

Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy

This policy is made available to all parents, prospective parents and staff of *Lion House – a Hurlingham School* on our school website and a hard copy can also be viewed at our School Office.

This policy applies to all aspects of *Lion House – a Hurlingham School's* work, including the Nursery and Early Years Foundation Stage.

Introduction

The Principal and staff of *Lion House – a Hurlingham School* fully recognise the responsibilities and duty placed upon them to have arrangements to promote positive behaviour of all pupils at the school. All staff, including volunteers, have a full and active part to play in promoting this policy. The School pays due regard to the DfE guidance document *Behaviour and Discipline in School* (2014) and fulfils its duties under the Equality Act (2010) including issues related to pupils with special educational needs and disabilities, for whom reasonable adjustments are made as appropriate.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at *Lion House – a Hurlingham School*. It is a working document designed to enhance the development of positive relationships between children, adults working in our school, parents and other members of the wider school community. It is the result of consultation with pupils and staff. It reflects current practice within our school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's general rules, and will be asked to be involved again when reviewing the policy.

Aims

The aim of *Lion House – a Hurlingham School* is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. It aims to promote an environment where all feel happy, safe and secure. We have a number of "Golden Rules". The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. We do not tolerate bullying (See *Anti-Bullying Policy* for further information).

Expectations

We:

- treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- support the way in which all members of our school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- reward good behaviour.
- provide encouragement and stimulation to all pupils.
- treat all children fairly and apply this policy in a consistent way.
- ensure that children are aware of our Code of Conduct: the 'Golden' rules, the School Creed and each class's own classroom code.
- teach, through assemblies and all aspects of the school curriculum including PSHEE, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A Positive Approach

We believe an effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential. Our core beliefs are that:

- behaviour can change and that every child can be successful.
- praising and a system of rewards are more likely to change behaviour than blaming and punishing.
- celebrating success and using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- whilst helping children acquire self-discipline, the safety of other pupils is paramount
- reinforcing good behaviour helps our children feel good about themselves.

School Golden Rules and School Creed

The following school golden rules are displayed in pictures and texts around the school. They are referred to regularly in lessons and assemblies to remind children of our core values and to reinforce them through modeling good practice.

We are kind, helpful and polite. We do not hurt the feelings of others.

We look after our own and the school's belongings. We do not waste or damage things.

We work hard. We do not waste our own or other people's time.

We listen. We do not interrupt.

On all occasions we walk around school and to park sensibly and quietly.

We are honest. We do not cover up the truth.

This is our school.

Let peace dwell here.

Let the rooms be full of contentment,

Let love abide here.

Love of one another, love of humanity,

Love of life itself and love of living.

Let us remember that just as many hands build a house,

So many hearts make a school.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances.

Rewards:

All members of staff recognise and celebrate appropriate behaviour at all times around the school through informal praise. Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps
- Sending good work to other staff members for reward or praise
- "Golden Time"
- Star of the Week
- Special mentions
- Postcards home

When a child has performed particularly well on a task, really "going the extra mile", teachers are asked to recommend the pupil for an entry in the **Excellence Book**. Once a child has been recommended for a place in the Excellence Book, he or she...

- sees the Headmaster to discuss the work or event which resulted in his or her recommendation
- is awarded a special "sparkly sticker" to show the work gained a place in the Book
- receives a letter to take home to his or her parents
- is congratulated in an assembly, where the nature of his or her work is explained
- a record of their work is displayed on the Excellence Board in the ground floor hall.

The Headmaster hosts an annual break-time party of juice and muffins for all children who have recently gained entries in the Excellence Book.

Sanctions

Despite using positive responses as a means to encourage good behaviour in our school, it is necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy school. When dealing with all forms of inappropriate behaviour, teachers should follow these two over-riding rules:

- Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
- Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Support systems, both within and outside school, come in to play when necessary to help a child who finds it challenging to behave well consistently. These may include internal mechanisms such as a “report card” which is reviewed by a teacher in a supportive manner on a daily or twice-daily basis, a daily liaison with parents about particular matters or a specific scheme of rewards and other incentives tailored to the needs of the child in question. Links are built with external professionals, such as educational psychologists or paediatricians, should discussion between home and school suggest these are necessary.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the ‘Golden’ rules are broken the following sanctions will be taken:

Early Years and Lower School – Sanction Steps

- Children will be given a verbal warning by the teacher or member of staff.
- If the child misbehaves again, the child’s name will be placed onto the AMBER traffic light. From the Pre-school year onwards, children remain on AMBER until the end of school that day, thus acting as a further visual warning. However, in the Nursery years only, subsequent good behaviour results in the child returns to the green light.
- If the misbehaviour continues, the child will be placed on the RED traffic light and, in Nursery and Pre-school have immediate time out of a duration set by their teacher.
- In Year 1 and Year 2, children lose ‘5 minutes’ of Golden / choosing time (Friday) for each day they have been on ‘RED’ and their teacher contracts the Head of Nursery and Pre-Prep, who will respond accordingly! In Reception, children lose 5 minutes of their ‘Plan-Do-Review’ time on the day of their misdemeanor.
- All children start each day on the GREEN traffic light.
- More serious behaviour may result in a child going straight to Red and being sent to either the Head of Nursery and Pre-Prep or the Headmaster. If the misbehaviour continues, the child’s parents will be asked to come in for a formal meeting with the Form teacher and / or the Head of Nursery and Pre-Prep and possibly the Headmaster if appropriate depending on the particular circumstance.

The Head of Nursery and Pre-Prep chairs a weekly staff meeting in which pupil behaviour is discussed and attempts are made to identify trends and patterns. She reports all findings to the weekly whole-school SLT meeting.

Serious Sanctions

More serious breaches in the school behaviour code may result in a child being sent to the Head of Nursery and Pre-Prep or the Headmaster. For cases of serious bullying sustained beyond the initial implementation of the Anti-Bullying policy, including but not limited to verbal bullying, cyberbullying or instances of physical violence, or as a result of making malicious accusations against staff, the child may be excluded from school. This could take the form of a fixed-term exclusion, usually employed to facilitate time for follow-up reflections and discussions at home after school investigations are complete, or on rare occasions, may take the form of a permanent exclusion (see ‘fixed-term and permanent exclusions’ below). Any and all fixed-term and permanent exclusions are recorded in the Serious Sanctions record, retained in a locked drawer within the Head of Nursery and Pre-Prep’s office. It centralises our record so that any patterns can be identified and appropriate actions taken if necessary.

Corporal punishment

Corporal punishment is not used. It is prohibited for all pupils in independent and maintained schools. No corporal punishment may be administered to any pupil during any activity, whether or not within the school premises. This prohibition applies to all "members of staff": this includes anyone acting in *loco parentis* including the unpaid and volunteer supervisors. However, teachers may- under exceptional circumstances- use "physical intervention" to avert "an immediate danger of personal injury to the property of a person (including the child himself.)"

Fixed-term and permanent exclusions

Only the Headmaster has the power to exclude a child from school. The Headmaster may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headmaster may also exclude a pupil permanently. It is also possible for the Headmaster to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headmaster excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmaster makes it clear to the parents that they can invoke the School's Complaints Procedure should they wish to do so. The school informs the parents how to make any such appeal.

The Headmaster informs Wandsworth Local Authority and, if different, the pupil's home local authority and the Principal about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Roles

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at school.

We:

- explain the school's "Golden Rules" in assemblies, Citizenship lessons, on posters around the school, and on the school's website. They are also displayed in School homework diaries. We expect parents to read these and support them.
- expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headmaster who will take appropriate action.
- use reasonable sanctions to discipline a child and expect parents to support the actions of the school.
- respond to any concerns parents may have about the way that their child has been disciplined.
- involve the Headmaster if the concern remains. If these discussions cannot resolve the problem, the school's formal complaint procedure can be implemented.

The Role of the Teacher

School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Therefore we:

- are positive, enthusiastic and have high expectations of both learning and behaviour.
- foster a sense of self esteem in all children, linked with an understanding of the needs of others.
- encourage a calm and responsive atmosphere, avoiding shouting.
- deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate.
- expect that parents will behave in a reasonable manner towards us, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

Role of the Head of Nursery and Pre-prep

The Head of Nursery and Pre-Prep will:

- implement the school Behaviour and Sanctions policy consistently throughout the school, and will report to the Headmaster and Principal, when requested, on the effectiveness of the policy.
- ensure the health, safety and welfare of all children in the school.
- support the staff by setting high standards of behaviour and implementing the policy.

- keep records of all reported serious incidents of misbehaviour.

Role of the Headmaster and Principal

The Headmaster and Principal support the Head of Nursery and Pre-Prep in implementing this policy. The Headmaster has the day-to-day authority to monitor and evaluate the effectiveness of the school behaviour and discipline policy.

Other related policies and guidance documents

This policy has clear links to other policies in our school, in particular to:

- Anti-Bullying
- Safeguarding and Child protection
- Pupil Restraint
- Health and Safety Policies
- the non-statutory advice 'Behaviour and Discipline in Schools' (2014)

Date of policy: October 2009

Date of last review: November 2017

Date of next review: June 2018