



BEHAVIOUR MANAGEMENT POLICY

APPLIES TO THE WHOLE SCHOOL

Legal Status:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2014) *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff* (DfE Website – www.education.gov.uk) including *Getting The Simple Things Right*, Charlie Taylor's Behaviour Checklist (DfE 2011) and non-statutory advice 'Behaviour and Discipline in schools' (2014)
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), out of school care, the breakfast club, the after school clubs, the holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), students on placement, the proprietor and volunteers working in the school.

Related Documents:

- Appendix A: EYFS Managing and Modifying Behaviour through Positive Language
- Appendix B: Managing and Modifying Children's Behaviour
- Appendix C: Encouraging Positive Behaviour
- Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic Education (PSHEE) and Supervision of Children Policy.

Availability:

- This policy is made available to parents, staff and pupils in the following ways: via the School website www.pointers-school.co.uk and on request, a copy may be obtained from the Office.

Responsibility:

- The Headmaster is responsible for the behaviour management of the whole school.
- Mrs Kacey Greenwood is responsible for the behaviour management of children in the Early Years Foundation Stage (EYFS)

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster. The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Mr R.J.S. Higgins

Headmaster and Proprietor

Date reviewed: July 2018

Next review: July 2019



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Statement of Intent

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired. It is an 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.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements.

Expectations of good behaviour are high and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where absolutely necessary. This policy reflects the school's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms and in planners. We believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers. Inherent in the ethos of the school is respect for the individual person. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language.

As part of our Behaviour Policy The Pointer School believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of rewards and sanctions within a positive community atmosphere. The purpose of this policy is to:



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- Create an environment that is conducive to achieving the aims of the School;
- Provide clearly defined limits that are easily understood by children, staff and parents;
- Aid all staff in the management of behaviour;
- Ensure high standards of behaviour are promoted and maintained.

The School aims to provide:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining good discipline.

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. We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. Through this policy we motivate children to follow the school rules, known as The Pointer School Way.

The Pointer School Way:

At Pointers we strive to be learners who:
Treat others as we would be treated,
Forgive,
Share,
Are honest,
Listen,
Are helpful and kind,
Do our best to be our best selves.

Promoting Good Behaviour at the Pointer School:

In formulating our Behaviour Policy we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

The Pointer School Way is based on respect, accountability and concern for others. The Pointer School Way promotes a sense of community and collective responsibility with the school. In having rules we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and



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rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development. 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. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

School Ethos- Learning for Life

The Pointer School is expected to be a place where pupils are:

Well educated with a love of learning,
Happy and self-confident with a good sense of humour
Generous in spirit, kind to others, and aware of others' feelings

In order to achieve this, we expect that

- all individuals are respected and their individuality valued;
- pupils are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently;
- bullying, disruption and harassment are not tolerated;
- early intervention is the norm;
- there is an emphasis on self-discipline.

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently. All staff play an important role in promoting good behaviour. The school's behaviour policy will be available to all staff.

Implementation

The Headmaster has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. The Pointer School in compliance with DfE Guidance (2014) (www.education.gov.uk) *Behaviour and Discipline in Schools*:

- has a consistent approach to behaviour management;
- has at least weekly whole school discussions about children's behaviours and records behaviour strategies in online behaviour management logs;
- ensures a strong school leadership;
- supports teachers with classroom management;
- implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- provides support to children to self-manage their behaviours
- takes into account all aspects of the child and why they are displaying certain behaviours



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- provides staff development and support;
- ensures support systems are in place for students;
- liaises with parents and other agencies;
- manages students' transition;
- has clear, well organised working practices along with maintaining its facilities to a high standard
- takes appropriate disciplinary action against pupils who are found to have made malicious accusations against staff
- fulfils its duties under the Equality Act 2010; including issues related to students with special educational needs or disabilities and provides reasonable adjustments for these students;

The Pointer School makes the relevant information available to comply with the above. The policies, working practices, documentation and record keeping support the implementation outlined above.

The Role of the Headmaster

The Headmaster's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Headmaster has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Headmaster who is expected to:

- promote self-discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others and prevent all forms of bullying pupils;
- ensure that the standard of behaviour is acceptable;
- regulate the conduct of pupils
- makes provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- have an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- ensuring staff receive appropriate training on behaviour management when necessary;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the School;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.
- ensuring staff are supported by the (Senior Leadership Team) SLT when dealing with pupils displaying misbehaviour and that there is consistency in managing the behaviour.

The Class Teacher and Classroom Management

The class teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management.



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Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, sending children with their work to other teachers/Headmaster and a points or house system. School reports are also seen as a means of constructive praise.

The Role of All Staff

All staff are expected to encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Well planned, interesting and demanding lessons make a major contribution to good discipline. The School has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management (See Managing and Changing Children's Behaviour Document). Staff need to recognise that codes for interacting with other people vary between cultures and staff need to be aware of and respect those used by members of the school. All staff need to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. Staff are expected to implement the school's rules, which are known as The Pointer School Way. Through regular discussions at staff meetings, the school endeavours to ensure that staff apply all standards fairly and consistently.

The Role of Pupils

Pupils are expected to take responsibility for their own behaviour and ensure that they follow The Pointer School Way. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

The Role of Parents

The Pointer School strongly encourages an ethos and culture where there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build 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. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home-school agreement. Parents have been offered training workshops on The Pointer School Way, and how they can support this within their own families.

The School Environment

We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter,



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noting displays coming adrift and removing items left lying around. The children will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Children showing pride in their own classroom is the first step towards this. We wish to promote a school environment where:

- all pupils are able to work in a calm, supportive and purposeful atmosphere;
- pupils in the corridors move quickly but calmly;
- positive self-esteem is encouraged along with concern for the well-being of others;
- school rules, stated positively, are understood and applied consistently;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE) and Citizenship lessons permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- pupils can attend school without the fear of being bullied;
- praise rather than blame, is the norm;
- pupils put all litter in bins;
- pupils leave classrooms clean and tidy;
- pupils adhere to the school uniform/dress code;
- pupils refrain from using make-up, nail varnish and unnatural hair colours.

Expectations.

These are:

- to promote the well-being of self and the school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to learning.

Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals. This school is opposed to any form of open, or concealed, racism or racist behaviour. All pupils in the school have the right to the best possible education regardless of ethnic origin, colour or religion. All staff and parents of children in the school have a right to be treated equally regardless of ethnic origin, colour or religion. Children should be encouraged to accept responsibility for their own behaviour. Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Headmaster is to be informed.

Unacceptable behaviour is:

- that which can damage/hurt (in *any* way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few in number and should be stated positively and clearly (in the form of The Pointer School Way). Children should always be aware of why they exist. The Pointer School Way is well known to all and reinforced consistently.



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Code of Conduct and Care for Others

In order to maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of The Pointer School to conform to the following code of conduct.

- All pupils of the School should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with.
- The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Headmaster or outside agencies.
- We expect all members of our school to refrain from overly physical contact with one another.
- In particular no items of monetary or sentimental value should be taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses
- Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.

Rewards

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. We praise and reward children for good work and behaviour in a variety of ways:

- Teachers congratulate children;
- Recognition of personal qualities by peer group through the election of House Captains, School Council Members etc.
- Staff are encouraged to send outstanding pieces of work and children with their work to the Deputy Head, Headmaster or other teachers.
- Children can visit other classes to share their good work.
- Displaying good work around the school.
- Children are chosen to share good work with visitors.
- Children are given Special Helper roles throughout the school, and encouraged to take pride in their role, and are praised for this. Roles may include snack monitor or leader.
- Children are encouraged to share details of awards and achievements they may have attained outside of school, e.g. winning a cup for the area cricket club.

House Points

At the Pointer School we also use house points as a way to encourage, motivate, support and congratulate hard work. The children are divided up into 4 different houses: Windsor (red), Dover (blue), Caernarvon



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(yellow) and Stirling (green). Children can again receive house points for displaying good behaviour and also for demonstrating excellence in work eg during spelling tests, at swimming/sports, homework and so on. Children record their house points in the form of a tally next to their individual names on a chart in their classroom. They can visually see how many points they have but also how they have contributed to their house. House points can be gained for positive individual efforts both inside and outside the classroom. When awarding a house point it should be remembered that what may be a miniscule achievement for one child, is a big step forward for another, and the reward should be appropriate to the child's individual effort. House points can be awarded for excellent academic achievement or improved effort, for acts of kindness or service to others or notable endeavour in any aspect of school life. House point totals are collected and recorded weekly for each child and an overall total is recorded for each house. Children are informed of overall weekly totals each week at the Friday Assembly. At the end of term awards assembly, the overall winning house which has scored the most points is applauded and awarded with a sweet treat, such as a chocolate bar each. Once a child collects 50 House points, they take a certificate to Mr Higgins which is signed by him and they also get to collect a prize from the 'treasure chest' in his office.

Other rewards, certificates and praise

At the Friday Assembly, one or two children are selected from each class for a certificate. This can be for academic endeavour, behaviour, kindness or service to others. There is also a Uniform sticker and a Politeness sticker given to one child in each class each week. A special certificate, 'Pupil of the Week' is given out for notable achievements or behaviour. These are usually given out one or two per class per term. The list of award winning children is included in the class' weekly newsletter to parents each Friday. We also send home 'Pointer School Well Done' postcards for children who have shown excellent behaviour, hard work or kindness. At the end of every term, we have a medals and badges assembly, where a variety of awards are given out. We have 100% attendance badges, badges for kindness, politeness, achiever, academic excellence, excellence. There is also a drama badge, and depending on which term it is, extra-curricular certificates.

We have a Prize giving Assembly on the last day of the year, where three children from each class from Years 1-6 are awarded with a certificate: Progress, Achievement or Effort. Nursery and Reception classes award certificates for each area of the EYFS curriculum. The Year 6 children are awarded Cups. These range from Sports Cup to Science Cup. There are additional cups which can be awarded to children in younger year groups such as the Junior Art cup. The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are always celebrated.

Sanctions – Please see the document 'Behaviour Levels, Sanctions and Consequences'

- If a child is disruptive in class, the teacher verbally reprimands him or her.
- If a child misbehaves repeatedly, we may remove the child for the remainder of the lesson and isolate the child from the rest of the class until they calm down, and are in a position to work sensibly again with others.
- At playtimes, for Years 1-6, we have a red and yellow card system for behaviour. Yellow cards are given to a child for minor incidents of behaviour, and the child will miss 5-10 minutes playtime. Red cards are given for serious incidents of behaviour and the child must report straight to the Headmaster, or in his absence,



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the Deputy Head. If this unacceptable behaviour continues, they will be sent to a senior member of staff/Headmaster and may be withdrawn from a pleasurable activity or privilege. Amongst older children, normal sanctions include verbal reprimands, loss of rewards, favoured activities, playtimes, etc.

These sanctions are set out fully for children and staff in the Document 'Behaviour Levels, Sanctions and Consequences'.

Supporting Children in Self-managing their Behaviour

Pupils need to have set boundaries of behaviour for their own safety and the safety of their peers. In our school, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of her own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the pupil untouched, i.e. by avoiding sarcasm or words that might humiliate the child. Restrictions on the pupil's natural impulse to explore and develop her own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour, take into account the age and stage of development of the pupil. The sanctions given at the time the misbehaviour occurs (or soon afterwards), are relevant to the action and are fair. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

The consequences of any misbehaviour should be logically related. Under no circumstances is it appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The choice of sanction to be used depends on the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition. We employ each sanction appropriately to each individual situation.

We expect children 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 children to try their best in all activities. If they do not do so, we may ask them to redo a task. If appropriate, a letter of apology or explanations for behaviour is required from the pupil. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible. The class teacher *may* discuss the matter with the pupil's parents at the end of the day, if deemed appropriate.

The Headmaster or the Deputy Head will be informed if the unreasonable or antisocial behaviour continues and if necessary will call the parents for a meeting about their general behaviour and a daily/weekly behavioural chart may be set up by the class teacher and monitored by the Headmaster. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. In our School, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of his or her own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child. Children are encouraged to show positive attitudes to all aspects of school life. Negative attitudes are not acceptable. Major breaches of discipline



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(physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc) are dealt with firmly by the Headmaster.

Parents may be asked into school to discuss their child's behaviour. In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either the child or other children at risk.

Early Years Foundation Stage (EYFS)

At The Pointer School EYFS we recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. We recognise that under the "Statutory Framework for the Early Years Foundation Stage" (2017), we are responsible for managing behaviour in an appropriate way. In the EYFS our behaviour management strategies are, where possible, positive. It is expected that all staff members who work at The Pointer School EYFS will use and promote positive language with children where possible. Our behaviour management strategies at The Pointer School EYFS are based on the following key principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. Where possible, we ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote independence and responsibility
8. We use our knowledge of each child as an individual
9. We do not make assumptions about young children's understanding
10. We empower children to choose the right course of action.

For a more detailed explanation of how each of these principles works in the EYFS, please see the Policy 'Managing and modifying behaviour through positive language in the EYFS'.

Further suggested strategies:

All adults working directly with children at The Pointer School can be effective discipline managers by planning ahead for discipline just as carefully as they prepare their lessons or activities. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on behaviour and will ensure that everyone's rights are maintained.

- When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.
- If a right to teach, learn or be safe is being significantly infringed, remind the child of the classroom rule e.g. "Jim, you know our rule for..... Please use it."
- Direct the child to appropriate behaviour.



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- If a child is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside and ask what he or she is doing.
- Remain calm and use appropriate assertion. Arguing and anger do not convince. Having a plan for discipline before you start is enormously helpful.
- In general, speak quietly. Becoming louder than a noisy group of children can be a recipe for disaster.
- Focus clearly on the relevant rule or right.
- Avoid asking "Why?" questions. (Save these for discussion away from the group). Use "What?" questions instead. Ask 'What happened?' 'I am curious to know...'. If a child says they don't know ask them 'I know you don't know, but if you did, what happened?'
- Address the behaviour and avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)
- If behaviour continues to be disruptive after reasonable tactics outlined above have failed, then further action, outlined in the Behaviour Steps and Consequences Guide, may become necessary.

Staff Development and Support

We support our staff in managing and modifying children's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Support Systems for Pupils

In our school we have set procedures for supporting children with their behaviour problems. Pupils are supported in their behaviour through high expectations of positive behaviour instilled in assemblies, Personal, Social, Health, Economic Education (PSHEE) and Citizenship, class routines, circle time lessons, and positive role models of staff and older children. In some cases, we may refer children to outside agencies who will liaise with both the school and the child's parents to provide additional support.

Liaison with Parents and other Agencies

We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. The Pointer School also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Managing Pupil Transition

A particular strength at the Pointer School is the relationship staff develop with the children and families. Children always have a transition afternoon with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management.

Malicious accusations

There is no place in this independent fee paying school for malicious accusations against staff. Whilst these



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would be considered on an individual basis, the response of the school could be that of a fixed term or if necessary permanent exclusion. If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headmaster will temporarily or permanently exclude the pupil. The Pointer School takes disciplinary action against pupils who are found to have made malicious accusations against staff which if necessary, may include exclusions.

Pupils with special educational needs and disabled pupils

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school will take account of any special educational 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 the pupil. Adjustments will be made according to the pupils' specific needs.

Educational Visits

The Headmaster may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the pupil being sent home at the parents' expense.

Anti-Bullying

For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurs of severe or persistent bullying, strong sanctions such as exclusion will be implemented. The Behaviour Management Policy is dove-tailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying.

Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used. The following sanctions / punishments will *never* be used:-

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.



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- Enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or children should be communicated to the Headmaster immediately.

Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Restraint – Use of Reasonable Force

All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headmaster and recorded in the child's personal file. The child's parents are informed on the same day. Records are kept of when force is used and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. See 'Physical intervention policy' for more information.

Involvement of Pupils

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

Duties under the Equality Act 2010

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. The school will always take account of any special educational 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 the child.

The Role of the Pupils: Rights and Responsibilities

The Pointer School believes that as a pupil you have the right:

- to develop to your full potential in every area of school life;



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- to be treated fairly and with respect.

If you are to enjoy these rights, you must accept the following responsibilities:

- to respect the needs, feelings and property of others;
- to act in a way which helps you and others to gain the most you can from the school;
- to work hard yourself and ensure you do nothing to disrupt the learning of others;
- to ensure that you do not threaten other pupils or make them feel uncomfortable;
- to be punctual;
- to respect the instructions of the school staff;
- to complete work when you are asked to;
- to adhere to the school dress code;
- to help other members of the school community, particularly those who are new or younger than yourself;
- to take care of the school environment; and
- to uphold the good reputation of the school.

The Right to Learn in a Calm and Undisrupted Atmosphere

Pupils should move around the school calmly and quietly. To benefit fully from lessons pupils should have all necessary equipment and books. Homework and the date for handing it in should be written down in the homework diary. All work submitted should reflect a pupil's best efforts. Work that is badly presented or well below a pupil's capabilities is unacceptable and will be returned to the pupil in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden. Pupils will only be acknowledged and given the right to speak if they first raise their hand. Mobile phones are not permitted in school unless permission has been sought from the Headmaster.

Care for Others

- All pupils of the school should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with. The school will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the school. For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurred of severe or persistent bullying strong sanctions, such as exclusion, would be implemented.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the School Counsellor, teacher or outside agencies.
- The Pointer School places considerable emphasis on pastoral support for all pupils. Additionally, support systems are put in place to help pupils modify their behaviour.
- We expect all members of the school to refrain from physical contact with one another.
- Buying and selling in the school is not permitted unless as part of a pre-arranged activity, such as selling cakes for charity.



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Care for Ourselves and the Environment

In these areas, the school's goals are achieved when pupils: -

- listen to and obey all safety instructions given by adults in school;
- put all litter in bins, leave classrooms clean and tidy;
- adhere to the school uniform/dress code;
- refrain from using make-up, nail varnish and unnatural hair colours;
- confine items of jewellery worn at school to a watch and in the case of girls, one pair of stud earrings to be worn in the earlobe only;
- these items must be removed for P.E. (Please note that the school cannot take responsibility for jewellery, - expensive items should not be worn for school). Boys are not allowed to wear an earring in school - even if it is covered with a dressing;
- hand in to the School Office any medication, apart from asthma inhalers, brought into school;
- be very careful crossing roads outside the school grounds; and
- do not run or play around behind coaches as the drivers may not be able to see you. Do not run out between coaches.

Members of the School must not:

- bring penknives or potentially dangerous objects, such as fireworks or cigarette lighters, into school or on school journeys;
- damage property or write graffiti on school property. If damage is caused, because a pupil has disobeyed instructions, a charge may be levied;
- smoke or consume alcohol in the school or on school trips/journeys;
- bring or consume chewing gum in the school;
- bring any drugs (other than medication) into the school or on School journeys. The Pointer School is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate suspension whilst the matter is investigated. The investigation may result in expulsion.

Pupils' Conduct Outside the School

Any pupil found to show misbehaviour or bullying outside the school gates (including pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Headmaster; will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

Behaviour of Parents on/off the School Premises

It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises. Parents must on arrival at the school, ring the buzzer and report immediately to the School Office, unless they are collecting their child from a club. They may not wander around the school premises unaccompanied, unless permission has been sought e.g. to collect an item of



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uniform. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure. Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching and appointments must be made. If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. A note must be written if a pupil has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The pupil is then signed out and back in again on return. Parents should not approach other parents on the school premises concerning external matters. Matters concerning pupils in the school should be handled objectively through the school and not solely between parents. Parents should not use the Class Rep System to vent personal vendettas against the school, nor should emails be circulated or placements made on social network sites that damage the reputation of the school/pupils/staff. Any email that is to be circulated publically to parents other than for normal class business should be approved by the Headmaster first.

Recording and Monitoring Behavioural Incidents

Low level incidences of behaviour or unkindness are recorded by teachers in the Yeargroup Behaviour files, which are kept and monitored by the yeargroup leaders to identify patterns of misbehaviour or bullying. These files are analysed and monitored at the Pastoral Team meetings. Incidents which occasion a yellow card in the playground are recorded in the Playground Behaviour Book, kept and monitored by playground supervisors.

The Deputy Head keeps a file of Behaviour Incident Forms, which cover incidents of inappropriate and intentional misbehaviour (e.g. swearing, violence, insolence, racism, bullying, damaging property). A copy of all Behaviour Incident Forms and discipline letters are kept on file. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Headmaster and entered in the Serious Sanctions Book, which is kept in the Deputy Head's Office. The Headmaster keeps a record of any child who is excluded for a fixed-term, or permanently. It is the responsibility of the Proprietors, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. It must be discussed with parents or guardians when a child has been entered into the book.

Exclusion

Unfortunately, occasionally further sanctions than those already outlined are required. Each child and situation will be treated individually. We will always work with all the staff and parents to ensure the best interests of the child. Where a child cannot access the curriculum on offer at the Pointer school with the



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resources available we will strive with the parents to meet the child's needs. Where this is not possible, only as a last resort will exclusion be considered. Were such a serious sanction required it would be recorded in the 'Sanctions Book' kept in the school office.

We may consider it inappropriate to re-instate a pupil who:

- Threatened or committed violence against other pupil/s or staff
- Sold illegal drugs
- Stole from the school or a fellow pupil
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other pupils

Fixed Penalty Exclusion and Permanent Exclusions

The Pointer School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at The Pointer School are:

Suspension = Fixed Penalty Exclusion

Expulsion = Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a pupil can only be exercised by the Headmaster or Deputy Head. If the Headmaster excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. It is the responsibility of the External Visitor to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Every pupil has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Headmaster will write again to the parent with the reasons for this decision.

Where exclusion has taken place the parents will be notified immediately, followed by a letter. This will detail the following:

- Length of exclusion will be determined – whether temporary or permanent.
- Reasons will be given for the exclusion.
- Parents have the right to make representation to the Headmaster and if that is not satisfactory then to the Board.
- The child will be given work to do at home for the first five days of exclusion.
- Telephone number for the Advisory centre for education
(ACE) exclusions information line is 0207 704 9822 or www.ace-ed.org.uk