

Behaviour Policy

This policy is applicable to all pupils, including those in the EYFS and should be read in conjunction with the Restraint Policy, SEND Policy, Anti-Bullying Policy and the Exclusion Policy.

Corporal Punishment is never used at Abbot's Hill School.

1. Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values 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 At Abbot's Hill there is no physical punishment. It is not school policy to embarrass or shame children, nor enlist the ridicule of the class as a weapon against the child.

1.3 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Code of Conduct

2.1 There is one rule for all of us at Abbot's Hill: adults and pupils act with courtesy and consideration for others.

2.2 This means that:

- We always respect and understand other people's points of view.
- In class, we make it as easy as possible for pupils to learn and staff to teach.
- Bullying, whether physical, verbal, mental or cyber is totally unacceptable at all times.
- When representing the school off premises we act with courtesy and consideration.
- We look after and respect all visitors to the school.
- We always dress according to the school code and take pride in our appearance.
- We commit to our studies and chosen extra-curricular activities.
- We always respect other people's possessions and do not borrow them without permission.
- We respect and take care of our school buildings and grounds.
- We behave sensibly and speak politely to everyone.

2.3 This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

2.4 We treat all pupils fairly and apply this behaviour policy in a consistent way. This includes consideration of issues related to special educational needs and disabilities and regular discussion via staff briefings/meetings about how reasonable adjustments are made for these pupils.

2.5 This policy aims to help pupils to grow and flourish in a safe and secure environment promoting good behaviour, self-discipline and respect, and to become positive, responsible and increasingly independent learners and members of the school community.

3. In the classroom

3.1 The behaviour in class is the responsibility of the teacher taking the lesson. Teaching Assistants will also deal with any inappropriate behaviour that they witness.

4. In lunch

4.1 The duty teacher is responsible for keeping order, but any member of staff should step in as required.

5. Outside

5.1 The duty teachers or Teaching Assistants are expected to keep a careful watch over pupils during breaks. There are age appropriate playground/outside rules in operation; pupils are regularly reminded of these. The member of staff on duty deals with matters as they arise but are expected to inform Class Teachers/Form Tutors/Phase Leaders/ HOYs of any serious incidents.

6. Recording

6.1 Positive and negative noteworthy behaviour is recorded on SchoolBase in the Day Book. Serious incidents are also recorded on CPOMS.

7. Rewards in the Senior School

7.1 We praise and reward pupils for good behaviour in a variety of ways:

- teachers congratulate pupils;
- teachers may communicate this to parents informally with a postcard or written comment in the Study Diary and at Parents' Evenings and in reports;
- teachers give pupils clan points;

7.2 The school acknowledges all the efforts and achievements of pupils, both in and out of school. In assemblies pupils are invited to report to the school any achievements, including match reports.

7.3 Pupils are awarded certificates for their Clan Points as set out in the Study Diaries.

7.4 Clan points lead to:

- Bronze Award (20 Clan Points – given at HOY assembly)
- Silver Award (50 Clan Points – given at assembly)
- Gold Award (100 Clan Points – given at Mark Reading)
- Platinum Award (150 Clan Points – given at Commemoration Day)

7.5 These are totalled regularly and are displayed on the pupil reports. Also, they are added up for Mark Reading for the Clan Cup.

7.6 There is consistency amongst members of staff and departments when awarding these and the following guidelines are used:

- 1 Clan Point for a very good piece of work or very good effort or other worthy activity and
- 2 Clan Points where a pupil has produced an excellent piece of work or has done something outstanding.

- There should not be the need to award multiple Clan Points over and above this amount or else they are devalued. When awarded a Clan Point, pupils will be given a coded sticker. They then log on to the 'My Stickers' website and enter the code to keep a record of their total Clan Points.

Sanctions:

7.7 The school employs a number of sanctions to enforce the Code of Conduct, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect pupils to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a pupil is disruptive in class, the teacher will issue a detention mark. If a pupil misbehaves repeatedly, we may isolate the pupil from the rest of the class until she calms down, and is in a position to work sensibly again with others. If the pupil is sent out of the classroom the pupil will be issued with five detention marks. (Under approved circumstances some pupils are issued with Time Out cards which they should use to support them).
- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the subject teacher stops the activity and prevents the pupil from taking part for the rest of that session.
- Accumulation of Detention Marks will result in further sanctions :-
 - 10 detention marks - Form Tutor Detention
 - 20 detention marks - Head of Year Detention
 - 25 detention marks - SMT Detention
 - 30 detention marks - Deputy Head Detention
 - All detentions will take place after school and last one hour. Parents are always informed of after school detentions and the reasons for them.
- Isolated incidents will be investigated and sanctions will be applied. These sanctions include break/lunchtime isolations, Internal Isolation, Fixed Term Exclusion and Permanent Exclusion.
- If a pupil threatens, upsets hurts or bullies another pupil, the subject teacher records the incident, the incident is investigated and the Senior Management team will enforce suitable sanctions. (See separate Anti-Bullying policy).
- If a pupil repeatedly acts in a way that disrupts others, the school will contact the pupil's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the pupil. Pupils may be placed "on report" to support them in improving their behaviour in lessons.
- If a pupil breaks the AUA, a sanction will be applied as appropriate.

7.8 At the start of each academic year the Form Tutor and Head of Year discusses the Code of Conduct with each Tutor group. In this way, every pupil in the school is made aware of the standard of behaviour that we expect in school. Tutor Time and Year assemblies should be used to reinforce standards and pick up on issues affecting pupils within the Year group. Where necessary and appropriate, extraordinary meetings may be called to address issues.

8. Rewards and Sanctions in the Prep School

8.1 As the pupils grow and develop, we aim to encourage them to behave in a self-disciplined way.

8.2 There is an agreed behaviour code operating within the Prep School which consists of 6 rules which cover most areas of children's behaviour. These are:

- Move quietly and safely around the school
- Use friendly appropriate language and quiet voices indoors
- Keep hands, feet and objects to yourself
- Take care of school equipment and respect other people's property
- Do as you are asked the first time
- Always put your hand up if you wish to speak and always listen when others are speaking

8.3 Good manners are also encouraged by example, by direct teaching and termly rewards.

8.4 Some of the work in RS and PSHCEE lessons helps to develop social awareness.

8.5 Teachers lead by example, behaving towards children with the courtesy, fairness and kindness they wish to engender in their pupils

8.6 There is a separate policy to cover bullying: 'Anti Bullying Policy'.

8.7 Rewards:

- As far as possible, we praise good behaviour and encourage rather than criticise and punish.
- Termly badges are awarded for kindness and good manners, one of each for each class within the school.
- Clan points are awarded continually and can be earned through positive behaviour as well as for work. These are read out in Assembly each week. Pupils are also awarded certificates for accumulating clan points over the course of an academic year.

8.8 Clan points leading to:

- Bronze Award (20 Clan Points – given at Friday assembly)
- Silver Award (50 Clan Points – given at Termly Prize Giving)
- Gold Award (100 Clan Points – given at End of Year Prize Giving)
- Platinum Award (150 Clan Points – given at the End of Year Prize Giving)
- These are totalled regularly and are displayed on the pupil reports. Also, they are added up for Prize Giving for the Clan Cup.

8.9 Sanctions:

- Staff follow the Behaviour Sanctions Procedures to ensure a fair and consistent approach
- All children are given the opportunity to reflect on the misbehaviour and complete an ABC Thinking Form
- An ABC Thinking Form is used throughout the Prep School to help a child to think through and resolve an issue which has arisen, the format of these develops as a child progresses through the school, reflecting their developing maturity. Staff support the process as the situation requires.

- The school employs a number of sanctions to enforce the Code of Conduct, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- Staff deal with situations as they arise and spend time talking to children about specific behaviour lapses. This may include the use of Restorative Justice approaches, talking to individuals, groups or a whole class as appropriate.
- Any issues or incidents which have arisen are recorded on Day Book.
- Parents are notified if children are persistently displaying behaviour of an unacceptable kind, and are invited to the school to discuss a positive way forward to change the pattern before it becomes established.
- There is a common system of sanctions for behaviour; these follow a 'pre warning' stage:
 - verbal warning given by the class teacher
 - second verbal warning with the consequence explained by the class teacher
 - loss of break with teacher supervision
 - spoken to by the Assistant Head of Prep, who will follow this up with a meeting/phone call with parents.
 - sent to the Head of Prep.

8.10 Any sanction which is given is recorded on Day Book.

9. Behaviour Management in the Nursery

9.1 The designated Behaviour Management Officer is the Nursery Manager.

9.2 The role of the Behaviour Management Officer is to:

- Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Advise and support staff and parents in appropriate ways of dealing with challenging behaviour.

9.3 All staff receive relevant training in promoting positive behaviour and in relation to behaviour management.

9.4 All adults coming into contact with the children (including staff members, students, parents and visitors) are expected to provide a good role model and to behave in an appropriate way. Any adult behaving inappropriately will be asked to leave the area and to discuss the matter with a senior member of staff.

10. Strategies for dealing with children who engage in inconsiderate behaviour:-

- Distracting children if they become frustrated
- Early intervention to avoid disagreements
- Encouraging children to settle disputes by compromise and negotiation
- Helping children to understand what is and what is not acceptable behaviour
- Encouraging children to empathise with other people

11. Preventing inappropriate behaviour

11.1 Abbot's Hill Nursery offers a reward system of stickers. At Abbot's Hill Nursery, when appropriate, we ignore unwanted behaviour and praise good behaviour to ensure that a child's misbehaviour is not linked to the need for attention, whether it is positive or negative.

11.2 When dealing with a situation, staff members will maintain a calm and consistent approach at all times. Situations will be dealt with immediately to avoid escalation. Abbot's Hill Nursery has a strict policy that we do not shout or raise our voices in a threatening manner in response to children's inconsiderate behaviour. Neither will we use techniques intended to single out and humiliate individual children.

11.3 If the child is continually showing signs of unacceptable behaviour the Key Person will discuss this with the child's parents and the Behaviour Management Officer. The Key Person, Behaviour Management Co-ordinator and parents will agree a plan of action, whereby staff and parents can work in partnership to provide a consistent approach.

11.4 If a child's behaviour has caused harm to another child, adult or piece of equipment at the nursery, then an incident report will be written and the parent will be asked to sign this document and will be given a copy of the report to take away with them. A second copy of the report will be retained by the nursery. Serious incidents may require further action and the nursery would work in partnership with the parent to overcome the issues.

11.5 When disputes occur between children, the identity of the children involved in the dispute will remain confidential. Staff will be alert to signs of bullying and will challenge it in a way that is appropriate to the children's age, stage of development and understanding.

11.6 If the child continues to require help to develop positive behaviour, every effort will be made to provide for their needs. Where appropriate to do so, the Behaviour Management Officer will seek advice from the Local Authority Behaviour Management expert.

11.7 Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

11.8 All staff at Abbot's Hill Nursery are positive role models to children.

12. Children under 3 years

12.1 At Abbot's Hill Nursery we recognise that when under threes behave in inconsiderate ways, strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger and distress; therefore our staff are required to be sensitive to these situations to help them to do this. Common inconsiderate or hurtful behaviour of young children includes tantrums, biting and fighting. Staff will be calm and patient, offering comfort, helping children to manage their feelings and talking about them to help to resolve issues and promote understanding. We focus on ensuring that a child's attachment figure in the setting, their key person, is building strong relationships to provide security to the child.

13. Whole School

13.1 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear. Bullying at Abbot's Hill School is prevented in so far as reasonably practicable, by the drawing up of an effective anti-bullying strategy.

13.2 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Behaviour & Discipline in Schools, advice for Head teachers and School Staff (February 2014 DfE page 12 'Power to use reasonable force'). Teachers in our school do not hit, push or slap pupils. Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils.

14. The Role of the Form Tutor/Class Teacher

14.1 It is the responsibility of the Form Tutor/Class Teacher to ensure that the Code of Conduct is enforced in their Tutor group/class, and that they behave in a responsible manner.

14.2 The Form Tutors/Class Teachers in our school have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

14.3 The Form/Tutor Class Teacher treats each pupil fairly and enforces the classroom code consistently. The teacher treats all pupils in the class with respect and understanding.

14.4 If a pupil misbehaves, the teacher records such incidents on Day Book. In the first instance, they deal with incidents themselves in the normal manner. However, if misbehaviour continues, the teacher seeks help and advice from the pastoral team or the Head of Department/Phase Leader/Subject Co-ordinator.

14.5 The Senior Management Team will liaise with external agencies, as necessary, to support and guide the progress of each pupil.

14.6 The Form Tutor/Class Teachers reports to parents about the progress of each pupil in their tutor group/class, in line with the whole school policy. The Form Tutor, Class Teacher or Phase Leaders/Head of Year may also contact a parent if there are concerns about the behaviour or welfare of a pupil. Records are kept on the Day Book located on SchoolBase.

15. The Role of the Director of Pastoral Care / Head of Prep

15.1 The Director of Pastoral Care has responsibility for the day to day management of the pastoral welfare of pupils within the Senior School and works closely with the Heads of Year and Form Tutors to ensure the Code of Conduct and other school rules are adhered to. Where more serious concerns arise, the Director of Pastoral Care or the Deputy Head may contact parents as well as liaise with the Headmistress.

15.2 The Head of Prep is responsible for the overall behaviour in the Prep School, including EYFS. All teachers have a responsibility to ensure that high expectations of appropriate behaviour are encouraged. Wherever possible, positive behaviour should be reinforced.

15.3 It is the responsibility of the Deputy Head and Head of Prep, under the School Standards and Framework Act 1998, to implement the School Behaviour Policy consistently throughout the school, and to report to Governors, 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 pupils in the school.

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

15.5 Records of all reported serious incidents of misbehaviour are stored centrally by the Director of Pastoral Care.

15.6 The Headmistress or in her absence the Deputy Head and/or Head of Prep has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour.

15.7 For repeated or very serious acts of anti-social behaviour, the Headmistress may permanently exclude a pupil having first informed the Chair of Governors.

16. The Role of Parents

16.1 The school works collaboratively with parents, so pupils receive consistent messages about how they should behave at home and at school.

16.2 Parents are expected to support their child's learning, and to co-operate with the school, as set out in the relevant Parents' Handbook. The school is committed to building 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.

16.3 If the school has to use reasonable sanctions to punish a pupil, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Form Tutor or Class Teacher. If the concern remains, they should contact the Phase Leader/HOY who will liaise with the Director of Pastoral Care before contacting the Head of Prep or the Deputy Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the Complaints Procedure which is located on the school website.

16.4 In the unlikely event that a parent becomes abusive or socially unacceptable to a member of staff, Abbot's Hill reserves the right to ask them to leave and then subsequently ban them from the school site. This will be done in conjunction with the Headmistress and Chair of Governors and will be followed up in writing.

17. The Role of Governors

17.1 The governing body has the responsibility of reviewing the guidelines and receiving reports, on the effectiveness of standards of discipline and behaviour as required. The Governors oversee the implementation of these guidelines.

18. Fixed-term and permanent exclusions

18.1 Only the Headmistress or in her absence the Deputy Head or Head of Prep have the power to exclude a pupil from school. The Headmistress may exclude a pupil for one or more fixed periods. The Headmistress may also exclude a pupil permanently. It is also possible for the Headmistress to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

18.2 If the Headmistress excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmistress makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

18.3 The Headmistress informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

18.4 For any appeal, see Complaints Procedure.

19. Monitoring

19.1 The Headmistress monitors the effectiveness of this policy on a regular basis, reporting to governors and making recommendations as appropriate.

19.2 Records of incidents of misbehaviour are kept on the Day Book. Records of serious sanctions are kept centrally by the Director of Pastoral Care.

19.3 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.

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Elizabeth Thomas .

Elizabeth Thomas
Headmistress