

# **3-6 Discipline and Behaviour Policy**

*This Policy applies to the entire setting including the EYFS.*

## **Introduction**

This policy is not an isolated standalone statement. It should be read and reflected upon in the context of the following school policies, all of which are intertwined in many of their elements, reflecting the strong commitment The Mead School has for the safety, welfare and protection of its pupils and staff.

## **Linked Policies**

- 3.2 Safeguarding & Child Protection Policy
- 3.5 Anti-Bullying Policy
- 3.10 ESafety Policy
- 2.18 Educational Visits Policy
- 3.11 Children's Images Policy
- 3.3 Supervision Policy
- 3.8 Physical Intervention Policy
- 3.4 Missing Child Policy

This policy examines systems used to address poor behaviour, and is followed by what we do as a school to identify and reward good behaviour.

## **School Ethos**

- **Compassion**  
We treat others as we would wish to be treated; namely with kindness, empathy, honesty and exemplary manners. We champion and nurture one another as a large family under one roof. As our global perspective grows, so does our respect, tolerance and sense of responsibility. We are charitable by nature and offer unfailingly warm hospitality.
- **Ambition**  
We take pride in our work and have unapologetically high expectations. Independently and collaboratively we embrace challenge and seek improvement through accurate communication, craftsmanship, resilience, perseverance and adaptability. We live at the edge of our capabilities, willing to push beyond them with confidence and optimism on our journey to becoming lifelong learners and leaders.
- **Curiosity**  
We are creative and adventurous risk takers, free from the fear of failure and inspired to seek passions, interests and a deeper knowledge and understanding. We are discerning truth seekers, determined to investigate accuracy. We are brave future leaders, willing to challenge convention and stereotype. We are mindful, self-reflective, open minded and spiritually aware.

## **School Rules**

## Outside the classroom

- We will respect all property.
- We will stay safe and keep our hands and feet to ourselves.
- We will be kind, thoughtful and include others.

## Between lessons

- We will walk, line up quietly and make way for others.
- We will wear smart, correct uniform.
- We will always show good manners.

## During lessons

- We will listen to the teacher and our peers.
- We will not call out.
- We will choose to learn and not disturb others.

## **EYFS**

We recognise that some of our behaviour models may be too complex for our EYFS children to fully comprehend. Nevertheless, the children in EYFS are exposed to positive role models throughout their days at school, joining the main school for Friday's Celebration Assembly. We underline the importance of tolerance, kindness and helping others from even before their first day with us, and this is continually underlined in their learning and play. The member of staff responsible for Behaviour in EYFS is the Head.

## **Punishment / Consequences**

Children must know the school rules and expect to be reprimanded if they break them. Punishments should be appropriate for the misdemeanour and it is vital that it is explained to children why their misdemeanour is unacceptable. If someone abuses a privilege he or she could lose that privilege. If someone harms the community in some way, the punishment may be to do something for the community to make up for the harm done.

Normal instances of bad behaviour are dealt with by the member of staff involved. However, in more extreme cases a child may be referred to the Deputy Head Pastoral or Head particularly when it is felt necessary to involve the parents. The name of the child will be recorded by the Deputy Head Pastoral or Head in the behaviour log along with a description of the offence and the action taken as a result.

Very occasionally a child may be asked to leave the school if there are persistent behavioural problems which are proving detrimental to the development and education of other children.

## **Disciplinary Sanctions**

Our mission statement is to give each child in our care the opportunity to experience success and to fulfil their potential in whatever area they explore.

### **CORPORAL PUNISHMENT OR THE THREAT OF CORPORAL PUNISHMENT IS PROHIBITED FOR ALL PUPILS AT THE MEAD SCHOOL.**

We expect all children to develop sound work patterns whilst with us and to become active, lifelong learners, using all the opportunities available to them.

### **NO CHILD HAS THE RIGHT TO HINDER ANOTHER CHILD'S LEARNING.**

When a child's behaviour is out of line, the following is an example of an approach, but teachers are encouraged to use professional discretion and initiative in developing their own classroom management. However, a series of measures should have been taken before an escalation to the sanctions hierarchy.

- If the child is disrupting the lesson a verbal warning is first issued.
- If the behaviour continues the child's name is written on the board.
- The next step will be a tick is added next to the child's name.
- If the same behaviour is then repeated the child will miss part of their break time.
- Afterwards the class teacher acts accordingly spending time talking to the child about expected behaviour within lessons.
- A 'Thinking Slip' can also be issued to any child for one of the following reasons:
  - Being deliberately unkind;
  - Running in the corridors;
  - Barging past people and not making way for teachers/visitors;
  - Not listening to a member of staff's instructions/answering back/being rude;
  - Bad manners in the dining room;
  - Messing around in the changing rooms;
  - Leaving clutter, rubbish or possessions around for others to tidy up.
- When a 'Thinking Slip' is issued the child has to spend five minutes of the following break time standing on the playground thinking about their actions. This is supervised by staff on rotation. A log of all 'Thinking Slips' issued go to the Deputy Head Pastoral.
- When a teacher's action fails to prevent repetitive behavioural problems the following levels will be followed:

## **Sanctions Hierarchy**

Level 1 – If a child has received three 'Thinking Slips' or more during a half term they will have a meeting with the Deputy Head Pastoral to discuss the repeated offence. This meeting is then recorded in the behaviour log. As a result, the child may then miss 15 minutes of break for a further repeat of this behaviour. Other behavioural incidents may be reported directly to the Deputy Head Pastoral and these may also be recorded in the behaviour log – child loses part of break time if appropriate.

Level 2 – The second time the child’s name appears in the behaviour log the Deputy Head Pastoral contacts the parents. Loss of break time or golden time, whichever is deemed appropriate.

Level 3 – The third time a child’s name appears in the behaviour log the parents are called in to school for a meeting with the Deputy Head Pastoral and the Head if appropriate. Loss of privileges are put in place – these will vary depending on the age of the child. The child may also be involved in a ‘community service’ project within school.

Level 4 – If the child’s behaviour does not improve after level 3 they are placed on report. This will last a period of one or two weeks depending on the improvement of behaviour.

Level 5 - Should the behaviour continue beyond a two week report period parents will meet with the Deputy Head Pastoral and the Head. Parents may be given a formal warning and a fixed term exclusion could be issued at this point.

Level 6 – After the child returns from a fixed term exclusion further behaviour incidents will be closely monitored by both the Deputy Head Pastoral and Head. During this time, it will be down to the Head’s discretion if further fixed term exclusions are issued or if a permanent exclusion is required.

After action at each level, it is vital that class teachers continue to use their own management techniques before escalating again. Positive reinforcement and an expectation of a positive result underpin every stage. Children will be given positive support after any disciplinary process so that they can integrate seamlessly back into classroom life.

Regard will always be paid to the circumstances of each incident and child. Where there are particular issues relating to a child with special educational needs / disabilities reasonable adjustments will be made where it is judged as necessary or relevant.

## **Liaison with parents and other agencies**

Parents will be consulted throughout these processes as detailed above. In very rare circumstances other external agencies may be involved in the disciplinary process as and when the Head believes this to be appropriate.

## **Appeals**

If parents are not satisfied with the conclusions reached by the School, they may request that the matter be referred to an Appeals Panel for consideration.

The Directors will appoint the Chairman of the Panel, who will be a person of good standing in the community but not associated with the school. The Panel will consist of at least three persons not directly involved in the matters detailed in the appeal, at least one of whom shall be independent of the management and running of the school. The Panel members other than the Chairman shall be appointed by the Chairman of the Panel in consultation with the Directors.

The Chairman, on behalf of the Panel, will then acknowledge the appeal and schedule a hearing to take place as soon as practicable and normally within one week.

If the Panel deems it necessary, it may require that further particulars of the appeal or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than two days prior to the hearing.

The parents may be accompanied to the hearing. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

If possible, the Panel will resolve the parents' query immediately without the need for further investigation.

Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within two weeks of the Hearing.

The decision of the Panel will be final.

The Panel's findings and recommendations will be:

- provided to the parents and
- made available for inspection on the school premises by the Directors and Head.

## **Positive Reinforcement and Reward**

Good behaviour is an expectation at The Mead School and is intrinsic to our philosophy and daily life. We strive to make good behaviour, politeness and courtesy the norm, rather than an expectation.

We liaise wherever possible in both positive feedback to parents, and in challenging bad behaviour and, if necessary involve outside agencies (such as Educational Psychologists). Having a parent involved in this process makes any outcome fully supported.

Children are encouraged to behave well by being rewarded for particularly helpful or responsible behaviour with Birds, Ants and Cats. 'Birds' are given for acts of kindness or good manners. 'Ants' are given when a child embraces challenge and pushes themselves further in their learning showing a high level of ambition. 'Cats' are awarded for displaying curiosity in the world around them and seeking knowledge free from the fear of failure. These all key in to the school ethos. They are presented in assembly and hung on the tree in the corridor outside the gym.

## **Personal and communal pride**

Alongside Birds, Ants and Cats, the Junior and Infant cups are awarded by the Head during a Friday assembly. Teachers will nominate a child who has worked very hard or gone above and

beyond the standard expected during the week. Cups are only awarded for exceptional work and may not be handed out if there are no nominations that week.

Children can also earn a 'Star in the Jar.' If they complete a great piece of work they can visit the Deputy Head Pastoral. They are given a certificate and their name is added to the star jar. On Friday assembly the Head will pick two names from the jar and they can select a prize. The jar is then emptied for the next week.

## **House Meetings**

These are fortnightly endorsement and celebration of all good behaviours and personal successes by the children's peers. The children are split into their respective house groups. The house meetings provide the staff and children the opportunity to share positive news, value and recognise positive, kind, thoughtful, helpful actions and achievements. They will plan charity events throughout the year and also discuss/plan teams for inter-house competitions.

These meetings give both pupils and staff the opportunity to address any issues that may have arisen. The children feel an enormous sense of pride toward their House, and these meetings provide a forum for instilling Mead School values in a less formal but more familiar setting than is offered in School Assembly.

## **Roles and Responsibilities**

As pupils grow and develop through their Mead education, opportunities for responsibility open up in the form of roles and responsibilities. These are designed to give the children a sense of worth, responsibility and to encourage valuable, positive leadership skills among each individual that holds that role.

House Captains are chosen and are asked to represent their houses on a range of activities. The confidence to speak publicly in a School Assembly or other situations is not something the majority of pupils possess innately.

Through the motivational work of staff and the plethora of opportunities offered for individual development our Year 6 pupils become worthy and brilliant House and Sports captains. Drama and Music Leaders are chosen by the Head of these departments, whilst School Council Representatives, Librarians, Loose Parts Play Leaders, Digital Leaders and Green Eco Reps are elected within each class.

If a member of staff would like support, they are welcome to seek either the Head or a member of the Senior Leadership Team for help, guidance and advice. This may require observation of another teacher, reinforcing positive discipline strategies or further training.

## **Parental Reinforcement**

The importance of effective and transparent communication can never be underestimated. Staff will always inform the appropriate parents of their children's kindness or personal achievements either within or outside of the classroom.

## **Class Strategies**

Positive reinforcement and praise are two strategies used by all teachers in the school. Staff are always made aware through whole school staff meetings and curriculum meetings for those pupils who may benefit from an 'extra' dose of positivity or care due to any number of circumstances.

The Mead teaching philosophy is very much a lead by example approach that focuses on an environment rich with intrinsic positivity rather than one which highlights failings ('who is sitting quietly', rather than 'everybody stop talking'). Above all, staff give a model for good behaviour by which the children can learn from and work toward.

STAFF: A Webster (Head), J Agnew (Deputy Head Pastoral), R Hall (Business Manager)

AMENDED: May 2019

NEXT REVIEW: May 2020