



# Behaviour and Discipline Policy Including EYFS

## Ashley Manor Preparatory School

### 1. Introduction

Our policy reflects the DfE guidance, in particular 'Preventing and Tackling Bullying' (DfE, 2017), 'Use of Reasonable Force' (DfE, 2013) and 'Keeping Children Safe in Education' (DfE, 2024).

This policy should be read in conjunction with the policies listed below:

- Non-discrimination and Inclusion
- Safeguarding and Child Protection
- Anti-Bullying
- Complaints
- Admissions and Exclusions

### 2. Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's 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 school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all pupils fairly and apply this behaviour policy in a consistent way.

This policy aims to help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the schools is situated and to society more widely.

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

### 3. Rewards and Sanctions

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

- Teachers congratulate pupils;
- Teachers give pupils House Points
- We give House Points to pupils, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- We reward 'houses' as a collective group at different times of the school year;
- prizes at the end of the academic year;
- Stickers
- Gold Leaves each week in assembly
- Kangaroo passes for working as a class to line up sensibly
- Effort Cards each half-term
- Raffle tickets/marbles - class rewards
- Pen licenses
- Commendations (including letter to parents);
- And more.

The school acknowledges all the efforts and achievements of pupils, both in and out of school.

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 school rejects the use of corporal punishment.

- We expect pupils to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a pupil is disruptive in class, the teacher reprimands him or her. If a pupil misbehaves repeatedly, we isolate the pupil from the rest of the class until they calm down, and is able to work sensibly again with others.
- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session.
- If a pupil threatens, hurts or bullies another pupil, the class teacher records the incident and the pupil is sanctioned.
- If a pupil repeatedly acts in a way that disrupts or upsets others, the school contacts the pupil's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the pupil.

#### Sanctions for unacceptable behaviour

#### **Early Years Foundation Stage (EYFS) and Pre-Prep see also the separate EYFS Positive Behaviour Guide and Standalone EYFS Behaviour Policy**

If a pupil displays unacceptable behaviour the following initial steps need to be applied:

1. ask the pupil why they feel that intervention has taken place (if the pupil is able to identify the reason, then proceed to the next point, if not provide the reason)

2. relate with the pupil to the School Rules
3. ask the pupil the effect that their behaviour may or has had on others
4. ask the pupil and discuss the appropriate behaviour that should have taken place or needs to take place in the future

If, following the above, the member of staff feels that the incident needs no further action then the incident is closed. If further action is required, the following must be adhered to in order to ensure consistency with behaviour management.

#### Level Behaviour Examples/ Actions/Sanctions

Level	Behaviour Examples	Actions/Sanctions ( <i>age/stage appropriate</i> )
1 Low level	Inappropriate interruptions Distracting others Disruptive noises Disruptive fidgeting Disruptive talking/chatting Poor effort Unkind remarks Bad manners Running inside the building	Steps 1-4 need to be followed Class Teacher informed
2 Moderate level	Persistent level 1 behaviour Serious misuse of school equipment Being dishonest	Steps 1-4 need to be followed Class Teacher informed Time out and/or 1 behaviour point deducted (recorded on CPOMS)
3 Serious	Persistent level 1 and/or 2 behaviour Deliberately hurting another pupil either physically or emotionally Inciting other children to misbehave Using inappropriate language Vandalism Defiance of instructions Lack of respect to others	Steps 1-4 need to be followed Class Teacher informed Parents and Deputy Headteacher informed Time out and or 2/3 behaviour points deducted Class Teacher's Report Card (recorded on CPOMS)
4 Severe	Persistent level 2 and/or 3 behaviour Verbal aggression to an adult/child Physical aggression to an adult/child Exclusion of a child based on selected criteria Serious injury to someone else with intent Bullying	Steps 1-4 need to be followed  Class Teacher informed Report to Kindergarten Manager or Deputy Headteacher  Time out and/or 3 or more behaviour points deducted Deputy Headteacher Report Card Parents and The Headteacher informed (recorded on CPOMS)

		<i>For bullying refer to the Anti-Bullying Policy.</i>
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If a pupil is placed on to a Class Teacher’s Report Card, then the parents are notified on the same day. If grades 3 and 4 (good or excellent respectively) are achieved throughout the first week then the pupil will be taken off of the Class Teacher’s Report Card at the end of the week. If grades 2 or below are given, then the pupil will remain on the Class Teacher’s Report Card for a further week.

If after two weeks grades 2 or below are still being given, then the pupil will be placed on a Deputy Headteacher’s Report Card. Parents will be notified of the transition. If grades 3 and 4 are achieved throughout the first week then the pupil will be taken off the Deputy Headteacher’s Report Card at the end of the week. If grades 2 or below are given, then the pupil will remain on the Deputy Headteacher’s Report Card for a further week. If after two weeks grades 2 or below are still being given, then the pupil will be placed on a Headteachers Report Card and parents will be asked to attend a meeting to discuss the situation further.

If a pupil’s inappropriate behaviour is exclusive to break times, then a decision may be made to place the pupil on a Break Time Report Card. The same procedure as a pupil being on a Class Teacher’s Report Card is followed but only applies to the break times.

Some children may need to be placed on a Support Card when the staff feel there is a certain area or areas of concern linked to the child’s well-being or due to family circumstances that needs specific targeting and support from the staff. Staff use the card to write positive feedback to the child about his/her behaviour during that lesson which can then be discussed with the either the Class Teacher and/or the Deputy Headteacher. A record of this support is kept by the Deputy Headteacher.

Specialist ‘Feel Good, Think Good’ sessions are also offered to certain children by the Headteacher and/or the Deputy Headteacher if staff or parents feel a child needs extra support with their self-esteem, confidence, etc.

In extreme cases, the Deputy Headteacher and/or Headteacher may make the decision to place a pupil on a Deputy Headteacher’s Report Card or a Headteacher’s Report Card without following the steps detailed above.

The Deputy Head or Headteacher during an assembly as well as the class teacher discuss the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the pupils and the teacher. In this way, every pupil in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class at an appropriate time

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear. Our anti-bullying policy has more details regarding this.

All members of staff are aware of the regulations regarding the use of force by teachers (‘Use of Reasonable Force’ (DfE, 2013). Teachers in our school do not threaten, hit, push or slap pupils (not use or threaten corporal punishment). Staff only intervene physically to restrain pupils or to prevent

injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils.

#### **4. The Role of the Class Teacher**

It is the responsibility of teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The teachers in our school have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work to the best of their ability.

The teacher treats each pupil fairly and enforces the classroom code consistently. The teachers treat all pupils in their classes with respect and understanding.

If a pupil misbehaves repeatedly in class, the teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Headteacher.

The teacher liaises with external agencies, as necessary, to support and guide the progress of each pupil.

The teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

#### **5. The Role of the Deputy Headteacher and Headteacher**

It is the responsibility of the Deputy Headteacher and Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Deputy Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Deputy Headteacher keeps records of all reported serious incidents of misbehaviour and sanctions. This includes the nature and date of the offence, and the sanction imposed. The Deputy Headteacher uses the register to identify patterns of behaviour and address these.

The Headteacher has the responsibility for issuing fixed-term suspensions to individual students for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a student. **However, any decision to issue a fixed-term suspension or permanently exclude a student must be discussed with a Governor before the decision is made.** All such decisions are recorded in detail.

#### **6. The Role of Parents**

The school collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and at school.

We expect parents to support their pupil's learning, and to cooperate with 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 pupil's welfare or behaviour.

If the School has to use reasonable sanctions to punish a pupil, we expect parents to support the actions of the school. If parents have any concerns about the way that their pupil has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented in accordance with the Complaints Procedure.

## **7. The Role of the Proprietor**

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the owner may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **8. Drug and Alcohol-Related Incidents**

It is the policy of this school that no pupil should bring any drug, legal or illegal, to school. If a pupil will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school secretary who will ensure a consent form is completed by the parent or guardian. Any medication needed by a pupil while in school must be taken under the supervision of the authorised member of staff.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any pupil involved will always be notified. Any pupil who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the pupil will normally be permanently excluded, and the police and social services will be informed.

If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken home.

In cases where students are suspected of being under the influence of illegal substances, the school reserves the right to conduct drug testing to ensure the safety and well-being of all students. The decision to test will be based on observable behaviours or signs of impairment, and students will be treated with fairness and respect throughout the process. If a student tests positive, appropriate disciplinary actions will be taken in accordance with the school's policies, and support resources will be offered to help the student address any underlying issues.

It is forbidden for anyone, adult or pupil, to bring onto the school premises illegal drugs. Any pupil who is found to have brought to school any type of illegal substance will normally be punished by a temporary exclusion. The pupil will not be readmitted to the school until a parent or guardian of the pupil has visited the school and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated the pupil will be permanently excluded.

If a pupil is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the pupil will be permanently excluded from the school. The police and social services will also be informed.

Should the Headteacher judge that it is appropriate for the pupil to be required to leave, they will present the case to the owner or a director and request approval for this action to be taken.

## **9. Monitoring and Review**

The Deputy Headteacher and Headteacher monitor the effectiveness of this policy on a regular basis. The school has a register of sanctions, and the Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Headteacher to ensure that the school policy is administered fairly and consistently. Particular attention is paid to matters of racial equality. No pupil is treated unfairly because of race or ethnic background.

Date	Position	Name of Reviewer	Date of Next Review
March 2025	Deputy Headteacher	Miss S. Tow	August 2025
March 2025	Headteacher	Mr P. Fathers	August 2025
March 2025	Proprietor	Mr A. Khan	August 2025