



BEHAVIOUR AND DISCIPLINE POLICY

December 2020

POLICY FOR BEHAVIOUR AND DISCIPLINE

- 1 This is the policy to promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour. It has been drawn up to conform with the requirements of paragraph 9(a) of the Schedule to the Education (Independent School Standards) Regulations 2014.
- 2 This policy reflects the requirements of the Statutory Framework for the Early Years Foundation Stage 2017 and the Equality Act 2010.
- 3 It also reflects guidance in Behaviour and Discipline in Schools: Advice for headteachers and school staff, January 2016.
- 4 The policy must also be read in conjunction with the relevant appendix. It applies to all pupils in the school, including those pupils in the EYFS.

Aims and expectations

- 5 It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school do not discriminate against pupils contrary to Part 6 of the Equality Act 2010. The school are caring inclusive communities which promote effective strategies for managing behaviour and encourage pupils to act responsibly. They do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.
- 6 The behaviour and discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. The school encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others. Each school aims to promote an environment where everyone feels happy, safe and secure.
- 7 Pupils are taught about safe behaviour in order to reduce risk and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. They are taught about responsible use of all online communication and to understand the risks posed by the use of the internet and social media to bully, groom, abuse or radicalise others.
- 8 Corporal punishment or the threat of corporal punishment is never used. No punishment is ever used which could adversely affect a child's well-being.

- 9 The school rules or values are used as a means of promoting the positive rather than focusing on the negative. Every child in the school knows the standard of behaviour expected in school by class discussions of the rules or values. The rules/values are also displayed in classrooms and around the school. Expectations of behaviour are also discussed in PSHE and in assemblies. (Each school's core rules/values are set out in the school's relevant appendix accompanying this policy.)
- 10 Every member of the school community is expected to behave in a considerate way towards others.
- 11 All children are treated fairly and this behaviour policy is to be applied in a consistent manner.
- 12 This policy aims to help children to grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and their wider communities.
- 13 Good behaviour is expected as a matter of course, to help develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than deter anti-social behaviour such as bullying. (See also Anti-bullying policy.) Decisions on rewards and sanctions are made which reflect the age and understanding of the child.

Rewards

- 14 The children are praised and rewarded for good behaviour in a variety of ways:
 - Verbal praise, written remarks about good work, stickers, sending children to the nearest teacher, head of key stage, deputy head or head for praise;
 - House points and/or commendations are given to children in recognition of effort, good work or behaviour;
 - Informal feedback to parents;
 - Achievement is recognised in all areas, not just academic;
 - Achievement is celebrated publicly in a variety of ways, including school publications, assemblies and speech days;
 - Displaying pupils' work is a tangible reward available to the teachers. The work of every child is displayed at some point to encourage pride in achievement and the reward for effort. The aim is that the child experiences pleasure and self-satisfaction. By displaying work carefully and attractively the teacher also conveys to the child that his or her efforts are valued and worthwhile;

- Reports to parents: these are also seen as a vehicle for constructive criticism and praise.
- 15 The school acknowledges the effort and achievement of all children, both in and out of school.
- 16 More detail about each school's rewards may be seen in the relevant appendix accompanying this policy.

Sanctions

- 17 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. It employs each sanction appropriately to each individual situation.
- Children are expected to listen carefully to instructions in lessons. If they do not do so, they may be asked to move to a place nearer the teacher, or to sit on their own.
 - Children are expected to try their best in all activities. If they do not do so, they may be asked to redo a task or if they waste time they may be asked to complete work at playtime or lunchtime.
 - If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, the child may be isolated from the rest of the class until he/she calms down and is in a position to work sensibly again with others.
 - 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.
 - If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
 - If a child repeatedly misbehaves he/she will be sent to the head or deputy head. After discussing the matter with the head, the form teacher may also meet with parents to explain his/her concerns. A record of the discussions/actions with the child will be kept on file, together with any recommendation for support/intervention to improve the child's behaviour. Positive reward systems should always be used whenever possible.
 - If a child misbehaves regularly in lessons teachers will check to ensure that work set for the child is suitable, as children may misbehave if they are anxious about possible failure or if they are bored. Where behaviour is an issue, senior members of staff may

also examine work or make classroom observations to monitor the situation and/or offer advice.

- If there is a serious incident the head will be notified immediately. Ultimately, exclusion or expulsion may be the only solutions.

18 More detail about each school's sanctions may also be seen in each school's appendix attached to this policy.

19 Reasonable adjustments to rewards or sanctions will be made for any child with special educational needs or disabilities. These adjustments would be determined by the nature of the child's difficulties and are always at the discretion of the head.

Bullying (*See also Anti-Bullying Policy*)

20 The form teacher must discuss the school's core rules/values with the children in his or her class. In addition to the school rules/values, each form may also have its own classroom rules. These are agreed by the children and displayed on the wall of the classroom. If there are incidents of anti-social behaviour, the form teacher should discuss these with the whole class during 'circle time'.

21 The school never tolerates bullying of any kind. If an act of bullying or intimidation takes place or is alleged, it will be investigated immediately by either the head or the deputy head, and any action necessary will be taken to prevent any further occurrences of such behaviour. While it can be very difficult to eradicate bullying, everything possible should be done to ensure that all children attend school free from fear. For further information please refer to the Anti-Bullying Policy.

Physical intervention (*See also policy on Physical Intervention/Restraint*)

22 Teachers must never hit, push or slap children or in any other way use physical force or threaten to use physical force. Staff should only intervene physically in order either to restrain a child or to prevent injury, or where a child is in danger of hurting him/herself. On any occasion where physical intervention has had to be used it must be reported to the head immediately and recorded with a note of the event placed on file. The parents must also be informed the same day. The actions that each school takes are to be in line with the official guidance cited below. It is not permitted for staff to shout excessively at children and no member of staff should ever shout at an individual child. If any member of staff feels under undue pressure by any particular situation, he or she should seek assistance from a senior colleague.

- 23 All members of staff are required to be aware of the guidance regarding the use of force by teachers, as set out in the DfE's non-statutory advice entitled Use of Reasonable Force https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf and in the policy on Physical Intervention/Restraint.

The role of teachers (*See also Pastoral Policy*)

- 24 It is the responsibility of teachers to ensure that the school rules/values are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 25 Teachers must ensure that all lessons are well planned and organised and are suitable for the ability of the pupils.
- 26 Teachers must have high expectations of the children in terms of behaviour, and must always strive to ensure that all children work to the best of their ability.
- 27 Teachers must treat each child fairly and enforce rules consistently. The teacher should treat all children with respect and understanding.
- 28 If a child misbehaves repeatedly in class, the form teacher should keep a record of all such incidents. In the first instance, the class teacher should deal with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher must seek help and advice from the deputy head or the head.
- 29 The head may liaise with an educational psychologist, as necessary, to support and guide the progress of each child. After discussing the issue with the head, a teacher may, with the head's consent, contact the child's parents if there continue to be concerns about the behaviour or welfare of the child.

The role of the head

- 30 It is the responsibility of the head to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head to ensure the health, safety and welfare of all children in the school.
- 31 The head supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- 32 The head has the responsibility for deciding how to proceed with individual children who have committed serious acts of misbehaviour.

Fixed term and permanent exclusions

- 33 Only the head has the power to exclude a pupil from school and this action is always regarded as a last resort. The head may exclude a pupil for one or more fixed periods. The head may also exclude a pupil permanently. It is also possible for the head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 34 If the head excludes a pupil, he or she will inform the parents immediately, giving reasons for the exclusion.
- 35 Examples of behaviour which may result in exclusion include:
- Drug abuse
 - Alcohol abuse
 - Theft
 - Bullying
 - Physical assault/threatening behaviour
 - Unacceptable online behaviour either in or out of school hours
 - Fighting
 - Sexual harassment
 - Racist abuse
 - Sexual misconduct
 - Damage to property
 - Persistent disruptive behaviour

Parental behaviour

- 36 The process of exclusion relates to such behaviour occurring at any time during the school day, including excursions from school on any educational trips and visits.

The role of parents

- 37 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 38 Parents are expected to support their child's learning, and to co-operate with the school. Staff endeavour to build a supportive dialogue between home and school and will inform parents at an early stage if there are concerns about their child's welfare or behaviour.

- 39 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head. If these discussions cannot resolve the problem, the school's formal complaints process can be invoked.

The role of the governors

- 40 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head in carrying out these guidelines.
- 41 The head has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head about particular disciplinary issues. The head takes this into account when making decisions about matters of behaviour.

The rôle of house captains and functions of houses

- 42 The relevant duties and responsibilities of house captains and the functions of houses may be seen in each school's appendix attached to this policy.

Recording and Monitoring

- 43 The head monitors the effectiveness of this policy on a regular basis. He or she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for improvements.
- 44 The school keeps a record of incidents of misbehaviour in the Behaviour Log of the school's management system. The log is monitored by the head and deputy head for any pattern or escalation of poor behaviour.
- 45 The head keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded or has any other sanction imposed for a serious disciplinary offence, being the record required by paragraph 9(c) of the Schedule of the Education (Independent School Standards) Regulations 2014.

Appendix – Bassett House School

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SECTION A – INTRODUCTION

At Bassett House School, we take a positive approach the pastoral care and behaviour management of pupils, following the HSG Behaviour and Discipline Policy, and reinforcing the aims, ethos and values of the school.

The Bassett House Values

The following values are expected to be demonstrated by every pupil in the school and on school trips; pupils’ behaviour is managed positively in relation to these values:

- B**e kind and courteous
- A**lways be honest
- S**how resilience and perseverance
- S**tay positive
- E**quality and inclusion
- T**olerance and respect
- T**reat others how you would like to be treated

Behaviour management

Three-tier ratings scale

The school operates a three-tier ratings scale – green, yellow, red – for managing behaviour during lessons. Form teachers are able to name the three ratings with an alternative, equivalent set of labels, appropriate to the age of children in their charge.

Every classroom has a display of the three-tier scale, on which pupils’ names are placed; form teachers and specialists are expected to make use of it. Specialist teachers who do not teach in a classroom are also expected to refer to the three-tier scale when managing behaviour in their lessons, and to inform the form teacher, after the lesson, if a pupil needs to move up or down the ratings scale display in the classroom. Examples of behaviours that would fall into each category may be found below.

Green – ‘Green to Go’ (Ready to Learn)	
<ul style="list-style-type: none"> ● Demonstrating the Bassett House Values ● Good listening ● Good sitting ● Thinking carefully ● Sharing 	<ul style="list-style-type: none"> ● Taking turns ● Keeping safe ● Following instructions ● Sensible lining up / walking ● Using equipment with care

Yellow – Low-Level Disruption

- | | |
|--|---|
| <ul style="list-style-type: none">● Interrupting or distracting others● Calling out● Answering back / mild rudeness● Not listening to or following instructions● Excessively physical play | <ul style="list-style-type: none">● Upsetting others● Unkind language● Selfish 'mean' behaviour● Low responsibility for belongings and / or kit (KS2 only) |
|--|---|

Red – Persistent or Seriously Poor Behaviour

- Persistence in yellow behaviours, after three warnings
- Damage to school property
- Physical violence
- Swearing or using threatening language
- Words or acts of discrimination towards others

- All pupils start the day on 'green to go' the highest rating, and the one that indicates children are ready to learn;
- Movement up or down the ratings scale is explained to pupils with reference to his or her behaviour and its relation to the Bassett House Values;
- Before a pupil is moved down the rating scale from green to yellow, one verbal warning is given, with reference to the behaviour, to provide an opportunity for a pupil to amend it.
- Before a pupil is moved down the rating scale from yellow to red, three verbal warnings and opportunities to amend his or her behaviour are given.
- When a pupil is moved down to a lower rating, encouragement is given to the pupil to improve his or her behaviour, so that he or she may move back up a tier as soon as is reasonably possible;

SECTION B - REWARDS AND SANCTIONS

Rewards for behaviour that upholds the Bassett House Values

All pupils are praised and rewarded for effort and excellent work and behaviour, supported by their position on three-tier ratings scale, that demonstrates one or more of the Bassett House Values.

The school acknowledges and celebrates the effort and achievement of pupils inside and outside school, as follows:

- Giving verbal and written praise and positive feedback, including sending children to another teacher, senior member of staff or head /deputy head for praise;
- Awarding stickers, stars or house points;
- Nominating pupils for commendations or headmistress's awards, which are presented during assemblies;
- Presenting pupils with medals and certificates that have been awarded for out-of-school activities during assemblies;
- Nominating pupils for the 'golden spoon' award, which is presented at the end of lunch every Friday.

Sanctions for behaviour that fails to uphold the Bassett House Values

The **sanctions plan** underpins the three-tier ratings scale with a framework that outlines the use of proportionate sanctions for behaviour that fails to uphold the Bassett House Values, as detailed below:

Form teacher	<p>Threshold: three yellows / one red in one lesson.</p> <ul style="list-style-type: none"> ● Loss of a house point and referral to head of house for pupil to explain behaviour; ● If appropriate, and only after a clear verbal warning each time, exclude child from up to three break times for a maximum of five minutes each time.
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Key stage co-ordinator or	<p>Threshold: three reds in one week.</p> <ul style="list-style-type: none"> • Meet with parents with form teacher to discuss behaviour and steps taken to promote good behaviour. • Include child's name on staff meeting agenda, so that all staff may be made aware of the behavioural issue(s), possible cause(s) and the action(s) taken; <p>Any of the following behaviour management strategies / sanctions may be applied:</p> <ul style="list-style-type: none"> • Informal behaviour accountability at beginning and end of each day; • Arrange for child to work in isolation from peers at certain times; • Time for reflection: child sits in key stage co-ordinator's classroom during break time and writes about how he or she can improve their behaviour; a reflection sheet may be sent home; • Refer to deputy head for internal exclusion, for a maximum of 15 minutes.
Deputy head	<p>Threshold: a further three reds in one week.</p> <ul style="list-style-type: none"> • Deputy head records pupil's name on 'Behaviour: cause for concern' document. • Meet with parents with key stage co-ordinator and form teacher. <p>Any of the following behaviour management strategies / sanctions may be applied:</p> <ol style="list-style-type: none"> 1. Behaviour record: pupil sets targets and opportunity for community service; 2. Internal exclusion, stage 1: child excluded from peer group for maximum for 60 minutes a day; 3. Internal exclusion, stage 2: child works in isolation from peers for two days.
Head	<p>Threshold: a second further three reds in one week.</p> <p>External exclusion, at discretion of head, in communication with parents:</p> <ul style="list-style-type: none"> • Temporary, fixed-term exclusion; • Permanent exclusion.

SECTION C – THE HOUSE SYSTEM

Aims

The school operates a house system, which encompasses all pupils and members of staff.

The house system aims to provide:

- opportunities:
 - to recognise and celebrate the achievements of pupils in all aspects of school life;
 - for friendly inter-house competition;
 - for pupils to mix outside of their year groups;
- a backdrop and catalyst for social cohesion within the school;
- a system of rewards for pupils' academic and personal achievements;
- support for managing behaviour and discipline in the school.

Organisation

Bassett House has four houses named after mythological creatures. Each house has a colour:

Griffin
Phoenix
Unicorn
Wyvern

The children are placed in a house upon entry to the school and remain in that house for the duration of their school career; siblings are placed in the same house.

- **Heads of house** are members of staff who agree to undertake this responsibility. They lead house assemblies and support form teachers in the pastoral care and behaviour management of pupils in their houses.
- **House captains** are appointed to each house every autumn term from pupils in Form 6. They are expected to be mature role models for their respective house and the rest of the school.

At the start of each academic year, every child is given a bronze house point certificate upon which he or she affixes any house points awarded. Completed bronze house point certificates are laminated by form teachers, and given to the head or, in the head's absence, the deputy head, before an assembly, to present to the children in front of the whole school. The form teacher then gives the pupil a silver certificate for completion. This process is repeated through



each of the levels of award outlined below.

The number of house points required for each certificate are as follows: bronze (25), silver (50), gold (75), platinum (100), diamond (125), emerald (200+).

Level of award	House points required to progress to the next award level
Bronze	25
Silver	50
Gold	75
Platinum	100
Diamond	125
Emerald	200

Pupils' individual house points contribute to house point totals for each house, which are announced each week during an assembly.

- Bassett Bear is presented to the house captain of the house with the highest number of points each week;
- A trophy is presented to the house captain of the house with the highest number of points at the end of each term.

Awarding house points and merit badges

House points are awarded for effort, excellent work, outstanding behaviour and for upholding the Bassett House Values, which may include extra-curricular activities or out-of-school pursuits. Form teachers receive an email reminder every Tuesday morning to submit class house totals via an online form. Weekly results are announced during Wednesday's assembly before being displayed on the electronic screens in school.

House merit badges, worth 10 house points each, are awarded for exceptional effort, work or outstanding behaviour, and exemplary demonstration of the Bassett House Values, which may include extra-curricular activities or out-of-school pursuits. Form teachers receive an email reminder on a Wednesday morning during the week of a Friday a house assembly to submit their nominations for house merit badges to heads of house, so that they may be presented during the house assembly that week.

SECTION D – REFLECTION SHEET



Date:.....

At Bassett House, we learn how to make good choices regarding our behaviour. Every child has a responsibility to uphold our core values and display them daily.

Today found did not make the best choice with regard to our values.

Bassett House Values	The values I did not demonstrate
Be kind and courteous	
Always be honest	
Show resilience and perseverance	
Stay positive	
Equality and inclusion	
Tolerance and respect	
Treat others how you would like to be treated.	

What did I choose to do?

.....

How did my behaviour make other people feel?

.....

What will I do to put right the effect of my actions?

.....

Next time, what would be a better choice to make?

.....

Pupil signature.....



Teacher signature.....

Parent / carer signature.....

SECTION E – EXTRACT FROM BEHAVIOUR RECORD (EYFS)

My targets

1.
2.
3.

My behaviour

Day	Rating			Staff initials
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Teacher comments (optional)				

SECTION F – EXTRACT FROM BEHAVIOUR RECORD (KS1 and KS2)

This record is to help you to understand when your behaviour needs to improve and help you to improve it.

How can I improve my behaviour?



My targets

1.
2.
3.

My community service

[...]DAY

Lesson	Rating	Staff initials
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
Teacher comments (optional)		

Activity	Rating	Staff initials
Registration	1 2 3 4 5	
Break time(s)	1 2 3 4 5	
Lunch time	1 2 3 4 5	
Park time	1 2 3 4 5	
Walking to	1 2 3 4 5	

Walking to		
Walking to		
Pre-club snack time		
Club		
Dismissal		
Teacher comments (optional)		



SECTION F – CPOMS (Recording pupil behaviour)

Staff use CPOMS to record behavioural incidents.

If a sanction has resulted in a ‘reflection sheet’ or a meeting with the child’s parents then it is recorded on this system.

(CPOMS is the market leading software solution for monitoring Safeguarding, wellbeing and all pastoral issues.)