

Newland House School



Behaviour and sanctions policy

**This Policy applies to the Nursery and Pre-Prep
Including Early Years Foundation Stage.**

Updated:	October 2017
Updated by:	Head of Pre-Prep
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1. Introduction

- 1.1 This policy has been developed in accordance with applicable legislation and guidance and in particular Department for Education (DfE) guidance on [Behaviour and discipline in schools \(January 2016\)](#).
- 1.2 Newland House School wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a stable, secure and happy working environment for all.
- 1.3 This policy must be supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- 1.4 We have a Code of Conduct policy that sets out, in general terms, how we expect our pupils to behave in school and on visits. The Code of Conduct is agreed with the children at the beginning of each school year and reinforced regularly throughout the year. All pupils are expected to behave according to the guidelines set out in the Code.
- 1.5 The nominated person in charge of behaviour within the Pre-Prep setting is the Head of the Pre-Prep and in the Nursery, it is the Head of Nursery.

2. Aims

- 2.1 Our aim is that through this policy we motivate children to:
 - Work hard.
 - Behave well.
 - Obey the school rules.
 - Treat everyone in the school and members of the community with respect.
 - Show self-respect.
- 2.2 We do this by:
 - Fostering a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
 - Teach moral values and attitudes through the School Curriculum, as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
 - Reinforcing good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.

- Making clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- Resolving behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

3. Code of Conduct

3.1 Our Code of Conduct policy sets out the following principles:

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- Newland House School expects children to be well behaved, well-mannered and attentive.
- Children should walk and not run within the school.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language should never be used.
- Children are expected to be punctual.
- Children should not bring sharp or dangerous instruments to school.
- Children should wear the correct school uniform. Jewellery should not be worn.

3.2 The Code of Conduct has been formulated with the safety and wellbeing of the children in mind, and to enable the school to function efficiently as a place of learning.

4. Incentive Scheme

4.1 A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. The rewards detailed below and in each classroom, have been discussed with the children and decided together.

4.2 Newland House's Nursery and Pre-Prep scheme is based on gold awards or 'star of the week' cards and whole class rewards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. For the first term in Nursery this is done in the

classroom and within their group. In terms 2 and 3 the children will come to Pre-Prep for their awards.

- 4.3 Each week in assembly the Pre-Prep children are awarded star cards or charts for their work and/or behaviour. In addition, each class teacher gives verbal praise and stickers.
- 4.4 Children are praised for their achievements, both in and out of school, and are frequently presented with certificates or other marks of achievement in School Assemblies.
- 4.5 Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

5. Sanctions

- 5.1 There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.
- 5.2 Minor breaches of discipline are dealt with by the teacher directly involved, in a caring, firm and fair manner, having regard to the age of the child.
- 5.3 Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences. The list of sanctions which can be found below have been created by the children with their class teacher and are seen in each classroom.
- 5.4 All staff, children and parents are aware of the staged 'Traffic Light' response. All children are expected to be on a 'green' light at the beginning of each day. If there are incidences of minor unacceptable behaviour an 'amber' warning may be awarded. This indicates to the child that the behaviour that they are displaying is not acceptable. In the incident of a more serious unacceptable behaviour, for example biting or kicking, or consistent 'amber' light behaviour a child may be given a 'red' light. Each incident of a red traffic light is recorded by the Head of Pre-Prep so that behavioural patterns can be tracked. If a child receives a 'red' the Head of Pre-Prep talks to that child and the parent is informed. The next day the child returns to a 'green' light.
- 5.5 If the unacceptable behaviour is persistent or recurring, parents become involved and the child may be put on a PSP (personal support plan). This is carried out with the parents, the teacher and the Special Educational Needs and Disability (SEND) teacher.

- 5.6 Staff should consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.
- 5.7 Major breaches of discipline are very rare at Newland House School, in both the Prep and Pre-Prep. However, if a child displays behaviour which is indicative of a major breach of discipline, the Prep school procedure for dealing with major breaches of discipline will be enforced as set out in Appendix 1.
- 5.8 Details of sanctions or serious misbehaviour will be kept by the Head of Pre-Prep on a central register.

Pupils with special educational needs and disabled pupils

- 5.9 Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school must take account of special education needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the School's behaviour policy, behaviour modification strategies and requesting external help with a child.

6. Supervision outside of the classroom

- 6.1 All staff follow the 'traffic light' system so that the child has a consistent approach and is aware of the guidelines at all times.

7. Parents

- 7.1 Parents can help by recognising that an effective Behaviour and discipline policy requires close co-operation between parents, teachers and children. Parents should discuss the school code of conduct with their child, emphasising that they support the code.
- 7.2 Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

8. Care and control of children

- 8.1 Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. At Newland House School we work hard to ensure that every child feels valued and happy and that he/she grows in confidence whatever his/her needs. We want all children to develop friendly, acceptable and caring behaviour.
- 8.2 Each classroom has a copy of the agreed 'school rules'. The children shared in this process and devised the 5-point list.

RULES – 5 POINT LIST

1. Keep hands, feet and objects to ourselves.
 2. We will do as we are asked first time and will listen and respect our friends and teachers.
 3. We will walk around school without disturbing anyone.
 4. We will call everyone by their own given name and not hurt people with what we say.
 5. We will always try our best in all we do
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- 8.3 Each classroom also has a traffic light sign that is easily visible and is situated next to the school rules with the rewards and sanctions also clearly displayed as seen below.

REWARDS
<ol style="list-style-type: none">1. Praise from the teacher.2. Sticker/star from teacher.3. The child is sent to show/tell another member of staff about their achievements.

SANCTIONS
<ol style="list-style-type: none">1. Teacher will talk to the child.2. The child will be given an 'amber light'.3. The child will be given a 'red light' and sent to the Head of Pre-Prep. Parents are informed and it is recorded on a central register.

Whole class rewards and sanctions

- 8.4 In the Pre-Prep, the children are also awarded with whole class rewards in the form of a piece of treasure for their treasure chest. Treasure can also be taken away if the whole class behaviour has been questioned by a member of staff.

Physical Intervention

- 8.5 If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. All members of school staff have a legal power to use reasonable force¹ when absolutely necessary and Appendix 2 sets out further information about this.
- 8.6 The child is removed and taken to the Head of Pre-Prep (or the Deputy Head of Pre-Prep if she is unavailable) who contacts the child's parents.
- 8.7 An Incident Form is completed and the situation discussed with the Head of Pre-Prep, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies such as Social Services or Educational psychologists.
- 8.8 Under section 131 of the School Standards and framework 1998, corporal punishment is prohibited in all school and is a criminal offence. Under no circumstances will the threat of corporal punishment be used at Newland House School.

9. Further information

- 9.1 This policy will be reviewed every academic year or sooner if changes to legislation, compliance requirements or good practice dictate and will be publicised annually with staff, parents and pupils.

¹ Section 93, Education and Inspections Act 2006

Appendix 1 - Procedures for dealing with major breaches of discipline in the Prep school.

- A verbal warning by the Head, Deputy Head or Assistant Head (Pastoral) concerning future conduct.
- A letter, e-mail or phone call to parents informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- A case conference with parents possibly involving educational or behavioural experts.
- If the problem is severe or recurring, there is the possibility of fixed term or permanent exclusion but only after consultation with the Governor responsible for disciplinary matters and the Head.
- Parents have the right of appeal to the Disciplinary Committee of the Governing Body against any decision to exclude their child. This committee would be chaired by the Chair and would consist of a minimum of three Governors including the Chair but excluding the Governor responsible for disciplinary matters, who would have been involved in the original decision.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

Appendix 2 - Reasonable force

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them.
5. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
6. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
7. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force¹
- This power applies to any member of staff at the school. It can also apply to people whom the head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools **cannot** use force as a punishment – this is **always** unlawful.