



ARNOLD LODGE

4 - 18 yrs Co-educational Independent Day School

# Discipline and Behaviour Policy Junior Phase

September 2017

**Approved by the Directors:** September 2017

Reviewed annually

**Next review date:** September 2018

This policy is part of a portfolio of policies associated with 'Safeguarding' and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

This policy is drawn up using the DfE non-statutory guidance 'Behaviour and Discipline in Schools (2014)'.



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## About this Policy

Arnold Lodge School sets high standards in all areas of school life: the discipline and behaviour policy aims to ensure that all members of the Lower school community feel safe and secure at school, and are able to work to the best of their ability.

### The policy applies to the whole of Lower School including the EYFS

#### Aim to:

- encourage all pupils to fulfil their potential in all areas
- demonstrate care and concern for pupils as individuals
- create an environment where the educational process is enjoyable and valued
- encourage all members of the school to respect and value the diversity of our culture and society
- encourage all members of the school to develop responsibility towards individuals, the community and the environment
- develop self-confidence
- promote the welfare and security of staff and pupils

#### Purpose to:

- ensure that all staff, pupils and parents are aware of the aims and expectations of the lower school in terms of behaviour
- encourage good orderly behaviour and self-respect, as well as respect for others
- provide consistent and effective support for staff and pupils based on a recognition of rights and responsibilities
- promote a positive attitude to learning and to provide a learning environment that is encouraging and stimulating so that pupils are enabled to realise their potential
- support pupils in achieving success and encourage patterns of good behaviour through a range of rewards
- deal as promptly as possible with incidents of unacceptable behaviour with appropriate sanctions
- ensure that all pupils are treated equally and fairly with regard to rewards and sanctions

### Rights and Responsibilities

All members of Arnold Lodge School have rights which will be respected, and responsibilities which they must accept, as part of the process of learning and growing up.

Pupils have the right to:

- learn to the best of their ability
- be treated equally and with respect
- learn in a clean, safe and secure environment

Pupils have the responsibility to:

- learn and let others learn
- treat others equally and with respect
- respect the school and the property of others



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## Code of Conduct

It is expected that every pupil will:

- be sensitive to the needs of others
- treat everyone else and their property with respect
- give their best in every area of school life;
- take pride in themselves, their achievements and the achievements of others;
- act responsibly and with self-discipline.

There are some rules which support and clarify the code of conduct.

The school expects pupils to:

- do as requested by all staff
- have the correct books and equipment for all lessons where appropriate
- be on time for all lessons where this applies
- settle to work quickly and to stay on task in lessons
- listen to staff and other pupils when they are speaking in lessons, without interrupting
- not eat, chew, or drink anything other than water, in lessons, or around school
- move around school in an orderly way, showing courtesy to others
- not use language which offends others
- wear the appropriate school uniform with pride
- respect and maintain the cleanliness of the school environment, including classrooms, shared spaces, and the playground
- complete homework on time

## Rewards

In order to promote positive behaviour, many different rewards for work, effort, conduct and contribution to school life may be used. They should be used generously to reward normal expected behaviour, in terms of work, conduct and appearance, rather than outstanding good behaviour only. Rewards may include

- verbal praise
- written praise including merit stickers to support positive comments
- in years R-2 pupils will receive stickers for a star chart and year 3-6 pupils may earn points for their House not only through academic effort but for their behaviour within the school, for being courteous or helpful. Also in many other ways that can develop the sense of community and respect for each other
- awards are given in the presentation assembly, held at the end of each half term, to members of each class who may exhibit good behaviour, excellent work and notable effort or achievement
- showing work to, or sharing good behaviour with other teachers, including the Headteacher.



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## Sanctions for inappropriate behaviour

Sanctions are designed to make clear to individual pupils and their peers that certain behaviours will not be tolerated. Sanctions which may be used, using the M system and the disciplinary process is as follows:

- giving a verbal warning explaining clearly what that warning is for
- putting the pupil's name on the board
- moving the pupil closer to the teacher or another classroom
- the pupil being removed from part of a playtime or lunchtime
- withdrawal of rewards or privileges
- the teacher speaking to the pupil's parents
- informing Head of Lower school, who will speak to the pupil and if necessary also speak to the pupil's parents
- outside agencies being contacted with parents' permission in case of extreme behaviour
- The Head Teacher being informed and consulted
- Persistent inappropriate behaviour may result in exclusion or, in extreme cases, in expulsion.

**Corporal punishment is never threatened or used.**

## Behavioural strategies for individual pupils

At Arnold Lodge we strive to support children with behavioural problems and cater for their individual needs. To support these children the following strategies may be put into place:

- weekly nurture group sessions, which will provide the children with strategies for dealing with the behavioural problems. They will be given half termly targets which will be reviewed by their Mentor and the Pastoral Lead.
- time out card to prevent inappropriate behaviour occurring and time to calm down
- pupil profiles will be created by the child themselves alongside their Mentor for all staff that come into contact with that child
- The Pastoral Lead and Mentor will if necessary meet with parents and create a care plan to support that child and will be reviewed regularly.

## Conduct around school

Pupils are expected to behave courteously and sensibly whilst moving around school between lessons and at break and lunch times. Verbal warnings will be given and in severe circumstances a pupil may be kept in at break time or moved to another classroom for a period of time.

Mobile phones and other educational electronic devices are stored safely with the Prep School Secretary when not in use.

The use of cameras to take or send images of members of the school community is strictly forbidden. The school takes very seriously any use of images to hurt or threaten pupils or members of staff. Any misuse of images will be dealt with strongly, and may involve informing the police.



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## Conduct outside school

When pupils are out of school in their school uniform their behaviour creates a strong impression both of themselves and of the school. This applies when pupils are representing the school (for example in competitions or games matches), on trips, on buses to and from school, and to pupils with their parents in public. Pupils should wear full school uniform rather than parts of it, and should behave courteously and responsibly at all times.

## Uniform and dress code

We expect parents to support the school in ensuring that pupils wear full uniform and look smart and neat at all times.

- pupils are expected to wear their uniform smartly and neatly. It should be in a good state of repair.
- hair should be tied up neatly, and no jewellery should be worn apart from a watch and one charity type bracelet or one pair of plain stud earrings/ small hoop earrings (gold or silver). Pupils should not wear make-up or nail varnish to school.
- pupils are expected to wear their blazers outside school, unless given permission to do otherwise.

**All members of staff are expected to ensure that pupils meet high standards of smartness and appearance.**

- pupils will be given verbal reminders about uniform. If a pupil persistently disregards the rules regarding uniform then parents will be informed and further consequences will be actioned.



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## Behaviour in the Classroom – Behaviour for Learning

### 1. Why use the system?

- Supports teachers and TA's.
- Creates a whole school feeling and provides appropriate modelling to younger pupils.
- Has a positive effect on learning
- Provides immediate support to NQTs and new staff
- Provides the platform for improving teaching and learning
- Ensures fairness and consistency.

### 2. How does the system work?

For low level disruption:

Initial misbehaviour: pupil to be warned verbally 1 or 2 times that their behaviour is inappropriate.

- First misbehaviour.....Verbal warning (M1)
- Second misbehaviour.....Verbal warning (M2). Pupil may be moved to a different area of the classroom.
- Third misbehaviour..... Break detention (M3) for 5 minutes
- Fourth misbehaviour.....Lunch detention (M4) for 15 minutes
- Pupil may also be removed from the classroom (this should be exceptionally rare). Pupils removed from the classroom should be escorted by a member of staff to reception where alternative provision will be provided.
- Pupils or staff issuing a high number of M3 or M4s will have appropriate support put into place.

### 3. Remember to:

- Make clear that a misdemeanour is given and recorded on the board next to the pupil's name
- Give a period of 5 minutes between each "M" awarded to give the pupil time to curb their behaviour.
- Pupils should not be sent to stand outside classrooms to "cool down" or be punished by standing outside the staff room / sent to another class. For practical lessons such as Science and Food Technology pupils may be removed from the practical activity and given written work instead for a suitable period of time.
- Pupils may be moved to a different seat by a teacher after issuing an M1 or M2 to encourage positive behaviour and minimise disruption.

### 4. Behaviour for Learning towards the individual

- For any serious physical violence, the student is removed.
- Bullying, verbal violence or swearing at another student can directly be an M3 or an M4
- Any student with inappropriate objects (knife/drugs) will be suspended pending an investigation.
- Bad language directed at staff from a student – direct M4
- Two students using bad language between them – M3



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## 5. Homework

- Any student missing homework without a valid reason will result in either an extension or an M3. This should be at the discretion of the teacher if a valid reason is able to be provided and, if necessary, substantiated by parents.

## 6. Procedure

- If a pupil reaches an M4, this will be logged as a 'lunch time detention' in the Junior School Behaviour Log.
- Where a pupil has been given an M4, the parents must be informed by letter no less than 24 hours after the detention and the return slip must be returned to the pupil's mentor who then passes it onto the Pastoral lead.
- M3 and M4 detentions can only be cancelled by the awarding teacher
- The awarding teacher should notify the pupil of where the detention is taking place.

## 7. M4 Detention

- During an M4 detention the pupil should take time to reflect on his/her behaviour in the lesson by completing a reflection form which is stored in the Junior School Behaviour folder and collated by the Head of Junior Faculty.
- The M4 will also include silent reflection time.

## 8. Praise

- If student behaviour is positive and constructive within school, students should be given praise and this should be a genuine reflection of their success.
- In all classrooms students should feel comfortable with a positive learning environment in the classrooms.
- In each classroom, we aim to have at least twice the amount of praise as there are consequences.

## 9. M5 – removal of a pupil from a lesson

- Pupils who have an M5 will not return to school until parents have discussed the incident with a member of the school management team.



## Use of Sanctions Guidance Note

The following are recommended school sanctions but are not to be considered an exhaustive list. Prior to considering sanctions, Arnold Lodge will always take into account the SEN / disabilities of the pupil and make reasonable adjustments as are appropriate. If in such instances sanctions are appropriate, the sanction chosen will also take the SEN / disability into account to ensure that it is reasonable for that pupil and their actions relative to their SEN / disability.

### Detentions

**Persistent Low Level Behaviour:** break time detention, escalating to lunch time detention. In this instance, detention should be coordinated by the Mentor. In all instances, a record should be kept for future record.

**School Detention:** this may be given to a pupil from either their class teacher or extra-curricular teachers (for mentors, please see the Mentor handbook and the behaviour flow-chart). For class teachers, School Detention may be given to a pupil who has not completed their prep, through the use of the 'M' system or because of a lack of effort towards their learning.

**Other Sanctions:** alongside traditional detentions, the school may utilise other sanctions (please see the DfE advice for headteachers and school staff, 'Behaviour and discipline in schools', January 2016'). Alternative possible sanctions include loss of privileges (such as not being able to take part in non-uniform days or responsibility). Alternative sanctions will always be notified to parents before they take place.

### Reports

Where pupils display continued poor behaviour after the intervention of a form tutor (especially when this is occurring in lessons), pupils may be placed onto daily report to identify any causes of their poor behaviour (subjects, time of day, days of the week, etc) and to support pupils to reflect on and improve their behaviour.

As part of this process, key targets will be identified with pupils in conjunction with the Mentor and the Headteacher. All staff who teach the pupil are expected to contribute to the monitoring of success or failure to achieve targets. This is not to be viewed as a punishment by the pupil or treated as such by the staff but as the development of self-discipline. Parents are informed and where possible are encouraged to discuss how the management of behaviour is agreed and shared at home and at school.

### Internal Isolation

Should a pupil commit a serious enough offence or should their actions continue to represent a concern after considerable efforts to curtail their behaviour, pupils may be placed into Internal Isolation. A 'serious' offence might constitute (but is not limited to); swearing at a teacher, being impolite to visitors, intentionally hurting another child, bringing disgrace to the school name, offensive behaviour to peers or damaging school property intentionally. The Internal Isolation should be determined on a case by case basis taking into account the actions of the pupil and their particular needs and circumstances. During this time, the pupil will not be allowed to take part in school fixtures or other extra-curricular activities.





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## **External Isolation**

Where behaviour continues to be of concern after Internal Isolation or is of a serious nature, pupils will be given an external isolation. Pupils will be removed from school and will remain at home for up to two days for a period of reflection. Teachers will provide work for the pupil during this time. The school will endeavour to work in full collaboration with parents in working towards helping the pupil to think about strategies for improvement of behaviour. The pupil will receive counselling support on his return to school after this period. The parents will be informed that a formal suspension or even exclusion could result if the pupil behaviour does not improve.

## **Suspension & Exclusion**

In extreme cases for persistent inappropriate behaviour or for incidents of gross misconduct! (which includes but is not exclusively the following – intentionally harming peers, severe and persistent bullying, theft or damage to school property and that of others, illegal substances brought in to school, dangerous implements brought into school, deliberate victimisation, inappropriate sexual activity, or for malicious accusations against staff) the Headteacher may suspend or exclude the pupil from school permanently. A pupil may be formally excluded from the school if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or has committed a serious offence. Exclusion is reserved for the most serious breaches. In such cases, the Headteacher shall act with procedural fairness and parents will be fully informed of the process. The decision to exclude shall be subject to review by the Directors if requested by Parents. The pupil shall remain away from school pending the outcome of the review.

If a student is excluded, there will be no refund of the Registration Fee or of Fees for the current or past terms. There will be no charge to fees in lieu of notice but all arrears of Fees and any other sum due to the school will be payable.

## **Removal from school in other circumstances**

Parents may be required, during or at the end of a term, to remove a pupil from the school if, after consultation with the pupil and parent, the Headteacher is of the opinion that by reason of the pupil's past conduct or attitude to learning, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School or has an accumulation of offences or has failed to respond to School discipline or at the Headteacher's discretion should it be considered that continued attendance would be detrimental to the school community, or if a Parent has treated the School or members of its staff unreasonably. In these circumstances, Parents may be permitted to withdraw the pupil as an alternative to removal being required. The Headteacher shall act with procedural fairness in all cases and shall have regard to the interests of the pupil and parents as well as the school.



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## **Review**

Parents may ask for a Review by a panel consisting of up to three members (One Director, or person appointed in lieu of the Director, one member of the Senior Leadership Team and an independent member) of a decision to exclude or require the removal of a pupil from the School. The request for a review must be made as soon as possible and, in any event, within seven days of the decision being notified to the parents. Parents will be entitled to know the names of the members who make up the Review Panel and may ask for the appointment of an independent panel member nominated by the school and approved by the parents (approval not to be unreasonably withheld).

## **Review Procedure**

The Headteacher will advise the Parents of the procedures (current at that time) under which such a review will be conducted by the panel. If Parents request a review, the pupil will be suspended from school until the decision to expel or remove has been set aside or upheld. While suspended, the pupil shall remain away from School and will have no right to enter school premises during that time without written permission from the Headteacher. A Review will be conducted under fair procedures in accordance with a duty to act fairly.



## Discipline and Behaviour Management Strategies Guidance Note

### 1. Enhance the motivation to learn in all pupils, by praising and/or rewarding positive behaviour by

- Providing appropriate curriculum access for all varying teaching and learning styles according to purpose and group
- Providing challenge and pace in lessons
- Providing prompt and supportive marking of work
- Providing time for personal learning target setting, reflection and guidance of pupils
- Using displays to celebrate pupil success
- Recording commendations for pupil behaviour in the behaviour book
- Encouraging pupils to commend the behaviour of friends
- Sharing of commendable behaviour in assemblies
- Pupil Commendations
- Clear consistent boundaries are set regarding behaviour
- Pupils are made aware of the need for boundaries and specific expectations for their behaviour in ways that are appropriate to their level of understanding with their Form Tutor
- Positive methods of guidance are used. We reward good behaviour and encourage respect for others.
- We encourage responsibility, such as helping to tidy up.
- Adults intervene and re-direct, as necessary, to prevent disagreements developing that children cannot handle

### 2. Combat bullying and maintain an orderly environment, by

- Dealing promptly with reported incidents, verbally, at first, but by maintaining a written record of incidents to ensure effective management of situations.
- Ensuring that students feel that their complaints are taken seriously by giving pupils access to a range of supportive staff if they need them from their Form Tutor or other Senior Staff.
- Reinforcing required standards of behaviour in class, assemblies, playgrounds, on the sports fields, corridors, stairs, when travelling in the school buses, on visits and residential trips
- Providing care and guidance from form tutors

### 3. Developing personal and social skills and positive attitudes and values, by

- Providing an effective programme of PSHEE
- Exploring and celebrating positive images of people from diverse cultures and beliefs in assemblies
- Encouraging participation in and contribution to the Pupil Parliament
- Encouraging excellent role models through the Junior and Senior School Prefects,



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- Encouraging pupils to work with staff to develop pupils' behaviour, skills and sense of self-worth. Tutors can refer pupils to named staff for a variety of reasons including, poor behaviour, low self-esteem, bullying behaviour, being victims of bullying, difficult family circumstances, low level of social skills, and standard of work.

#### **4. Developing a sense of achievement and self-esteem, by**

- Providing recognition, praise and reward of achievements in and out of school, through records of achievement, presentations, display, the school reward system, portfolios of work
- Commending outstanding behaviour. If pupils are thought to have engaged in behaviours that are particularly commendable tutors will be able to acknowledge this by using the school reward system effectively.

#### **5. Ensure understanding of the school ethos and practice, by**

- Publication of school values in the prospectus
- Reinforcement by class teachers, form tutors, in class/tutor time or with individuals and groups
- Reinforcement through assemblies and school council
- Code of conduct in the pupil planner
- Through the appointment of Prefects. Amongst other duties and responsibilities they are expected to act as role models for younger pupils. They receive training and support in order for them to do so successfully

#### **6. Apply the Code of Practice for students with learning and/or behavioural difficulties and maintain effective educational support, by**

- Following an agreed procedure for implementing and monitoring IEPs (individual educational plans)

#### **7. Maintain close liaison with parents, by**

- Individual interviews, as and when required
- Use of the pupil diary, report cards, newsletters
- Involvement of parents in the use of IEPs
- Parents' evenings

#### **8. Provide appropriate staff development and support, by**

- Discussing pupil individual needs during staff orientation and staff meetings
- Discussing behaviour management issues with NQTs, new staff or teachers of specific pupils
- Allocating funding to meet individual or whole staff needs on issues relevant to this policy

## **Behavioural Sanctions Flow Chart**



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## Behaviour in the Classroom

## General Behaviour

