



A4 (A1) Behaviour Management Policy

This policy is relevant to the whole school, including EYFS.

“At Aldwickbury we believe that all boys should feel secure, cared for and respected. The atmosphere is encouraging and positive so that academic and social progress is evident.”
Extract from Aldwickbury School Philosophy and Aims.

This policy sets out how we as a community promote good behaviour whilst detailing the sanctions to be employed in the event of things going wrong. It also clarifies the procedure in the event of a boy being temporarily or permanently excluded.

Every member of staff is responsible for maintaining good standards of behaviour throughout the school but the Deputy Head (Year 5 to 8), Head of Junior Department (Year 3 and 4) and Head of Pre-Prep form important steps in the disciplinary chain below the Headmaster.

Good behaviour is promoted in all parts of the school through our systems of reward, PSHE lessons, assemblies, tutorial/form time and the example of adults working at the school. All of the above is underpinned by our Aldwickbury Values.

General Points

- Reasonable adjustments in terms of behaviour management would be made for boys with special educational needs, where relevant
- Parents do not need to hear about every misdemeanour but patterns and more serious issues would always be discussed with them
- The school recognises that supporting boys towards behaving appropriately is as important as employing sanctions
- The Headmaster reserves the right to employ serious sanctions in the event of a boy making a malicious accusation against a member of staff
- There is no corporal punishment at Aldwickbury School
- The separate policy on Restraint covers the use of force in rare circumstances
- There is a separate policy on behaviour management in the Boarding House which, whilst containing a different list of sanctions, is in line with the ethos of this whole school policy

Pre-Prep Policy Statement on Behaviour Management (including EYFS)

In the Pre-Prep all the staff help the boys to cultivate values and attitudes reflective of the Aldwickbury Values in a variety of ways by:

- Establishing and maintaining accepted expectations of good behaviour at a whole school level
- Each teacher establishing and insisting on routines and expectations for that class; an agreed set of class rules is drawn up at the very beginning of the school year in each class with the boys' input and agreement
- Setting an example of the values and attitudes that we expect of the boys
- Ensuring that our teaching addresses the varying learning needs of our boys
- Establishing a clear 'bottom line' of acceptable behaviour compatible with membership of the school

These expectations are reinforced by all staff in daily assemblies, in the classrooms and at playtimes and through the Aldwickbury Values and PSHCE sessions.

The Head of Pre-Prep is responsible for behavioural management in the Pre-Prep.

Should any boy need more than a firm word from the teacher in charge then he is sent to the Head of Pre-Prep who would then liaise with the class teacher. The class teacher would inform the parent in such cases and if necessary the Head of Pre-Prep would ask to meet up with the Parent to discuss any behavioural problems. Ongoing or serious disciplinary issues are discussed with the Headmaster.

Encouraging Positive Behaviour

- In the Pre-Prep we praise and reward children for good behaviour, explaining to them why they have been rewarded, as well as for academic achievement.
- All boys are allocated a Planet House Team and they can earn planet points in Years 1 and 2, or marbles in Reception. Winning house teams are congratulated at Monday assemblies and are given an extra turn on the apparatus on Friday playtimes. (Years 1 and 2).
- In Reception classes, the marbles are totalled weekly for each boy and a certificate to the boy with the most marbles is given.
- Reception boys may also become 'star of the day' for something special that has been recognised during that day.
- Boys are encouraged to show good work to the Head of Pre-Prep.

Prep School Policy Statement on Behaviour Management

Encouraging Positive Behaviour

Setting clear expectations and boundaries are important at all levels of the school and it is important that these are explained clearly as the boys move through from Pre-Prep into the Junior Department and into Years 5 to 8. Routines, rights and responsibilities change in an age-appropriate way as the boys get older and expectations are explained clearly as these changes occur. Induction days help in this process but staff should be aware that gentle reinforcement will often be necessary until the boys settle.

In common with the Pre-Prep, positive reinforcement of correct behaviour is essential. All boys in Year 3 to 8 belong to a Section and collect plus points which count towards their Section total. Boys understand this system as they have had experience of an age-appropriate version in the Pre-Prep. Feedback on individual and Section performance is given to the boys on a weekly basis and good individual performance is marked further with an edible reward

supplied by the school. Individuals and/or groups of boys who perform particularly well are acknowledged publicly on a weekly basis. The Headmaster also sees boys sent to him with particularly outstanding work.

Success in all areas of school life is often celebrated in assemblies. PSHEE lessons, assemblies linked to the Aldwickbury Values and input from form teachers and tutors all help to promote positive behaviour. The Section notice board is also used to celebrate success and encourage the boys to engage positively. Senior boys are all given more responsibility in their final year; positive leadership and citizenship are actively encouraged so that these boys set a positive example. Full details of the rewards structure are given in the staff handbook.

Sanctions in the Prep School

Boys will push boundaries and the Prep School has clear systems in place to monitor and deal with instances of poor behaviour. All members of staff have a responsibility in this area although form teachers/tutors are responsible for monitoring the behaviour of individual boys in their care. The Head of Junior Department oversees the day to day behaviour management in Year 3 to 4. Ongoing or serious concerns are discussed with the Headmaster and Deputy Head. The Deputy Head provides the step below the Headmaster in Years 5 to 8.

List of Sanctions in the Prep School

Parts of this order will inevitably be used with a small degree of flexibility and it is therefore intended to be used as a guide and used in the order in which it is written.

1. Ticking off or warning.
2. A small job or imposition, possibly resulting in part of a break being lost.
3. Partial Break Detention (see Break Detention policy in pastoral policies in staff handbook).
This should always be supervised: the light corridor can be used for behavioural issues whereas boys being inconvenienced for poor effort (but not for finding work difficult) should be supervised in a classroom or the library by the member of staff giving the detention whilst they complete the work. Remember boys need to let off steam so should only miss two partial break times in any given week, on the third offence he should be referred to his tutor via the Minus system. Partial break loss should be used to differentiate between minor infringements and more serious misbehaviour.
4. Minus given, recorded in the staff room folder and the Tutor and Deputy Headmaster informed. *This informs the tutor and takes points from the relevant Section total. It should also be noted in the planner.*
5. Sent from the lesson for a short period of time to 'cool off'. Boys should remain in the 'quiet area' outside the classroom. *Boys should, not miss the whole lesson and should remain the responsibility of the member of staff unless extreme circumstances dictate otherwise and the Deputy Headmaster has been informed.*
6. Full break detention. Any full break detention should be recorded in the planner.
7. Refer to tutor/form teacher. *The Deputy Head will deal with form groups or other teaching groups of boys in Year 8 in the rare case of the entire group causing a problem. This is particularly relevant to Year 8 forms who rarely see their form teacher as a group and who are not always taught as a form. It is expected that these occasions will be rare and staff should try to concentrate on those individuals causing the problem rather than punishing the whole group.*

If a boy accumulates two minuses this will lead to an interview with the Deputy Head or Head of Junior Department who will contact parents where appropriate, Following this there may be a referral to the Headmaster via the Deputy Head or Head of Junior Department.

Communications

If a member of Common Room finds a boy persistently troublesome in any way, it is their responsibility to communicate and discuss the problem with the appropriate person. This might be the boy's form teacher, tutor, the Deputy Head or Head of Junior Department or, if a boarder, with the Head of Boarding.

Serious offences should always be brought to the attention of the Deputy Head or Head of Junior Department. The Deputy Head or Head of Junior Department will then refer deserving cases to the Headmaster. The Deputy Head and Head of Junior Department discuss ongoing serious pastoral and disciplinary issues on a regular basis so that relevant information is shared. The serious discipline log is maintained by the Deputy Head. Regular monitoring of bullying type behaviour takes place.

Headmaster's Sanctions

The Headmaster has the following scale of sanctions:-

1. Ticking-off and general support of sanctions already imposed by a member of staff.
2. Detention – the boy gives up some of his free (play) time to sit silently (reading or doing some other suitable task) near the Study but away from the other boys.
3. Withdrawal of privileges such as representing the school.
4. Parents brought in for discussion
5. Suspension/ temporary exclusion (see below for procedure).
6. Permanent exclusion (see below for procedure).

Procedure for Suspensions and Permanent Exclusions

All serious disciplinary cases are different and the various circumstances around them will always be taken into consideration in the decision making process.

Suspension/Temporary Exclusion

This sanction is used very rarely; it is for either very serious one-off breaches in discipline, or as a result of repeated misdemeanours of a serious nature and after other measures and support have not had a positive effect.

If after a thorough investigation including discussions with the boy's tutor/form teacher, the Deputy Head and/or other relevant staff, the Headmaster decides that a boy should be suspended following the following procedure will be followed:

- The parents of the boy will be contacted in order to discuss the situation and be invited to meet with the Headmaster immediately
- The boy will supervised until the parents arrive, with work to be complete should this be appropriate

- The Headmaster, together with other staff as appropriate, will meet with the parents to explain the offence and the punishment
- The Headmaster will confirm the details of the misdemeanour and punishment with the boy in the presence of his parents – this will be confirmed in writing to the parents
- The boy will be taken home for the prescribed time with work set in order to ensure that his academic studies are not affected
- The Headmaster would inform the Chairman of Governors
- On his return the Deputy Head will see the boy to explain that normality now resumes and help ensure that he settles back into school routines smoothly
- Details of the misdemeanour and sanction will be recorded by the Deputy Head in the serious discipline log.
- The tutor/form tutor will monitor re-introduction of the boy back into normal school life

Permanent Exclusion

This would be reserved for the most serious breaches of discipline, and is only used in rare circumstances and as a last resort. The process would be the same as above although the final outcome would be different. Should this situation arise the Headmaster would help the parents to find another school so that the boy's education was not adversely affected.

Deputy Head
Revised October 2015