



St HELEN'S COLLEGE

Behaviour and Discipline Policy

This is a whole school policy which includes the Early Years Foundation Stage

This policy takes into account the non-statutory advice in [Behaviour and discipline in schools \(2014\)](#)

1 Aims and expectations

- 1.1 It is a primary aim of the school that every member of our community feels valued and respected, and that each person is treated fairly and well. Ours is a caring community, whose values are built on mutual trust and respect for all. The school behaviour and discipline policy is therefore designed to underpin 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.
- 1.2 The school has a number of school rules (see *Pupils' Code of Conduct*) but the primary aim of the behaviour policy is not a system to enforce rules. 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 Good behaviour is also promoted by following the SPACE programme in Circle Time, Mindfulness, Positive Psychology and Philosophy for Children sessions as well as in Assemblies.
- 1.4 The school expects every member of the school community to behave in a considerate way towards others.
- 1.5 We treat all children fairly, equally and with respect. We apply this behaviour policy in a consistent way and do not discriminate against any child. (See St. Helen's College *Equal Opportunity Policy*) We are mindful of our duties under the Equality Act 2010, particularly in relation to pupils with Special Educational Needs/Disabilities.
- 1.6 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.7 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.8 Transition at various points throughout the school, particularly from Lower School to Upper School, is managed very carefully so that pupils and parents understand expectations of behaviour.

2 Rewards

- 2.1 We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
 - teachers make encouraging comments;
 - teachers make written comments on children's work, either in general terms ("Well done") or in a more detailed way, picking out specific points for positive comment (see St Helen's College *Marking Policy*);
 - stickers, badges and stamps are used for younger children;
 - teachers give children team points for behaviour, showing initiative and helpfulness (Years 2 to 6; see St. Helen's College *Marking Policy*);
 - praise pads can be used to acknowledge good work/extra effort;
 - class competition – class points awarded for lining up quietly, moving around the school in an orderly way etc. When a class achieves a predetermined number of points there will be a reward (extra play/extra Golden time./milkshake in U/S)
 - green notelets or similar – for SMSAs to give immediate recognition of positive actions/good behaviour;
 - a visit to a senior member of staff/the head teacher for commendation;
 - awarding of badges, certificates and commendations in assembly to reward good work and effort and positive personal qualities and behaviour;
 - the use of school reports to comment favourably on good behaviour, community involvement and a positive attitude to school;
 - the display of children's work around the school and
 - affording children the opportunity to undertake some specific area of responsibility.
 - Golden Time is used in Lower School and Year 2 and 3.
- 2.2 Extra systems of reward in Ducklings Kindergarten and Lower School:
- put 'on star' for the week so lead class lines and receive certificate and stickers;
 - Golden Pillar Box where children are commended for kind, courteous behaviour or for demonstrating one of the school's values with a yellow note in assembly and a sticker;
 - Teddy Bear Competition – best behaved class in playground each week gets the teddy in their classroom for the week wearing the jumper of the class colour, plus stickers for each member of class and
 - smiley faces leading to dips in a Goody Bag, Table of the Week. Y1 receive tables points which lead towards a treat from the 'Brain Box'.
- 2.3 The school acknowledges all the efforts and achievements of children. Trophies, certificates and awards achieved in sporting and cultural activities, both in and out of school, are presented in assemblies.
- 2.4 The annual Prizegiving celebrates academic, sporting and cultural achievement and endeavour, while recognising personal qualities such as helpfulness and good citizenship.
- 2.5 The School Council provides opportunities for children to be consulted about and involved in school development.

3 Sanctions

- 3.1 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, on the understanding that the desired outcome is an improvement in behaviour. It is essential that children are aware that it is an aspect of their behaviour which is not acceptable, not the children themselves.

3.2 As a school, we stress the positive approach of encouragement and praise, but even in a well-ordered environment such as ours, it may be necessary for sanctions to be applied from time to time.

3.3 We expect children to:

- support and observe the Pupils' Code of Conduct;
- listen carefully to instructions in lessons;
- work attentively and at a suitable pace;
- try their best in all activities;
- take pride in the presentation of their work;
- keep their desks, trays and personal belongings tidy;
- hand in homework on time;
- allow others to work without distraction;
- work and play co-operatively with other children and
- avoid any activity which might cause distress to another child, particularly in a way which would constitute bullying (see St. Helen's College *Anti-bullying Policy*).

3.4 Upper School Procedures

If pupils do not fulfil the school expectations, for the first, or an occasional occurrence, a warning will be issued. If the behaviour is repeated again a second warning will be issued. Any further instance of such behaviour will lead to the pupil being asked to attend a Reflective Break. Reflective Break takes place each break time and is supervised on a rota basis. Pupils will attend for ten minutes and complete a Reflective Break form which will be signed and filed. These forms are monitored by the Deputy Head. If a pupil attends Reflective Break more than twice in a period of three school weeks, parents will be informed via a slip.

For extreme unacceptable behaviour such as abusive language, a teacher may issue a Reflective Break immediately without warnings. This will trigger a letter home.

If behaviour does not change following Reflective Breaks, it might be necessary to put a child onto a behaviour card (similar to being 'on report').

These new sanctions will be for behavioural issues only. Organisational issues will be addressed by class teachers and pupils will be supported to develop their organisational skills rather than punished.

3.5 A first Reflective Break in a pre-determined period of time is recorded on an online system. If a further Reflective Break is served within three school weeks, this will trigger a printed slip to be sent to parents, detailing behaviour history and requiring parents to acknowledge receipt. Admin staff transfer the RB information to SIMS on a weekly basis.

The SLT monitors Reflective Break attendance to ensure consistency of application, and to identify individual or group behaviour patterns which warrant further investigations and/or action.

3.6 Lower School Procedures

- From N to Y1 inclusive Jenny Mosely Golden Time is used. Nursery, Reception and Year 1 have a sun and cloud with named pegs on the sun and these are moved onto the cloud, after a warning, for breaking the Golden Rules. If the behaviour does not improve, children miss 5 minutes of Golden Time, which is a period of doing particularly exciting activities. Children can earn their way back to the sun but cannot recover lost minutes. If a child is moved on to the cloud it will be noted in the Pupil Care forms. The golden rules and the concept of circle time are introduced in Ducklings.
- If the child has continually difficult but not serious behaviour, such as inability to obey instructions or distracting other children, in the first instance the child is sent to the Head of Lower School and is warned about behavioural expectations.
- If this is not effective, we invite the parents to talk to the teacher, and a Smiley/Sad Faces Chart is kept for a few weeks which goes home at weekends, so that the parents and child can monitor behaviour.
- The next strategy, if this is not effective, or if there is a more serious misdemeanour, such as violently and wilfully hurting another child, is to go 'On a Behaviour card.' For this the Head of Lower School sees the parents with the teacher and it is explained that for three weeks the child will be monitored through a similar system to the Smiley Face Chart, except that this time it is on a weekly card and is sent home daily with written explanations of misdemeanours and the Head is kept informed and signs the card on Fridays. It is explained that the parents can back up the reward and sanctions at school by awarding a treat if he/she has a good week with a high percentage of smiley faces, or withdraw a treat or favourite activity if there are mostly sad faces on the chart.

3.7 If a child is put on a behaviour card, the Head will enter the fact on the child's behaviour record on SIMS. Contact is made with parents.

3.8 If a child needs to be put on a behaviour card more than twice, the Head will consider whether suspension or expulsion from school might be the most appropriate course of action.

3.9 An individual serious instance of bad behaviour may lead to a temporary exclusion. In this case parents are informed by letter of the exclusion as well as being invited to a meeting with the Head. At the end of the period of exclusion the pupil will have a formal meeting with the Head.

3.10 Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff. (See St. Helen's College Safeguarding Policy.)

3.11 A centralised register is kept of all sanctions imposed for serious misbehaviour.

4. Support systems for pupils

4.1 Opportunities are provided for children to discuss aspects of their behaviour as well as other concerns or issues with key persons, support staff and form tutors (as appropriate) in Ducklings Kindergarten, the Upper and Lower School.

5. Bullying

5.1 The school does not tolerate bullying of any kind. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable, and by discussing bullying in Circle Time and P4C. 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. (See St. Helen's College Anti-Bullying Policy and St. Helen's College Staff Handbook).

6. Physical Restraint

6.1 Corporal punishment is illegal. Teachers, other members of staff and volunteers 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 or others.

6.2 The Education Act, 1996, allows teachers to use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself'.

6.3 Any physical intervention must be proportionate (minimal as required by the circumstances), pre-empted and avoided wherever possible (through good behaviour management and suitable supervision) and correctly managed (the pupil must be given an explanation for the intervention, and the member of staff's 'line manager' must be informed).

7. The Role of Staff

7.1 It is the responsibility of the Kindergarten Manager or form teachers in Lower and Upper School to ensure that:

- the children are aware of the Pupils' Code of Conduct or, in Ducklings Kindergarten and Lower School, the Golden Rules
- school rules are enforced in their class
- their class behaves in a responsible manner during lesson time.

7.2 Staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability by:

- making learning interesting
- establishing good relationships
- insisting on high standards
- differentiating appropriately and being clear about what is expected
- setting achievable targets supported by praise and encouragement.

7.3 Staff treat each child fairly, enforce the Code of Conduct consistently and deal with all children in their class with respect and understanding.

7.4 Staff act as role models for the children, in respect of courtesy, smartness, speech, diligence, punctuality and relationships.

7.5 If there are incidents of anti-social behaviour, the Kindergarten Manager or form teacher may discuss these with the whole class during 'circle time'.

7.6 Problems are dealt with on an individual or small group basis and the whole class is never punished for the misbehaviour of a few.

- 7.7 Staff are aware that discussing difficulties with senior or more experienced colleagues is an appropriate strategy in solving problems.
- 7.8 All staff are aware of the need for good working relationships with parents and that many problems can be solved quickly and informally by contacting parents should there be any cause for concern.
- 7.9 Form teachers' and/or key persons' reports to parents about the progress of each child include comments on behaviour and personal and social development, in line with the whole-school policy. Subject teachers may also refer to behaviour if this has been a significant factor in a child's progress.

8 The role of the Head

- 8.1 It is the responsibility of the Head 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.
- 8.2 The Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 8.3 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 or disruptive behaviour, the Head may permanently exclude a child.

9 The role of parents

- 9.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 9.2 Parents receive a copy of the Pupils' Code of Conduct (the rules of the school) with the offer of a place. We expect parents to read these and support them, as it is a condition of remaining in the school that a child complies with these rules, which form part of the *Parents' Contract*. (See St Helen's College Parents' Contract) Pupils receive a copy of the Values Card towards the end of Year 1, prior to moving to Upper School. This card serves as a constant reminder of the values we expect to be upheld by the pupils.
- 9.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the Parents' Contract. 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.
- 9.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the form teacher. If the concern remains, they should contact the Head. Should there be no satisfactory resolution of the problem, the school's procedure for the review of such matters will be available. (See St Helen's College *Complaints Procedure*).

10 Monitoring

- 10.1 The Head monitors the effectiveness of this policy on a regular basis.
- 10.2 The school keeps a variety of records of incidents of misbehaviour.
- The form teachers record Reflective Break attendance on SIMS.
 - The Head keeps records of all serious disciplinary matters referred to her, including those resulting in suspension or expulsion.
 - Lunchtime supervisors provide details of serious incidents in the playground during the lunch break for recording by the Head and/or form teachers.

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