



*Behaviour and Discipline Policy*



*2024-2025*

*Approved by:*

*Headmistress*

*Date: September 2024*

*September 2024*

*Last reviewed on:*

*September 2025*

*Next review:*

## ***Behaviour and Discipline Policy***

*This policy applies to the whole school, including the reception class. The named practitioner for behaviour at Hale Prep is Mrs Ruth Vayro.*

*This policy is drawn up in line with 'Behaviour and Discipline in Schools (2016)' and the Equality Act 2010, including issues related to pupils with special education needs or disabilities and how reasonable adjustments are made for these pupils.*

*The basic principles underpinning the behaviour and discipline policy of the school may be briefly summarised:*

- All should play a part in creating a caring and safe environment.*
- All members of the school community are entitled to mutual respect.*
- A disciplined environment is an essential prerequisite for successful learning.*
- Positive attitude and behaviour, including punctuality, should be constantly reinforced.*
- Consistency and fairness should prevail.*
- Pupils should understand that failure to comply with the norms of behaviour and discipline will result in the imposition of sanctions.*

## ***The Staff***

*Good discipline in the school will only be achieved if all staff members work together to produce polite, well-mannered pupils. This is consistent across all staff, from the reception class to the head teacher.*

- Each staff member is responsible for their pupils' class discipline.*
- Each staff member is responsible for discipline in all areas of the school – corridors, cloakrooms, and playground.*
- Pupils must constantly be reminded of good manners, courtesy and the importance of kindness and consideration to others.*
- Pupils must be reminded about school uniforms and the importance of a neat appearance.*

Both children and staff agreed upon the expectations of Good Behaviour at HPS, and in consultation, a list was decided upon for the 2024-2025 academic year.

### Good Behaviour Expectations & Class Rewards

**1. Show kindness to all adults and children, with our thoughts, words and actions.**

- Empathy. Notice how people are feeling and help them
- Consideration.
- Appreciation. Notice and encourage the efforts of others

**2. Be respectful to all adults and children.**

- Say please and thank you
- Interrupting. My turn, Your Turn, never together
- Look and listen to adults and children. (Eye contact)

**3. Move quietly and sensibly around the school. Keep to the right on the stairs.**

- Inside voices inside the building
- Single file on stairs
- Walk!

**4. Listen to the adult straight away.**

- Hand signal. Stop immediately, look silently
- Show friends

**5. Know and show a positive attitude to learning.**

- Be attentive and join in learning
- Uniform and equipment ready
- Homework completed on time



### Sanctions

- These expectations are quickly revisited at the start of every lesson.  
A small reminder card is placed on the desk if a child demonstrates undesirable behaviour. This is their 'chance.'  
If they continue to display these behaviours, they are verbally reminded and given a 'choice.' To continue to a 'consequence' or to meet behaviour expectations.
- The children and staff have agreed upon a list of suitable age-related sanctions if these behaviour expectations are unmet.
- The headmistress will handle all serious instances of inappropriate behaviour. These instances will include bullying, lack of respect for an adult, damaging the property of others, damaging the fabric of the school, and persistent poor effort.
- A warning, accompanied by an email to the parents/guardian, might be considered appropriate, reiterating the behaviour expectations.
- All correspondence with parents is recorded on CPOMS, along with details of the inappropriate behaviour.
- If problems persist, it may be necessary to arrange a meeting with the parents; part of the meeting will be in the presence of the pupil.

- In the unlikely event that the meeting has no effect, the school will consider suspension. In the extreme case, permanent exclusion.
- Serious misbehaviour is defined as
  1. Cyberbullying
  2. Any treatment towards another pupil causing upset after an initial warning.
  3. Interfering with the property of others.
  4. Lack of respect for all staff, including playground assistants.
  5. Defacing school property.

### Rewards

- Teachers are encouraged to acknowledge and praise examples of good behaviour verbally.
- If all the children display the required behaviour expectations in a lesson. Then, a 'school badge' is awarded to the class. When thirty badges are accrued, there will be a form treat such as a walk to the park, or extra playtime. The form contributes to this choice.
- Weekly, a merit cup is awarded to a pupil in each infant class and a pupil of the week certificate is awarded to a pupil in each junior class. The cups are awarded for several aspects of school life, including good behaviour and kindness, outstanding work in creative arts, sporting achievements and academic performance.
- Showing work to the head teacher and other staff is also regularly carried out to promote high standards of discipline and behaviour.

### Gold Star Awards

Gold star awards are awarded by all staff members (including playground staff) to the children for several reasons, varying from working hard in class to politeness and acts of kindness. When a child has been given a gold star, they inform their form teacher, who will record the individual's award on a chart in their classroom. When a child has achieved 25 gold stars, they are awarded a bronze certificate; 50 gold stars merits a silver certificate, whilst a child who gains 75 gold stars is awarded a gold certificate. A child who achieves 100 gold stars within an academic year is presented with an 'A Special Award' badge. These certificates/badges are given out in assembly by the Headmistress.

### Kindness Cup

Weekly, kindness cups are awarded to each year group. The winner of the cup is chosen by the children in each class.

### The Use of Reasonable Force

The Education and Inspections Act 2006 confirms the right to use 'such force as is reasonable for preventing a pupil from:

- Committing an offence
- Causing injury to, or damage to the property of, any person (including themselves) Prejudicing the maintenance of good order and discipline.

Any serious episodes of misbehaviour must be referred to the Headteacher. A strategy will be put in place to support the pupil. The parents will be informed as soon as possible on the same day. The Headteacher will record this. Corporal punishment is not used or threatened at Hale Prep.

### Exclusion

It is important to note that temporary or permanent exclusion is a last resort. Permanent exclusion is used only in the most serious circumstances. The headmistress has absolute discretion in removing a pupil from the school. The Headmistress may also, at her sole discretion, require parents to remove or exclude a child if the behaviour of either parent is, in the opinion of the Headmistress, unreasonable and affects or is likely to affect adversely any pupil's progress at the Hale Prep or the wellbeing of the School, staff or to bring the school into disrepute. If a parent wishes to appeal an exclusion, they must follow stage 3 of the complaint's procedure.

### Disciplinary action for pupils who are found to have made accusations against staff

Please see 'Complaints Made Against a Staff Member' in the Safeguarding Policy. The procedures for reporting a complaint against a staff member will follow the same guidelines in the complaints policy.

### Support Systems for Individual Pupils Need

*If there is a persistent behavioural problem, the class teacher will work with the SENCO and headteacher to draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors. If the problem continues, we will work with outside agencies to seek solutions to support the pupil.*