



# Dair House School

## Behaviour and Discipline Policy



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**Monitoring: Deputy Head    Updated: November 2018    Review: August 2019**

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This policy applies to the whole school, from EYFS to Year 6 and has been created with reference to the Equality Act 2010, and the DfE 'Behaviour and discipline in schools' advice publication (2016). Special consideration will be given to SEND pupils, where necessary.

### **Statement of Intent**

At Dair House School we have high expectations of behaviour at all times. When pupils are wearing school uniform in or out of school, they are expected to uphold the accepted standards of behaviour.

Good behaviour is recognised, encouraged and rewarded; unacceptable behaviour is discouraged and dealt with promptly and fairly. We believe that:

- children have the right to learn in a safe environment where they are valued and respected as individuals;
- all staff have the right to teach and work in an environment free from disruption caused by children's unacceptable behaviour;
- parents and guardians are entitled to be notified early of any behaviour problems and to be given the opportunity to help the school to address their child's behaviour.

### **Aims and Objectives**

- To define behaviour and standards that we expect throughout Dair House.
- To set out our procedures clearly to ensure this happens.
- To detail ways of acknowledging positive behaviour.
- To describe the consequences and sanctions that may be incurred as a result of unacceptable behaviour.

### **Behaviour Policy**

We aim:

- to ensure that boundaries of acceptable behaviour are clear to all concerned
- to encourage a calm, purposeful and happy atmosphere in and around School
- to foster feelings of institutional pride and a secure sense of belonging
- to foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued

- to encourage increasing independence, self-discipline and respect, so that each child learns to accept responsibility for his or her own behaviour
- to ensure all adults in school have a consistent and shared approach
- to foster constructive relationships within the School community, characterised by mutual respect, friendliness, trust and tolerance
- to ensure that staff use the rewards, guidelines and sanctions clearly and consistently
- to ensure that all pupils complete assigned work

We do not have a definitive list of school rules; instead we prefer to promote Dair House Golden Rules.

Children's conduct is measured against these standards:

- Care for each other
- Keep smart and tidy
- Work hard
- Look after your property and your school
- Listen to people
- Be honest

We aim to encourage and reward positive behaviour. Dair House School clearly and explicitly forbids the expression, whether spoken or written, of discrimination on the grounds of race, culture, religion, gender, sexual orientation or ability/disability, carer. We believe bullying is unacceptable in any circumstances. (*Refer to the Dair House Anti-Bullying Policy*). We employ a system of sanctions that deal sympathetically with behaviour that falls below our expectations. We aim to apply these sanctions consistently, fairly and in a calm and controlled manner. We seek an active partnership between School and home in applying more serious sanctions.

### **Success Criteria**

This policy will be considered successful if the majority of staff, parents and pupils considers that the behaviour within the school community is generally of a high standard, that there are clear expectations of good behaviour and effective ways of dealing with digression.

### **Rewards Procedure**

The School's system for rewards is reviewed regularly and may vary across year groups.

Examples of the main rewards that we use are:

- Verbal praise
- House points
- Direct communication with parents by means of the Reading Comment Book in Reception/ Key Stage 1; the Reading Record Book or the Homework Diary in Key Stage 2; speaking directly or on the telephone to parents at the end of the school day, if considered appropriate

- Certificates may be awarded for a variety of personal achievements (e.g. reading achievements, spelling success, attaining or exceeding targets)
- Kindness Cup
- Work of the Week
- Recognition of pupils' achievements outside School

In addition, the following rewards may be used:

- dangling/hanging house points
- golden time (special privileges)
- stickers
- happy sun/grumpy sun/very grumpy cloud or other visual 'moving the peg' indicators
- 'smiley face' book or sticker book
- prizes and awards

### **House Points**

House points can be awarded for academic work, good behaviour or positive citizenship. Cumulative house point totals for each class and the total for the whole school are announced weekly in Awards Assembly. The House with most house points at the end of each term is recognised and rewarded. The child in each class with most house points receives a House Point Certificate in the final assembly at the end of each term. There is also a series of competitions such as handwriting, sports, poetry, quiz, pancake race that contribute towards the grand total.

### **Kindness Cup**

The Kindness Cup is presented in Awards Assembly, usually on a weekly basis. This is a reward for positive citizenship i.e. kindness, manners, thoughtfulness. Examples of acts that warrant consideration for the Kindness Cup would be: holding doors for others, helping younger children, volunteering, letting others take a turn before you, lending someone equipment, helping a new pupil. These examples are encouraged as normal behaviour, but the giving of the Kindness Cup can act as positive reinforcement. The name and kind deed of the recipient is recorded by the Deputy Head in the Kindness Cup book.

### **Work of the Week**

Children are nominated by class or subject teachers for good work. This may either be work of a good overall standard or a piece of work that shows noteworthy progress for a particular child. Work of the Week is recognised weekly in Awards Assembly, displayed on the Work of the Week board and announced in the weekly Dair House e-letter. Records are kept by the Head in the Work of the Week book.

## **Achievements out of School**

Children are encouraged to bring in details of achievements outside School. Such achievements are acknowledged in Awards Assembly and recorded in the 'Achievements of Pupils Outside School' book by the Deputy Head.

## **Sanctions Procedure - Consequences of Unacceptable Behaviour from Year 1 to Year 6**

We intend consequences to be related to the misdemeanour so that children gain an understanding of cause and consequence. They will be reasonable and fair. We believe in positive correction, which includes the application of sanctions when necessary. It should be made clear that sanctions are aimed at the **behaviour or actions** of the child, not the child.

The system of sanctions is progressive and should be unwanted by the pupils. Sanctions are in place to cover serious one-off indiscretions as well as accumulated offences. Teachers endeavour to use their own classroom strategies to deal with low level disruption e.g. by issuing a verbal warning, rule reminder etc. (Refer when appropriate to Dair House Golden Rules.)

Sanctions must be age related and must always be behaviour focused. Sanctions are delivered within the spirit of restitution and resolution (helping the child to choose a better course of action if there is a next time) and in a calm and controlled manner that enables the pupil to retain their dignity. Children should always be given the opportunity to explain their actions and to seek solutions e.g.

- What, in your words, was the problem?
- What part of the school code was affected, and in what way?
- Why do you think this problem occurred?
- What can you do to fix the problem?

Sanctions must not breach any other legislation (for example in respect of disability, special educational needs, race, religious requirements and other equalities and human rights) and must be reasonable in all the circumstances.

Teaching staff are predominantly responsible for imposing sanctions. Exceptions to this would be situations where support staff are supervising pupils e.g. in the playground. In all cases, the child's class teacher must be informed. Any communication with the parents should be made by the class teacher, not support staff.

## **Sanctions**

### **Level One – Verbal Reprimand and Warning**

For minor misdemeanours the class or subject teacher should issue a verbal reprimand to the pupil.

## **Level Two - Issuing of a 'sanction'**

A sanction will be issued if behaviour has not improved after a warning. A sanction may also be issued for behaviour that warrants a move straight to this level.

A 'Behaviour/Incident' record sheet (*See Appendix*) should be completed by the member of staff who initially dealt with the incident. (The class teacher should be notified as promptly as possible of any incidents which occur under the supervision of a fellow member of staff.) The original 'Behaviour/Incident' record sheet should be kept by the class teacher in the pupil's file; a copy should be given to the Deputy Head/Head of Pre-Prep (as appropriate) and will be filed in the Behaviour and Incident File which is kept by the Deputy Head; a third copy should be filed in the pupil's file in the School Office, if it is thought appropriate.

### **Appropriate sanctions**

- (a) Time out – the teacher may choose to instruct a disruptive child to move to another seat in the class during the lesson.
- (b) Re-do a classroom or homework task if the standard was considered unacceptable.
- (c) 'Shadow' the member of staff on duty at playtime for one or more sessions as deemed appropriate.
- (d) Lose part/all of playtime. The pupil should be supervised by a member of staff (either the class teacher or the Deputy Head/Head of Pre-Prep).
- (e) Undertake tasks relating to the misdemeanour (e.g. wiping off writing on desks, walls etc). Careful consideration must be given to this sanction. There must be no risk to the child.
- (f) Write a letter of apology to another child/member of staff.
- (g) In Key Stage 2 yellow stickers and red stickers are issued depending on the severity of the behaviour or incident. Stickers are stuck in to the pupil's homework diary with a brief explanation of the misdemeanour and the signature of the member of staff issuing the sticker.  
A 'Behaviour/Incident' record sheet **MUST** be completed if stickers are issued. If the incident is serious enough to be notified to the Deputy Head, the class teacher and/or the subject teacher should inform the child's parents.
- (h) For repeated incidents of unacceptable behaviour, a home/school log may be implemented. This should also record positive comments with the aim of reinforcing good behaviour.
- (i) Teachers have the right to temporarily or permanently confiscate personal property of pupils if they consider items to be unsafe or an undue distraction.

### **Level Three – Direct referral to the Deputy Head**

Any, more serious, incidents where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed immediately with the Deputy Head, or Head of Pre-Prep if appropriate, and recorded in the Behaviour and Incident File. Parents should be informed by the Deputy Head or Head of Pre-

Prep and appropriate sanctions implemented. Copies of correspondence should be filed in the pupil's class file and their file in the School Office.

Persistent behaviour that falls beneath the levels of expectation may require a more serious sanction. An individual behaviour programme may be devised with specific targets. Pupils may also be referred straight to this level for a serious breach of the Dair House Golden Rules such as violence, stealing, aggressive defiance or malicious accusations against staff.

#### **Level Four – Referral to the Head**

If Level Three has proved unsuccessful, the Deputy Head may refer the child to the Head. The Head may consider short term, long term or permanent exclusion in extreme cases. At this stage the Chair of Governors would be informed. Transition from short or long term exclusion will be managed by the Head, the Deputy Head, parents and the class teacher. Behaviour and Discipline Incidents in EYFS will be handled on a 'common sense' basis by the class teacher and Head of Pre-Prep.

#### **Assistance Procedures**

Should a member of staff need assistance because a pupil is grossly disobedient or for any other reason they should:

- stay with their class
- write a brief note requesting help and send with red triangle to the School Office
- choose a reliable pupil to take it
- instruct them to take it to the school secretary or the Bursar.

The school secretary will then locate the Deputy Head and pass the request on to her. Should the Deputy Head be unobtainable, another member of the Senior Management Team will be notified. The Deputy Head or delegate will offer the necessary assistance as soon as possible and carry out an investigation into the incident.

#### **Physical Force**

Under normal circumstances teachers should not touch pupils as part of a disciplinary sanction. However there are occasions where reasonable force may be necessary, to control or restrain a pupil. They will fall into two broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury
- where there is a developing risk of injury or significant damage to property.

Examples of behaviour that fall within one of these two categories are:

- a pupil attacks a member of staff or another pupil
- pupils are fighting

- a pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to property
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects.

In any case where such intervention has been necessary to manage a child's behaviour, a record should be kept in the Behaviour and Incident File and parents informed on the same day.

### **Permanent Exclusion**

If the Head decides a pupil must leave the school, he will consult with parents before deciding on the pupil's leaving status.

The leaving status will be either 'permanently excluded' or 'withdrawn by parents'.

If the pupil's parents are not able to agree with the Head, they may appeal to the Chair of Governors, details of which can be obtained from the Bursar.

### **Corporal Punishment**

There is no corporal punishment at Dair House School. This includes implied or threatened corporal punishment. Any member of staff who fails to comply with this is committing an offence.

### **Links with Other Policies**

Related Dair House School policies are the Anti-Bullying Policy, PSHE Policy, Child Protection Policy, Pastoral Care Policy and SMSC Policy.

**DAIR HOUSE SCHOOL - Behaviour/Incident Record Sheet**

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| <ul style="list-style-type: none"> <li>o Teacher Copy</li> <li>o SM Copy</li> <li>o Office Copy</li> </ul> |
|--|

Staff member recording the incident:			
Date and time:			
Name of pupil:		Class:	
Nature of behaviour/incident:			
Names of any other children involved:			
What led up to the behaviour/incident?			
Account of the behaviour/incident:			
What happened after the behaviour/incident?			
Action by teacher:			
Response by child:			
Were parents/carers involved? Reactions?			
Sanctions/Action plans:			

Signed: \_\_\_\_\_ Date: \_\_\_\_\_