



## Behaviour and Discipline Policy

***This policy should be read as part of the Child Protection Policy and Anti-Bullying Policy of which this forms a part.***

*Information for Parents: This policy is available on the website and on request and updated every year.*

### **Our School Ethos**



A caring school with Christ at its centre. We strive for excellence and every child is encouraged to achieve their potential.

We respect and care for each person in our school community, valuing them for who they are and for all that they achieve.

The Ursuline Preparatory School does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### **Promoting Good Behaviour**

Everyone has an equal right to learn and succeed, feel safe and secure and to be free from threats, intimidation and physical or verbal abuse.

The Ursuline Preparatory School will ensure that structure and process are embedded in the daily life of the school in order to prevent poor behaviour, including bullying, Cyber-bullying, child on child abuse, sexual harassment, and discrimination. Everyone who studies, works, and teaches at the Ursuline Preparatory School is expected to be considerate, kind, and respectful towards each other allowing a safe environment for children to learn. This will include promoting punctuality, hard work, compliance of the School Code of Conduct and the wearing of the school uniform. It is essential that all staff are aware that it is everyone's responsibility to safeguard children, set out in statutory guidance Part 1 of Keeping Children Safe in Education (KCSIE)

## **1. Aims and expectations**

- 1.1 It is a primary aim of our school that every member of the school community experiences, the values described in the Gospels with each person being treated fairly and respectfully. We are a caring community, whose principles are built on mutual trust and respect for all. The school 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.
- 1.2 We expect the support of parents in promoting our high standards in all aspects of the school, including that of good behaviour. This policy describes the framework and measures that we follow to provide a safe, happy and co-operative environment for all members of the school community.
- 1.3 The school has a Code of Conduct, however, the primary aim of the behaviour and discipline policy is not just to provide 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.
- 1.4 The school expects every member of the school community to behave in a considerate way towards others.
- 1.5 We treat all children fairly and apply this behaviour and discipline policy in a consistent way.
- 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 acts of kindness, as it believes that this will develop an ethos of good behaviour and co-operation.
- 1.8 This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## 2. Rewards

2.1 We praise and reward children for good behaviour, outstanding work or conscientious effort or achievement in a variety of ways:

- The children in the infant and junior departments receive house points and excellent work stars – these are accumulated and presented in assembly in the form of bronze, silver, gold and super-gold, platinum certificates;
- Pre-Reception use a 'Bucket Filler Scheme', which consists of one pink bucket and one red bucket. The children have a photograph of themselves that start in the pink bucket every day. If a child misbehaves then their photo will be moved into the red bucket.
- In the other Pre-Prep classes and Infant departments children work towards 'a marble in the jar'. Marbles are rewarded for good manners, acts of kindness, excellent behaviour or discipline. The jar is filled by many of the children working together. When it is full a class party or a treat will be given;
- Each Junior class has a Dojo points reward system. Dojo points are given for a positive approach to school life, good behaviour or taken away for unacceptable behaviour. Each class is given a number of points to work towards. If the class works successfully together and the goal is reached, a class treat or party will be given.
- All classes apart from Lower and Upper Two will have displayed a traffic light system. Children start the day on green and will progress up the chart towards the star or will placed down the chart if repeated warnings for poor behaviour are not followed.
- The infants have 4 stages to their traffic lights, lower juniors have an extended traffic light. If the children get to the top, Excellent Work is rewarded.
- Each week we nominate a child from each class for a Merit certificate; this is awarded in the school assembly;

- We distribute merits to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Each week a member of our school community receives a “Glimpse of Brilliance” certificate, this is awarded in the whole school assembly.
- The house trophy is awarded to the house with the most house points overall weekly. In addition, a Junior Trophy is awarded to the class with the most points a Bear for Infants and a rabbit for Pre-Prep;
- The school acknowledges all the efforts and achievements of children, both in and out of school, photographs of which are displayed in school.

### **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.

- We expect children to try their best in all activities. If they do not do so, they will have a verbal reprimand, we may ask them to redo a task, privileges may be taken away and parents will be informed.
- In the Pre-Prep, we use the sanction with mediation approach. ‘Time out’ can be used where the child is removed from the situation where bad behaviour has been repeatedly displayed. In addition, marbles from the class ‘Marble in the Jar’ can be removed.
- In Kindergarten upwards we continue to use the sanction with mediation approach. Kindergarten and Infant classes can have marbles removed from the class ‘Marble in the Jar’. The lower Juniors use the Traffic Light System, Upper Juniors have dojos removed for warnings. (Please see this on next page.) When these are issued it is recorded on CPOMS.

- If repeated or unacceptable behaviour occurs, further sanctions will be approved by either The Head Teacher or Deputy Head Teachers.
  - Unacceptable behaviour will be recorded on CPOMS and then transferred to The School Behaviour Log, Serious Behaviour Log or Bullying Log.
  - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevents the child from taking part in the session.
  - 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.
  - If it is deemed necessary, teachers may introduce a temporary Home-School Communication book to monitor children's behaviour closely and maintain contact with the parents regarding the situation.
- 3.2 The class teacher discusses the school code as listed below with his/her class. In this way, every child in the school knows the standard of behaviour that we expect in our and outside our school. As a class the children form a class charter together in their PSHE lesson which they sign within the first few weeks of each academic year. This is then displayed in each classroom.
- 3.3 The school does not tolerate bullying of any kind. If a child threatens, hurts, or bullies another pupil, the class teacher records the incident on CPOMS and this is then transferred on to the Serious Incident Log and the incident is dealt with by the Deputy Headteacher (Pastoral). If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear, in accordance with our school's Anti-Bullying and Anti-Discrimination Policy.

- 3.4 All members of staff are aware of Section 131 of the School Standards and Framework Act 1998 whereby corporal punishment is prohibited for all pupils in Independent and Maintained Schools, and under no circumstances does the school use or threaten corporal punishment.

### **TRAFFIC LIGHT SYSTEM IN CLASS**

#### **PRE-RECEPTION, KINDERGARTEN & INFANTS**

Star	-	Outstanding!
Green	-	Ready to learn

Orange/Yellow	-	Warning
Red	-	Contact Parents

1. The child is put on yellow/orange (opportunities are given for them to come off of this colour).
2. Have marbles deducted.
3. If they are still on this colour by the end of the day parents will be informed and it is recorded on CPOMS.
4. If they continue to misbehave, they will be put on red, sent to a member of the SLT and playtime missed.

#### **LOWER JUNIORS - (Teachers judgements used to match situation)**

Gold	-	Outstanding
Purple	-	Great job
Blue	-	Good day
Green	-	Ready to learn
Yellow	-	Warning/think about it
Orange	-	Teacher chat
Red	-	Contact parents

1. A warning is given.
2. Move down one colour (chat with teacher)
3. Have dojos deducted.
4. Miss part of playtime, sent to a member of the SLT, parents contacted and it is recorded on CPOMS.

#### **UPPER JUNIORS -**

1. Have dojos deducted.
2. Sent to a member of the Senior Leadership Team.
3. Miss a play time.
4. Miss a lunchtime, parents are contacted and the incident recorded on CPOMS.

### **School Code**

**L**ook your best, feel your best, try your best

**E**veryone works together as a team

**A**lways be polite and truthful

**R**espect others as we are an Ursuline family

**N**ever worry, ask for help

#### **4 The role of the staff**

- 4.1 The class teacher provides the infants and junior children with a yearly journal which outlines the school rules, and contains a copy of the school code. We make children aware of our school code during assemblies and there is a copy of the code in every classroom.
- 4.2 It is the responsibility of all staff to ensure the school rules are enforced in class, and that their class behaves in a responsible manner during lesson time.
- 4.3 The class teachers 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.
- 4.4 The staff treat each child fairly and enforces the classroom code consistently. The staff treat all children in the school with respect and understanding.
- 4.5 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS. If the parent is asked into school the incident will be recorded. 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 Mrs. I. Parker-Litjens, Deputy Headteacher.



- 4.6 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child after consultation with the Headteacher.
- 4.7 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.
- 4.8 The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This is recorded on CPOMS.

## **5 Physical Intervention (control and restraint) – the use of reasonable force**

- 5.1 At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 5.2 The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.
- 5.3 If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the Head Teacher.
- 5.4 Our school follows this **Essex Guidance ‘Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)’**

It can be found here:

[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

This includes reporting to ECC via MySafety.

**The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.**

**[Click here to log an incident](#) (please use the Access Token: ABC123)**

- 5.5 Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded on CPOMS and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

## **6 The role of the Headteacher/ Deputy Heads**

- 6.1 It is the responsibility of the Headteacher, Mrs. Pauline Wilson under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The named person in charge of behaviour and discipline throughout the school is Mrs. Isabelle Parker-Litjens, Deputy Head (Pastoral),
- 6.2 School rules are reinforced in whole school assemblies and PSHE assemblies.
- 6.3 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 6.4 The Deputy Headteacher (Pastoral) keeps records of all reported serious incidents of misbehaviour in the Serious Incident Log.
- 6.5 The Headteacher 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 Headteacher may permanently exclude a child. Both of these actions are only taken after the school governors have been notified.

- 6.6 School rules, sanctions and rewards are discussed at school council meetings and during whole school and PSHE assemblies.

## **7 The role of parents**

- 7.1 There is a meeting held once a year for those parents whose children are moving between key stages to discuss changes to expectations and procedures.

Also, yearly information meetings are held for all classes, so parents are aware of the expectations of the new class.

- 7.2 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 7.3 We give a copy of the School Code of Conduct to Parents in the Information Pack, when their children join the school, and we expect them to read this and support us.
- 7.4 We expect parents to support their child's learning, and to co-operate 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. All classes have Showbie that outlines any message from the class teacher and also outlines homework details.
- 7.5 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 their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact one of the Deputy Headteacher's and then the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **8 Fixed-term and permanent exclusions**

- 8.1 Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.2 As outlined in the Complaints Policy, if the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At that time, the Headteacher makes it clear to the parents they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- 8.3 The Headteacher informs the Trustees and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.4 If the Trustees/Governors' appeal panel decides a pupil should be reinstated, the Headteacher must comply with this ruling.

## **9 Monitoring**

- 9.1 The Headteacher monitors the effectiveness of this policy on a regular basis.
- 9.2 The Deputy Headteacher (Pastoral) keeps a Serious Incident Log which records incidents of misbehaviour.

The class teacher records significant classroom incidents on CPOMS. These are monitored on a regular basis by our Designated Safeguarding Lead Ms. Gemma Jackson and our Deputy Designated Safeguarding Lead Mrs. Joan Thomas, (from a Safeguarding perspective) and Mrs. Isabelle Parker-Litjens, Deputy Headteacher – Pastoral (from a behavioural perspective).

The Deputy Headteacher (Pastoral) records those incidents where a child is sent to her on account of bad behaviour.

We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors and Housekeepers report any incidents to class teachers primarily.

- 9.3 The Headteacher keeps a record of any pupil who is excluded for either a fixed-term or permanently.
- 9.4 It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.