are listed on the board inside the school office.

Be positive. Avoid “don’t” or phrases like “do it because I say so”. This teaches a child nothing. Be prepared to explain. Avoid confrontations, loss of temper, or any form of physical or verbal intimidation. Give children a chance. They (we!) all make mistakes, sometimes by accident, without being able to help it, and sometimes deliberately. Children must always know that there is a ‘way out’ and a way in which they can redeem themselves. We encourage a culture of forgiveness. When on duty, know what is happening. Communicate with the children. Be interested in what they say and do. ‘Be there’ for the children. Be prepared to ask prefects to help. Give them a greater sense of responsibility and worth. When a child is in need of reprimand or sanction they should be fully involved in the process. Children should be asked to account for their actions (recognition of fault) and share in discussions about appropriate sanctions or ways forward so that they recognise the need for making amends. In this way they will learn from their mistakes and will not be resentful or feel unjustly treated.

CLASSROOM MANAGEMENT

It is our statutory duty as teachers to discipline and educate pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction. We must each primarily be responsible for behaviour in the classroom. This must be based on a mutual recognition, between teacher and pupils, as to what the expectations are within a lesson. Good behaviour within the classroom is dependent on developing good communication and relationships with pupils.

BEHAVIOUR STRATEGIES

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour.
- Explain to the child what they find unacceptable and why.
- Explain how they could have behaved differently and model what they could have said or how they could have acted.
- Try to find out / understand why the child is acting as they are.
- If poor behaviour continues, is repeated or is deemed to be serious the teacher must decide which sanction or further intervention is required as per the guidance below.

** The same expectations around high standards of behaviour exist in the Boarding House and work alongside boarding specific policies.

Further appropriate intervention or sanctions should follow on from on-going breaches of discipline or serious transgressions. Whilst our behaviour policy is based upon positive reward and mutual respect there are times when sanctions may be appropriate. It is of utmost importance that the teacher attempts to understand the child’s behaviour and that proceedings are adjusted within reason for pupils with Special Educational Needs or Disability.

- Any sanction given should help pupils to adjust their behaviour through making positive and correct choices in the future.
- All sanctions must be fair, reasonable, proportionate and not in breach of any legislation such as disability, SEN and race.

TEACHING GOOD BEHAVIOUR

Sherborne Prep seeks to provide a safe, secure and supportive environment where students can learn and teachers can teach. There is a direct link between the way that young people learn and their behaviour. It is the job of staff at all levels to help and encourage pupils’ understanding of socially acceptable and unacceptable behaviour.

To model this staff will:

- Model exemplary behaviour.
- Treat all children and adults with respect.

- Speak politely to each other.
- Build pupil confidence and self-esteem through positive reinforcement.
- Avoid using critical or sarcastic language.
- Recognise student effort and achievements on a regular basis and celebrate success.
- Keep parents informed about success, efforts and achievements.
- Challenge unacceptable behaviour.
- Work in partnership with parents through regular contact to help improve behaviour.

The Dragon Values provide the framework underpinning our behavioural approach.

The Six Values:

Kindness, perseverance, awareness, independence, honesty, generosity

This framework helps:

- pupils make better choices
- keep the focus on learning
- make pupils aware of their place within the School community
- give a sense of fairness to both praise and correction
- pupils take responsibility for their own behaviour and learning
- create a consistent and predictable framework
- adults to share a common theme and common language
- pupils know where they stand
- pupils feel safe
- support our Anti-Bullying Policy

Rights of the school community

All members of the School have the following rights:

- to come to School free from fear of bullying (physical violence, threats, intimidation, name-calling - especially racist and sexist name-calling, ridicule, unkindness);
- to be treated with fairness, courtesy and politeness;
- to be listened to and taken seriously;
- to operate within a calm atmosphere.

Teachers and Classroom Assistants have the following rights (in relation to pupils):

- to have all reasonable instructions obeyed without question;
- to be told the truth (for example, when investigating incidents of unacceptable behaviour);
- to expect that work set will be done and handed in on time.

Pupils have the following rights (in relation to teachers):

- to be taught and set work which is appropriate to their ability and as challenging and interesting as possible;
- to have their work marked and assessed frequently and to be offered constructive criticism and, whenever possible, the chance to discuss it.

Responsibilities of the school community

All members of the School have the following responsibilities:

- to treat other members of the School with fairness, courtesy and politeness;
- to listen to others sympathetically;
- not to lie or deliberately mislead;
- to assist in the maintenance of a calm atmosphere;
- to ensure that no bullying incident is ignored;
- to assist each other in the maintenance of proper behavioural standards (pupil support systems, such as the 'buddy' system for new children).

Teachers (and, where appropriate, classroom assistants) have the following responsibilities (in relation to pupils):

- to plan lessons in which pupils are taught and set work which is appropriate for them and is as interesting and challenging as possible;
- to provide (as far as possible within the constraints of the budget) appropriate books, equipment and facilities of good quality;
- to begin and end lessons punctually;
- to manage their lessons so that pupils are not prevented from working by poor organisation, bad behaviour or unnecessary noise;
- to mark and assess pupils' work frequently, offering them constructive criticism and, whenever possible, opportunities for discussing it;
- to promote the School's behaviour policy at all times, not just in their own lessons;
- to ensure that pupils' parents (and other agencies as appropriate) are communicated with as required;
- to ensure that the pupils' transition in and out of the school is as effective as possible.

Pupils have the following responsibilities (in relation to teachers):

- to arrive at lessons punctually with the right books and equipment, and to leave promptly when asked to do so;

- to obey all instructions without question or answering back (if a pupil genuinely believes an instruction is unreasonable, s/he should obey it anyway. Later, s/he should discuss the matter with the teacher who gave the instruction or with another teacher, and then, if necessary, with the Assistant Head (Pastoral), Deputy Head, Assistant Head (Academic) or Headmaster;
- to complete the work set and hand it in on time (if a pupil has genuine problems about completing a piece of work, s/he should discuss this with the teacher as soon as possible - not wait until it is due to be handed in);
- to behave in and around the School in such a way as to maintain the calm atmosphere and to ensure the safety of others. For example, not running or shouting indoors.

What we ask of our children:

- To respect other people and their property
- To do as requested, by all members of staff
- To be well-mannered and helpful at all times
- To always work hard and try to do their best
- To not hurt other people, in any way

These rules support the school's Anti-Bullying Policy and are displayed in Prep Diaries

Early Years Foundation stage and Pre-Prep

Our children are continually praised for and encouraged with their efforts. Stars, stickers, written comments are added to particularly pleasing or improved work. Outstanding work or achievement may be celebrated in our golden assembly. When work is extremely well-done, children should be encouraged to take the work to show the Head of Pre-Prep.

As well as earning house points, the children look forward to Golden Time each week for upholding our school values - at times children make poor choices and for this they will have minutes removed from their golden time, or from their playtime if a more immediate response is required.

Corporal punishment of any kind is not allowed. If a punishment is required, it should be logical and appropriate to the child concerned and of short duration. Children must be allowed to discuss what actually occurred.

If a problem has occurred in the classroom, a young child may not be sent out as a punishment to wait unsupervised in the corridor. In the very rare circumstance that removal from the classroom is warranted, the child should be accompanied to another classroom and handed over into the care of the teacher there.

If unacceptable behaviour has occurred outside, the child may be required to sit on a bench, or if more serious to remain in the library and miss part of outdoor play. At no point should a child be left unsupervised.

The Head of Pre-Prep should always be told if a child's behaviour continues to be a concern. If that case arises, parents of the child must be informed and asked to meet with the staff to determine the cause and to discuss options.

A Graduated Response to Behaviour

Staff should use their professional judgement to select the best way to proceed in any situation and may choose to escalate to a higher level of the process below should there be serious or dangerous breaches in discipline. Advice can always be sought at any point in time from Head of Departments, Form Tutors and members of the Senior Leadership Team. Effective communication is key to ensuring that all staff and pupils are well supported.

Staff at the school will never use or threaten corporal punishment.

The purpose of this system is to correct and improve behaviour, i.e. it is essentially educational, not punitive in nature. The system should not be used in isolation; indeed, the best means of solving problems should be through all members of staff accepting their responsibility to respond promptly and directly with the pupils themselves. It is important that the process below is not therefore, used as the first mechanism, but the last, i.e. it should not be seen as a way for teachers to pass on management and control problems they should deal with themselves in the first instance. The system is used to establish the link between the child's action and the reaction that can ensue if the behaviour is not deemed appropriate.

Responsibility

The Deputy Headmaster has overall responsibility for the disciplinary system but will receive communication regularly from the Assistant Head Pastoral so that special circumstances regarding any individual child are handled sensitively and in a supportive manner.

REWARD AND SANCTION SYSTEM

Consistency and Equity

It is crucial that a measure of consistency is achieved in the use of this system. Teachers over-using or under-using the system will make it unfair.

MERITS

Merits are given to children in years 3-8 when they have worked above and beyond in their lessons. These are written in to prep diaries. When 20 merits have been achieved, the form teacher will add to the iSAMS system and the child will be rewarded with a MERIT card in assembly. If a child achieves three Merit cards they will receive an HONOURS award. Staff should give merits appropriately. There should be no occasion for a child to receive more than three merits for one piece of work.

Merits do not count towards house points

- Academic improvement and progress
- Academic achievement
- Academic excellence and distinction

Merit Cards are presented by the Headmaster during assembly.

The receipt of 3 Merit Cards in exchange for an Honours Card is an event which should rarely occur before the third term as they are difficult to achieve. Perhaps a third of all children should achieve this total by the end of the year.

Merits roll over from term to term. The School Office maintain a list of pupils who have been awarded cards and tally these with House Points.

Reasons for giving academic merits include: improvement or anything embodying the concept of personal best; achievement; exemplary and commendable positive attitude or approach; spontaneous independent work on academic tasks.

Checkpoints

Form teachers and Tutors must sign diaries and monitor the system carefully to check that the system is being implemented fairly and consistently. If it is not, the Deputy Headmaster's attention will be drawn to the matter.

HOUSEPOINTS

House points are awarded to children in years R-8 who display the Dragon Values and go above and beyond to be positive and supportive citizens of the school. Children who receive 20 House points will receive a bronze certificate, 40 a silver and 60 a gold award.

Dragon Values

- Kindness, being thoughtful and caring
- Perseverance, showing determination and endeavour
- Awareness, having a helpful attitude and good manners
- Generosity and consideration for others
- Honesty and commendable behaviour
- Independence and commitment



Examples of ways to earn House Points for Dragon Values

Kindness - mentioning the achievements of others; offering to let someone borrow something; giving up a chair for the last person to enter; volunteering, being sympathetic.

Perseverance - Working out how to overcome obstacles, standing up for the truth; setting high goals; asking for help; facing troubles with determination and grace without taking shortcuts.

Awareness - Showing empathy and kind-heartedness, trying to learn about others; trying to improve something for the benefit of all.

Generosity - Giving without expecting anything back; sharing freely; making things easier for others.

Honesty - Speaking out; accepting the consequences of personal actions; admitting wrongdoing.

Independence - Remembering equipment and kit; be proactive and be helpful without being asked.

SANCTIONS – the 4 steps

1. In the first instance of negative behaviour or in attitude the member of staff working with the child will discipline by a reduction of freedom during a break time. If the member of staff is unable to administer the sanction, a member of staff on duty will have the child with them. Study or lesson time must not be impacted. This will be logged on the pastoral iSAMS register under 'behaviour'.
2. If there is a repetition of negative behaviour or a more serious infraction occurs the child will be placed in to a detention. Detentions are held on Mondays and Fridays during lunch break and are overseen by the Deputy and Assistant Head. A log of detentions is kept and if a child receives 3 in a term the child will move on to step 3. If a child has received two detentions the Form Tutor will contact the parents to talk through concerns.
3. For infractions that are deemed of greater severity or if the child has received three detentions, the child will be isolated on a Saturday morning in the Deputy Head's office. Parents will be contacted by the Deputy Head prior to the isolation.
4. For serious incidents, where a fixed exclusion is appropriate, the Headmaster will contact the parents.

Form tutors should be in regular contact with parents – it is vital that parents are aware of how their child is behaving in school. There should not be an incident past stage two that is not communicated to the parents. The form tutor is the initial port of call and will be followed up by the Assistant or Deputy Head.