



Behaviour and Discipline Policy

Griffin House Preparatory School

1. 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 children fairly and apply this behaviour policy in a consistent way.

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.

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

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

- Teachers congratulate children
- Teachers give children house points
- Each week we nominate children for good conduct
- Each of the nominated children receive a sticker in the school assembly
- We give house points to children, 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

The School acknowledges all the efforts and achievements of children, 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.

- 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

- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we 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

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 children and the teacher. 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 at an appropriate time

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.

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 in our school do not threaten, hit, push or slap children (not use or threaten corporal punishment). 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

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.

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.

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.

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 the Head Teacher.

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

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 Head Teacher

It is the responsibility of the Head, 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 Head to ensure the health, safety and welfare of all children in the school.

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

The Head keeps records of all reported serious incidents of misbehaviour.

The Head has 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.

5. The Role of Parents

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

We expect parents to support their child'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 child's welfare or behaviour.

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 Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented in accordance with the Complaints Procedure.

6. The Role of the Owner

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

7. Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the DFE's national standard list of reasons for exclusion, and follows their standard guidance in any decision to exclude a child from school.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf

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.

If the Head excludes a child, she/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 School's Directors. The school informs the parents how to make any such appeal.

The Head informs the owner about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

When the Directors meet to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents, and consider whether the child should be reinstated.

If the Directors decide that a child should be reinstated, the Head must comply with this ruling.

8. Drug and Alcohol-Related Incidents

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 Head's office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of the Assistant Head, the Head or a delegated adult worker.

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 normally be permanently excluded, and the police and social services will be informed.

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.

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 normally 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 Teacher.

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

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.

Should the Head judge that it is appropriate for the pupil 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 Head monitors the effectiveness of this policy on a regular basis. The Head keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

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

Date	Position	Name of Reviewer	Date of Next Review
November 2017	Head	Mr T Walford	November 2018