

The Minster School York



Behaviour & Discipline Policy



Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

Code of Conduct

- All members of the school community are asked to respect each other
- All children are expected to respect their teachers, other adults and fellow pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children should walk (not run) when moving around school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion
- Foul or abusive language must not be used
- Children are expected to be punctual
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem
- Children should wear the correct school uniform. Jewellery or trainers should not be worn. Hair attire should be simple and preferably in school colours



This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Rewards

Children should be rewarded for success, achievement and effort whenever possible as this is good for morale and self-esteem. Such rewards should be given for all sorts of activities, not just academic success. For example, stamps, stickers and other methods of indicating positive messages.

At a more formal level, Pre-Prep pupils may be given a certificate of achievement or have their name recorded in the 'golden book', together with a 'star of the week' badge. These are presented by the Headmaster when he attends their Friday assembly.

Older pupils receive 'merits' or house-points which count towards the progress of their house.

Headmaster's commendation certificates are also awarded.

The school also celebrates the successes of pupils by including reports and photographs of their achievements in the school's weekly newsletter to parents and on the school's website.

Sanctions

There will be times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by a teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will have consequences for them and others.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home and letters of apology.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is generally rare and it is the responsibility of the Head Master who will deal with it appropriately, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

Procedures for Dealing with Major Breaches of Discipline



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- A verbal warning to the child by the Head Master as to future conduct
- An informal meeting with the parents
- A more formal meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Care and Control of Children

At all times staff should encourage good behaviour through praise. No member of staff must in any way physically chastise a child. **The use of corporal punishment is strictly prohibited.**

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class
- Move the child from the group to work on his/her own
- Repeat work
- Parental involvement
- Daily report
- Sanctions as in discipline policy

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse



- Assault
- Defiant refusal
- Absconding

Preventative Strategies

See sanctions above and discipline policy procedures.

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team who will take immediate action to involve parents.

The Pre-Prep Department

The following guidelines reflect the practical application of this policy as practised in the Pre-Prep department (including the EYFS), with special regard to our younger pupils and their needs:

Practice

In the Pre-Prep. department, we follow the Golden Rules, which are based on Jenny Moseley's Circle Time principle. The six simple Golden Rules are as follows:

- Do be gentle
- Do be kind and helpful
- Do listen to people
- Do look after property
- Do work hard
- Do be honest

These rules are explained to everyone. Posters display the rules around the School. All adults ensure that the rules are applied consistently, so that the children have the security of knowing what to expect and learning right from wrong. In addition, children are involved in the writing of class- specific codes of conduct which are based on the same moral principles.

We promote positive behaviour and have strategies for dealing with unwanted behaviour. We work closely with parents to support children whom may be demonstrating unwanted behaviour, sharing strategies and providing additional one-to-one time for a child if they are in need of extra emotional support.

We acknowledge the children vary in their maturity and awareness of others, but all are likely at times to display emotional outbursts. The youngest children, particularly, have a strong sense of 'self' and need time and support to also develop as members of a group.



Children are also easily affected by tiredness, hunger or illness, and may develop very immediate needs and wants that are not always expressed with regard to others.

We recognise the differing stages of development that children in the Early Years Foundation Stage to the end of KS1 may be at, and the different factors that affect children's behaviour, in order to employ a range of strategies to use. Strategies may encompass distraction, discussion, praise, individual adult support in certain tasks or situations, for example. It is recognised that after trying positive methods, sanctions may also be necessary.

Children's reactions and behaviour may differ from day to day, and the strategies used will stem from the close relationships between staff and children. For example, we will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour. Instead, staff seek to praise and encourage desirable behaviour such as kindness, turn taking and willingness to share.

Fostering positive behaviour

1. Positive behaviour, such as kindness, honesty, self-control is continually praised and rewarded (for example, through stickers, certificates and 'Golden Time'). Good behaviour is recorded in the 'Golden Book' and those children who are mentioned are given a badge to wear for the week. The badge is handed back on Thursday evening in exchange for a Star of the Week certificate.
2. Children and parents are aware of the Golden Rules. The rules are displayed in classrooms and each child is given a set to keep at home. 'Golden Time' is included in Year1 and 2's weekly curriculum as part of our positive behaviour policy. It is used as a reward for good, positive behaviour (keeping the Golden Rules); if the Golden Rules are broken, the child has time deducted from his or her Golden Time. A warning system is operated and children have the chance to earn back their Golden Time. It is vital that children experience the joy of Golden Time in order to really care about losing it.
3. Adults who work with the children at School provide positive role-models.
4. Adults are alert to injustices and children see that these are addressed and resolved.
5. Through stories and role-play the children develop an understanding: of what is right and wrong, the necessity for having such rules and how by breaking / ignoring the rules other people as well as themselves are affected.
6. Children are given opportunities to identify and discuss boundaries and are involved in identifying issues and finding solutions.

Managing undesirable behaviour

Unacceptable behaviour is identified and corrected as it occurs. Sanctions are carried out as the teacher sees fit. Staff use normal situations throughout the day to model and guide children in negotiating and dealing with conflict. Circle time for discussions about 'what is the best thing to do' and 'how other people feel' forms a part of Personal, Social and Emotional learning. This occurs in both planned activities and arises naturally out of daily interactions. Children are involved, where possible, in evolving 'rules' and expectations of behaviour. Where possible, the children are encouraged to understand the problems and find solutions (eg deciding how many children can play in the sand at one time or learning to share the playtime equipment).



1. Where unacceptable behaviour concerns another child, the offender is encouraged to realise and acknowledge the offence, to apologise and reinstate friendly relations. Physical or verbal abuse by one child to another is dealt with quickly by staff to safeguard other children. Children who have hurt another (by action or words) may need time to calm down and regain control in a quiet place. Staff ensure that the child is safe, and when able, to show that such behaviour is unacceptable and help the child realise the consequences of their actions upon others. Staff may also need to give reassurance that the child is still cared for.
2. Children must never be smacked or shouted at. Physical punishment, such as smacking or shaking, is NOT to be used. Staff are not permitted to use any form of corporal punishment; it is a criminal offence to use physical punishment or the threat of it to the children in our care.
3. Physical intervention is only to be used with minimum force in circumstances such as preventing an accident or injury to the child, another child, adult, to preventing serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Such significant incidents are to be recorded and reported to the Head of Pre-Prep. or to the Headmaster, who will inform the parents.
4. Parents and the Head of Pre-Prep. must be kept informed of unacceptable behaviour and incidents recorded in the Incident Book (kept in the resource room). Incidents should also be recorded on the Management System.
5. Where deemed necessary, the Headmaster is informed and he will speak, in private, to the child concerned and, in incidents of a more serious nature, will arrange interviews with parents.
6. The Headmaster is always available for support and advice.

Some other areas include:

- Children are encouraged to develop awareness of safety by not running in the indoors, being careful generally, walking quietly up/down the stairs and during a fire drill, for example.
- A pride in the School identity is encouraged by wearing the School uniform. Parents are asked to ensure their children are dressed smartly and in accordance with the uniform rules.
- Children and adults should speak politely to each other, with rudeness or swearing being clearly discouraged.
- Staff try to provide a positive role model for the children with regard to friendliness, care and courtesy: Modelling polite manners such as saying "please" and "thank you".
- Respect for property is to be developed by staff encouraging children to take care of games, books, and toys, and helping to tidy equipment away.

Involving parents

Parents should feel able to be involved in promoting and supporting the ethos of the School. We have developed a Social Skills Programme which is an extension of the PSHE teaching and learning that forms an important part of the curriculum. It is designed to inform parents of, and encourage them to reinforce, positive and desirable behaviour both at school and at home and a copy of the Social Skills Programme is given to parents when a child joins the School.

Discussions with parents about behaviour include the celebration of positive behaviour as well as concerns. Achievements are shared with parents as and when they occur (transmitted



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by a note in a child's diary when it is not possible to speak directly to a parent). Parents are informed of concerns immediately and are invited to discuss, and help plan, strategies to deal with difficulties regarding behaviour.

To complement our Social Skills Programme, we have a system of rewarding home achievements ('Home Pride' as it is called) at School. Parents are invited to nominate their son / daughter for a 'Home Pride' certificate which is presented during our Friday Assembly.

Children with behavioural difficulties requiring differing and additional support will be managed through consultation with the SENCO. Additional support and well-planned strategies are recorded on a child's profile, with support from the Early Years Foundation Stage SEN advisor (SENCO) or outside agencies as required. Staff will access training and support with regard to behavioural issues as appropriate and as required.

Students on placement in the School are given an induction, including details on behaviour and discipline. Students are given appropriate levels of supervision and support, and are helped to understand the importance of a range of strategies of managing behaviour. Students are also advised to seek help from members of staff with any situation in which they may feel uncomfortable or out of their depth.

The named practitioner for behaviour management:

Pre-Prep (including Early Years Foundation Stage) – Mrs Jane Donaldson