



**Peregrines Pre-Preparatory
And Falcons School for Girls**

BEHAVIOUR AND SANCTIONS POLICY

Policy reviewed by Sara Williams-Ryan

Review date: September 2018

Operational from: September 2018 - September 2019

Next review date: June 2019

Reviewer's Signature: S.A Plumb

Head Teacher's Signature:

Sara Williams-Ryan

Introduction

This policy should be read in conjunction with the school's Anti-Bullying Policy and Exclusion Policy.

The school promotes equality of opportunity and anti-discriminatory practice and ensures that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. We promote the principles of fairness and justice for all through the education that we provide in our school.

Aims

The School seeks to promote and to instil self-discipline, tolerance and mutual respect. These principles accord with the ethos of the school and the values which underpin the operation of the school and life generally in the country. The school is committed to the promotion of Fundamental

This policy was written with the inclusion of The Early Years Foundation Stage and following Helping Children Achieve More

British Values (FBV). The primary aim is 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 behaviour policy is established and implemented to support the way in which all members of the school live and work together and learn to appreciate difference and to act in responsible ways.

The school aims actively to promote good behaviour, rather than merely deter anti-social behaviour, and will celebrate and reward good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Inevitably, there will always be situations where additional approaches are required in order to deal with inappropriate behaviours. In this connection the school has a number of rules, including the use of appropriate sanctions. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school aims for pupils to distinguish between right and wrong and to respect the law, acting with a view to the consequence of their own and others' actions.

Use of rules and sanctions

School Rules (see below) are upheld through a series of clearly defined rewards and sanctions. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, every effort will be made to resolve the situation quickly through dialogue and explanation. Teachers and other members of staff are empowered to apply constraints consistent with the situation and to avoid a child hurting themselves or others. Time out may be a sanction which is used in order to reduce tensions and to allow cooling off. We treat all children fairly and apply this behaviour policy in a consistent way.

Our rewards and sanctions system is flexible to take account of individual circumstances.

Our behaviour policy is shared with, supported and followed by the whole school community - parents, teachers and children.

We teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, develop self-discipline and encourage in children a respect for themselves, for other people and for property.

Students' behaviour outside school on school "business", for example school trips and journeys, away, sports fixtures or when on a residential week, is subject to this policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school.

School Rules

The behaviour guidelines are based on the school rules - which we expect all members of the school community to adhere to at all times, and which are phrased so as to promote and encourage positive behaviour. The Falcons Rules are as follows:

This policy was written with the inclusion of The Early Years Foundation Stage and following Helping Children Achieve More

- Pupils are kind.
- Pupils are hard working.
- Pupils are honest.
- Pupils respect property.
- Pupil's listen.

School Rules are displayed prominently throughout the school and referred to as appropriate. In this way, every child in the school is made aware of the standard of behaviour that we expect in our school.

The class teacher discusses the school rules with each class at the beginning of the school year. If and when rules are broken, the class teacher discusses the infringement in relation to the school rules.

When the behaviour of children is deteriorating, members of staff must inform the pupils of the consequences that may follow. The pupils must understand that they are the ones who have choices to make, and the ones who can control the outcome of the situation by choosing to uphold the Falcons Rules.

The Role of the Head

It is the responsibility of the Headmistress to implement the school behaviour policy consistently throughout the school, and to report to the Alpha Plus Group, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmistress to ensure the health, safety and welfare of all children in the school.

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

The Headmistress keeps a record of all reported serious incidents of misbehaviour.

The Headmistress 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. Both these actions are only taken after the school has consulted with the Alpha Plus Group. See the Exclusion Policy for further details.

The Headmistress has a duty to work in partnership with other agencies, e.g. Children's services, the local authority or the police.

The Headmistress is our named practitioner responsible for behaviour management issues in the EYFS. This person is supported in acquiring the skills to provide guidance to other staff by Alpha Plus, and is able to access expert advice through Alpha Plus if ordinary methods are not effective with a particular child.

The Role of Staff

All members of staff are responsible for demonstrating high expectations and encouraging good behaviour by praising good practice (i.e. upholding school rules) and informing the class teacher.

This policy was written with the inclusion of The Early Years Foundation Stage and following Helping Children Achieve More

It is the responsibility of all staff to ensure that the school rules are enforced and that pupils behave in a responsible manner (i.e. by upholding the school rules). The class teacher may contact a parent if there are concerns about the behaviour or welfare of a child. Staff will make a record in their class pastoral files and on SIMs of any instances where sanctions have been applied. Staff will communicate to the Headmistress all significant matters where rules have been broken or where sanctions have been applied.

Staff have a duty to work in partnership with other agencies and as part of any coordinated plan to help pupils to manage their behaviours in appropriate ways.

The Role of Parents

The school works from the principle that parents are the 'first educators', and works collaboratively with parents so girls receive consistent messages about how to behave at home and at school.

We explain the school rules in the *Falcons Girls Parents' Handbook*, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. A meeting may be arranged with parents at any stage to ensure that they are kept fully informed and to avoid more serious sanctions being imposed in the event of pupils consistently failing to uphold the Falcons Rules.

If the school has to use reasonable sanctions to educate a child, parents should 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.

It is important for parents to understand and accept that sanctions can help to discourage and contain bad behaviour, but that it can have only a limited effect on the promotion of good behaviour.

Anti-bullying

The School regards any form of bullying as harmful and unacceptable. We believe that everyone has a right to feel safe. The school does not tolerate bullying of any kind.

This aim is clearly declared to all stakeholders including staff, pupils and current and prospective parents.

Further details of the School anti-bullying policy and procedures can be found in our Anti-Bullying Policy.

Non-use of Corporal Punishment

Corporal punishment is prohibited in the school. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises. Corporal punishment is not administered or threatened in any form or manner.

This policy was written with the inclusion of The Early Years Foundation Stage and following Helping Children Achieve More

Use of reasonable force

Under section 93 of the Education and Inspections Act 2006, members of staff at the School may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil themselves);
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether behaviour occurs during a teaching session or otherwise.

This applies where a member of the staff of a school is:

- on the premises of the school;
- or elsewhere at a time when, as a member of its staff, s/he has lawful control or charge of the pupil concerned.

The use of any degree of force is unlawful if the particular circumstances do not warrant it. The degree of force should be in proportion to the circumstances and seriousness of the behaviour or consequences it is intended to prevent. The level and duration of the force used should be the minimum necessary to achieve the desired result, such as to restore safety.

In all circumstances, if a teacher intervenes to restrain a child, it is better to find a second responsible adult to assist or to witness; however, a teacher could be held to be negligent if (s)he did not intervene to stop an injury, because there was no adult help nearby.

All use of restraint should be reported to the Headmistress immediately after the incident; if the Headmistress is unavailable, it must be reported to the Deputy Head.

The school maintains a log book for incidents of restraint.

Further guidance can be found at: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Classroom Behaviour Management Procedures

The expectations for pupil behaviour are based on school Rules. Each class must have school Rules clearly displayed. In most cases a look of disapproval or a quiet word will be sufficient; however, if a pupil continues to break Rule then a series of sanctions may be applied:

Stage 1: The teacher communicates which of the Rules is being broken and a warning is given;

Stage 2: The pupil should be asked which of the Rules they are infringing, and given a final warning that they risk losing a portion of Time (KS2) or break time (KS1). The pupil should be informed that they have the choice to uphold the rules, and warned of the consequence of further infringements;

Stage 3: The teacher informs the pupil that she has lost two minutes of 'Time' (KS2) or break time (KS1). The teacher records this on SIMS and informs the relevant class teacher, as well as the Deputy

This policy was written with the inclusion of The Early Years Foundation Stage and following Helping Children Achieve More

Head. In KS2 a 'pink slip' (see Appendix 1) is then completed by the teacher who applied the sanction and the pupil, and sent home to parents. Parents must sign the 'pink slip' and return the following day. In KS1 the class teacher informs the parents via email or telephone.

EYFS follow the guideline that if pupils break a Rule in class, they are given *three* warnings; after three warnings, pupils are given a 'timeout' away from the rest of the class. The timeout will not exceed one minute per year of their age, e.g. a maximum of four minutes out for four-year-old pupils.

Stage 4: The teacher sends the child to either the Deputy Head, the Head of Pastoral Care or a neighbouring classroom or to the Headmistress. The child should be sent with appropriate work;

Stage 5: If stage 4 is implemented, the Headmistress will meet with the class teacher to discuss strategies to improve behaviour;

Stage 6: If stage 4 is repeated, or as a result of a serious behaviour issue, the Head may decide it is appropriate to speak with the pupil's parents and for the child's behaviour for each lesson to be logged. A 'behaviour agreement' may be drawn up between the Headmistress, class teacher, parents and pupil.

Stage 7: Individual Behaviour Plan

If, after a set period of time no significant improvement has occurred, a further meeting will be called with parents. At the Headmistress's discretion, the pupil may be given an Individual Behaviour Plan (IBP see appendix 2) to support them in upholding the Rule. The IBP will be drawn up with active involvement from the pupil in question and the class teacher. The IBP will be circulated to all staff involved with the child concerned, and discussed at subsequent staff meetings during pupil feedback sessions. A copy of the IBP will be kept in the pupil's file.

Stage 8: Repeated infringements may set a child on the path towards temporary or permanent exclusion (see Exclusion Policy). A child-friendly version of the above is displayed in classrooms (see Appendix 3).

Celebrating and rewarding good behaviour

The school acknowledges all the efforts and achievements of children, both in and out of school. Wherever appropriate, pupil's best efforts will be celebrated through display and performance.

EYFS use a laminated reward chart. Pupils who display good behaviour and receive praise can 'go up a mushroom' until they reach their 'House Castle'. Once a pupil has reached their allocated castle, they are rewarded with a small stationery prize chosen from a prize bag.

We praise and reward all pupils for upholding the Rules in a variety of ways, including:

- **Informal praise**, e.g. *a kind word or a smile*
- Pupils in Years One to Six are rewarded for upholding the Rules with a period of structured play - a 'golden time' period. This is known within the school as '**Golden Time**'
- Teachers give children **stickers** or positive **stamps** in their books;

- Teachers award **House Points** to individuals or groups and the House in the lead each week is announced at the Friday whole-school assembly; at the end of each term the winning House is awarded the cup and given a MUFTI dress day reward;
- Each week, members of staff may choose to nominate one or two children from their class to receive a **certificate** in our Friday whole-school assembly
- Each week, a pupil receives one of three (EYFS, KS1 and KS2) **Awards** at our whole-school Friday assembly
- All classes have an opportunity each term to lead an assembly where they are able to show examples of their best work.
- Achievements outside of school are shared and recorded on the Frog site, 'The Extra Mile'

Awards are awarded at the discretion of the Headmistress at the Friday whole-school assembly for good work or achievement in upholding the Rules.

- The pupil is able to keep the Award in class for the week; it should be displayed so all of the class can see the award;
- Pupils awarded the Award receive a badge; this should be worn on the pupil's blazer for the remainder of their time at the school;
- The name of the pupil is recorded;
- A photograph of each Award winner is displayed on a whole-school board in the lower school hall.
- All pupils will be awarded the Award at least once during their time at the school.

Time

Time is a period of structured, creative 'golden time' of twenty minutes. It is intended to act as a reward for pupils keeping our Rules. At the end of the week any KS2 pupil who has lost 'Time Minutes' spends the set minutes with the Deputy Head.

EYFS do not have 'Time', but rather follow the guideline that if pupils break the Rules in class, they are given *three* warnings; after three warnings, pupils are given a 'timeout' away from the rest of the class. The timeout will not exceed one minute per year of their age, e.g. a maximum of four minutes out for four-year-old pupils.

House System

Every pupil at The School is placed into one of four houses when they join the school. For a list of the students from each house group, please see the House Points FROG page:

The four houses are as follows:

- Nightingale (red)
- Austen (blue)
- Seacole (yellow)
- Curie (green)

House points are rewards. House points are awarded to individuals for:

- Improved or good work;
- Keeping the Rules (good behaviour);
- Improved or good effort;

This policy was written with the inclusion of The Early Years Foundation Stage and following Helping Children Achieve More

- Consistent progress;
- Creative, artistic or sporting achievement;
- Good all round achievement;
- Consideration for the environment and others.

House points are clearly displayed under the House the student belongs to on a laminated house point chart. Every week the house points are collected and house totals are announced in the Friday whole-school assembly.

An overall house winner is announced at the end of the year. The House Captain accepts the House Cup on behalf of their house.

'Extra Mile'

All pupils are encouraged to share with the school achievements from outside of school. All such successes are recorded for all to see on the school Frog 'Extra Mile' page. This page is shared and celebrated regularly during weekly assemblies.

Record Keeping

The school keeps a variety of records concerning incidents of misbehaviour:

- The class teacher records minor classroom incidents in their class pastoral files and on SIMS.
- The Headmistress records those serious incidents where a child has been placed on an Incident Behaviour Programme (IBP).

Issues related to Special Educational Needs

All staff make reasonable adjustments for pupils with special educational needs or disabilities (SEND). Individual Education Plans (IEPs) can be found in a pupil's file.

Said adjustments are discussed at the beginning of the school year by the Headmistress, SENCO and the class teacher, and fed back to staff (See SEND Policy)

Lavatory Procedure

- At break times pupils must ask permission from the member of staff on duty before going inside to visit the lavatory;
- No child should be inside the school for any other reason than to visit the lavatory or to be escorted to the First Aid room; staff in school should challenge any pupil who is in the school during break and lunch times;
- Pupils do not have permission to change into PE kit at lunch times unless under the supervision of an adult; they will be instructed when to come inside to change by the supervising adults.

Policy and Procedure Evaluation

Evaluation and review of the Behaviour Policy takes place on an annual basis. The school may, however, review the policy earlier than this if the government introduces new regulations, or if the school receives recommendations on how the policy might be improved.

This policy was written with the inclusion of The Early Years Foundation Stage and following Helping Children Achieve More

Throughout the year, stakeholders are encouraged to feedback information and ideas regarding the implementation of this policy.

Appendix 1: KS2 Pink Slip

<u>Time Pink Slip</u>	
Dear	
Today your child lost minutes of Time (Golden Time)	
..... acknowledges these reasons for losing these minutes:	
.....	
.....	
Parent signature:	Date:
Please return this slip to your child's class teacher on Monday	