



## **Behaviour and Discipline Policy**

**This policy links closely with Behaviour and Discipline in Schools (2014), the Equality Act (2010) and Independent Schools Regulatory Requirements (Sept 2015)**

### **1 Aims and expectations at Tockington Manor School**

This policy applies to children in Reception through to Year 8. Nursery has its own policy. Children can refer to their Pupil Planners for relevant information regarding rewards and sanctions.

- 1.1** 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 respect, self discipline and mutual tolerance. 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.
- 1.2** The school expects every member of the school community to behave in a considerate way towards others. We treat everyone as an individual and aim to develop the whole person equipping them to take their place in society.
- 1.3** We treat all children fairly and apply this behaviour policy in a consistent way including issues relating to those with SEN or disabilities as outlined in the Equality Act 2010.
- 1.4** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.5** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.6** The school has a number of rules, but 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.7** School Rules (these link closely with the school's standards of behaviour as set out in 1.8):
  - The rules of the school are intended to be very much those of a family. However, there are three areas that are strictly ruled:
  - the swimming pool;
  - the road running parallel to the front of the school;
  - the school's boundaries.

No child:

- may enter the swimming pool area without permission or invitation from a member of staff



- is permitted to cross the road in front of the school unsupervised because of the dangerous curve
- may leave the school grounds unless accompanied by an adult

#### 1.8 Standards of behaviour at Tockington Manor School

Additionally, certain standards of behaviour are expected at Tockington. All the staff and pupils should be responsible for upholding these standards. The list below is not exhaustive but the points are worthy of mention:

- Behaving responsibly around the school
- Walking around the school in calmly and orderly
- Opening doors for each other, adults and visitors to Tockington
- Queuing patiently and politely at mealtimes
- Good etiquette at mealtimes
- Being punctual at all times
- Standing up when an adult enters a classroom
- No disruption of lessons or any behaviour which would hinder the learning or teaching environment
- Behaving appropriately at Prep and Assembly
- Ensuring that the pupils are smart and wearing their uniform, i.e. correct footwear, shirt tucked in and tie neatly done up
- Ensuring mud is kept out of the school, wearing wellies or boots while on top field
- Wearing training shoes on the hard area
- Good behaviour and knowledge of what to do at wet breaks (Supervision policy)
- Caring for others
- Being helpful
- Working hard with maximum effort in all aspects of school life

- 1.9** Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated and we have a clearly set out in our Anti-Bullying policy. The School is committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's Attendance policy. They should care for the buildings, equipment, furniture and their own and others' property. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

## 2 Rewards and sanctions

- 2.1** The school adopts a system of "positive behaviour management" where success is celebrated and good behaviour is rewarded. Assembly time is used to celebrate achievement, i.e. "Man of the Match" certificates, team success, musical/sporting achievements outside school, good intention/politeness awards, Cross Country badges, effort certificates, Super Star and Ambassador badges, Lower School Certificates, Boarder of the Week, etc.



- 2.2** The staff are encouraged to use the Pupil Planner for positive and negative comments re: -
- behaviour
  - work (class)
  - achievements outside the classroom
- 2.3** In the Upper School there is a termly House Competition for stars (Titcomb Cup) and an annual competition (Stringer Shield) as well as individual termly prizes for effort and stars. The Jubilee Cup is awarded termly for the best overall improvement by a pupil. Stripes are given for poor behaviour, 'wickets' at prep time and, if a pupil is persistently and poorly behaved, they are put on the Chores List (see Disciplinary Procedure and Chores List attached). Other than in exceptional circumstances children do not write lines or essays as a punishment. The punishment should fit the nature of the misdemeanour, i.e. a child misusing the changing rooms may be asked to help the next week on the changing room rota for keeping the area tidy. Corporal punishment is not used at this school.



## **2.4 The Lower School (including Reception)**

The Lower School operates a positive behaviour management system by providing the children with a clear list of Golden Rules and clear rewards for good behaviour – Golden Time. These Golden Rules include: honesty, kindness and working hard. If these rules are broken, the child has time deducted from his or her Golden Time activity which takes place every Friday afternoon. The system ties in with the Department for Education and Skills' Excellence and Enjoyment Initiative and the Governments' Every Child Matters agenda with its emphasis on good behaviour.

## **2.5 Record of Unacceptable Behaviour**

At Tockington Manor School a record is kept by the Deputy Head of the following offences which are entered on to the pupil's records:

- Alcohol abuse
- Bullying, including racist, sexual, sexist, discriminatory or cyber-bullying
- Drug abuse
- Fraud
- Gambling
- Improper behaviour towards a member of staff or another pupil
- Malicious damage
- Persistent assault/threatening behaviour
- Using pornography
- Racist abuse
- Sexual harassment
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English law
- Deliberating missing a lesson

It is the responsibility of staff to keep the Deputy Head informed of unacceptable and concerning behaviour so that he can track patterns in behaviour. Form Teachers, and where relevant the House Parents, must also be kept informed.

It is the policy of Tockington Manor School to keep all our pupil sanctions securely until the pupil has reached the age of 18 when they will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations.

## **3 Stars and Stripes and House System**

- 3.1** The Upper School has a system based upon stars (good marks) and stripes (bad marks). On a school list staff record each week, by using the alphabetical letter allocated to them, the stars and stripes pupils have gained for their work, good behaviour, helpfulness etc. Stars for work are recorded in red ink; stars for good behaviour, helpfulness and sporting achievements are recorded in either blue or black ink. The Head of Studies adds up these marks at the end of each week. The total points go forward on to the children's individual totals for the term, which are added into the House system, culminating in the award of the House shield (The Stringer Shield) at the end of the year. There are three Houses -



Alexander, Churchill and Cunningham - and every aspect of school life goes towards the House total. It has always been the policy that this total is an ongoing competition but not played at too high a level. It is hoped that the attitude and atmosphere of the school are more of a working together as a community rather than grabbing House points, a balance that the staff work hard to achieve. The House Captains and Monitors are involved in overseeing the well-being of the members of their own Houses.

- 3.2** Stars and stripes are recorded on the end of term reports. All stripes are recorded in the stripe book in the Staff Room, enabling everyone to see if there is a pattern of behaviour emerging. Form Teachers/Deputy Head regularly check the stripe book. Stripes cannot be given for poor work, but a child may receive a stripe if he/she fails to complete or hand in work at the correct time. Blue or black stars can cancel out stripes. However, 3 stripes will lead to a letter home and the child being put on to the chores list.

#### **4 Monitor System**

- 4.1** Senior children are chosen by the Headmaster and staff to become Monitors, their prime role being that of caring for the other children. In this way they develop a sense of responsibility for the care of every child. The Monitors meet on a termly basis with the Headmaster or the Deputy Head, to discuss a wide range of issues to develop a broader understanding of their role. The Monitors have no powers of discipline over the other children other than reporting to the duty staff if there are any disciplinary or pastoral problems. The Monitors can record disrespectful, poor behaviour in a 'Monitors Book' housed in the Front Hall. This book should be used sparingly. The Deputy Head reads the book regularly and will deal with any matters that arise and report to Form Teachers, if necessary. They are not allowed to touch another child physically, impose punishment or set any form of detention, writing of lines and such like. Their only permitted, disciplinary action is to report to an adult. The Year 8 Form Teacher and the Deputy Head discuss Monitor roles on a regular basis with the children.

#### **5 House Prep Challenge**

- 5.1** This has been introduced with two objectives in mind:
- (a) Encouraging a heightened sense of responsibility and allegiance to one's House
  - (b) Helping to maintain an atmosphere conducive to work in prep.
- 5.2** The system takes the form of a weekly competition between the Houses whereby the best behaved House receives the highest number of stars, followed by the second and third placed Houses. Each house receives a 'wicket' (bad mark) for a member whose behaviour interrupts prep in any way, e.g. talking, disrupting others, getting out of their seat without permission etc. The duty member of staff in both junior and senior prep records this information in a file. The data is collected at the end of the week by the Head of Studies and added up. The winning House is congratulated in Assembly on Monday morning and the results are read out. If individual pupils receive 3 wickets in the week during prep they will (a) be placed on the Chores List, (b) be spoken to by the Deputy Head and (c) a letter will be sent home.



## 6 Disciplinary Progression

- Stripe is given
- 3+ stripes results in placement on the Chores list
- 3+ wickets results in placement on the Chores list
- a one-off more serious offence results in placement on the Chores list
- more stripes than stars results in placement on the Chores list
- Talk with Deputy Headmaster regarding behaviour (Monday morning)
- Letter home to parents explaining why they have been put on the Chores List
- No improvement - Satis Card\* (Headmaster to see)
- Further poor behaviour - letter home, meeting with parents (Exclusion Policy)
- Suspension (see Exclusion Policy)
- Expulsion/recommendation to remove child (see Exclusion Policy)

\* *This is a card that has to be presented to the teacher at the end of each lesson/prep for the teacher to verify if his/her behaviour has been satisfactory. Satis cards are also used for poor effort in class and to assist with time keeping i.e. getting to lessons/prep on time. The Form Teacher oversees the Satis Card.*

A serious misdemeanour e.g. theft, vandalism, bullying, aggressive behaviour etc. (see Exclusion Policy) would be dealt with immediately by the Deputy Head/Headmaster and the appropriate sanction given.

**A register is kept of all sanctions imposed for serious misbehaviour.**

## 7 Positive Behaviour Management at Tockington

### 7.1 During the school day

- Stars for work, behaviour, activities, sport.
- Outstanding number of stars over the course of a week - highlighted in Monday assembly and congratulated; applauded for personal achievement and contribution to their House.
- Certificate for Improvement in Effort from one quarter to the next.
- **Certificate of Merit for Achievement** - consistent success; very high effort marks over a quarter or improvement in effort marks; excellence in an activity or on the sports field.
- Award (A V Bevan Shield) for **Good Intention and Politeness** - this is presented quarterly in assembly (a certificate and solid green badge).
- This culminates in a good school report and praise from the Headmaster.
- An orange badge is given out in Tuesday assembly for the **Boarder of the Week**.
- Use of the Pupil Planner for positive reinforcement, comments, etc.
- The Deputy Head will, when appropriate, reward the "whole House" for an outstanding week, e.g. no stripes or wickets. This will take the form of a treat or 'mufti day' for that House.
- Termly and Annual individual/house prizes and awards
- Celebrating and recording success in the weekly, "Tockington Tracker" newsletter
- Constructively worded reports to parents
- **Athlete of the Month** awards, **Cross Country badges** (weekly) based on personal effort
- The pupils all have their **Achievement folders** where they put in certificates, Man of the Match awards, Music and Academic achievements.
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## **7.2 Superstars and Ambassadors**

These badges are presented during Monday's assembly by the Deputy Head and are worn for the week by pupils who have achieved noteworthy success in class (Superstar badge) or success, helpfulness or excellence outside the class (Ambassador badge). In 2014 a Green Star Badge was introduced; awarded to the child with the most green stars in a week. This is for excellent presentation in their books.

## **7.3 Lower School Ambassadors and Smiley Face Monitors**

The certificate achievers for the previous week are announced and Ambassador badges presented by the Deputy Head during Monday morning's assembly; achievements are celebrated with the whole school. Smiley Face monitors are announced for the coming week.

## **7.4 Chores List**

Anyone on the chores list has their name read out in Monday's assembly and must report to a duty member of staff each day for one week at 10.50am, 1.30pm and 4.00pm (4.20pm on Monday/Tuesday) to receive their tasks for the day. These tasks are varied but the intention should be to have the child give something back into the school community. The Deputy Head sends a letter home to the pupils' parents outlining the reasons that the child has been placed on the "chores list".

## **7.5 Boarding**

The House staff have an individual reward system in the boarding house to encourage helpful and thoughtful behaviour. This is similar to the 'Stars and Stripes' system used during the day but is only used for boarders in the evenings and at weekends. Thoughtful, kind behaviour is rewarded with an 'orange' whilst inconsiderate behaviour receives a 'lemon'. The boarders who earn the most number of 'oranges' in a week are announced in assembly and receive an orange badge to wear that week.

There is a bedroom competition each term where a score out of ten is awarded each day for the tidiness of each bedroom. The room gaining the most points at the end of term receives a prize.

## **7.6 Corporal Punishment**

Corporal punishment is prohibited at Tockington Manor School in line with the ISI Regulatory Requirements January 2015 and the School Standards and Framework Act 1998.

## **7.7 Disciplinary Procedure in the Lower School**

7.7.1 The discipline policy for EYFS and Key Stage One follows the aims and expectations of the Upper School at Tockington. However, in the Lower School, the positive reward system of Golden Time is used on a day to day basis.

The Golden Time system is as follows:

- All children automatically receive half an hour of Golden Time each week as a reward for positive behaviour and for following the 'Golden Rules'.
- The Golden Rules are displayed in all EYFS and Key Stage One classrooms and are as follows:



- We are kind and helpful.
- We listen.
- We work hard.
- We are honest.
- We look after our own and other people's property.
- We are gentle.
- The Golden Rules are taught through PSED in the EYFS and are recapped and reinforced throughout Key Stage One, especially in PSHEE.
- Golden Time is half an hour of free time when the children can choose to bring a toy or activity from home.
- Golden Time takes place at the same time for all the Foundation Stage and Key Stage One children
- If a child breaks a Golden Rule, they are given a warning. (This may be displayed pictorially for the very young children). If they break a rule again, they are given a second warning. If they break a rule for the third time in one day, they then lose minutes of their Golden Time that week. The number of minutes varies dependent on the misbehaviour.
- Each day begins afresh and warnings are not carried over.
- The children who lose Golden Time sit out for the specified time. When the time is over, they may freely join in with the activity

This system is set up to be positive and encouraging, whilst making the sanctions for inappropriate behaviour appropriate for children of this age.

There is a Monitor who is given the responsibility of being Head of the Lower School and who is given time to help and care for the children in Reception, Year 1 and Year 2.



## **7.8 Bullying**

There is a detailed Anti-bullying Policy at Tockington Manor School kept in the policies file in the school office, published on the school website and made readily available on the staff intranet. Children at Tockington Manor are encouraged to be open and report incidents to a member of staff. The Headmaster reiterates this at the beginning of each new term at the first assembly. The staff and children understand that this is not 'telling tales'. The children can report incidents to a staff member with whom they feel comfortable, often their Form Teacher. They may also use the locked, internal, red, post box (cleared daily) to leave a note for any member of staff.

The Anti-bullying document outlines the following areas:

- Introduction to bullying
- Aims and objectives at Tockington Manor School
- The role of the Governors
- The role of the Headmaster
- The role of the Teacher
- The role of Parents
- Monitoring and Review of policy
- Prevention of Bullying
- Complaints
- Course of action when dealing with an incident

## **9 The role of the Teacher**

- 9.1** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. School staff do not hit, slap or push children. They will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.
- 9.2** It is the responsibility of the teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 9.3** The teachers in our school have high expectations of behaviour from the children and strive to ensure that all children work to the best of their ability.
- 9.4** The teacher treats each child fairly and enforces the roles and standards consistently. The teacher treats all children in their class with respect and understanding.
- 9.5** 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 difficult to eradicate bullying entirely, nevertheless we do everything in our power to ensure that all children attend school free from fear.



**9.6** If there is any incident of a serious nature, the Form Teacher, Deputy Headmaster or Headmaster should be informed immediately. The incident should be recorded on a **Child Incident Form** (green) which is then put on file in the school office. If there is an issue of a serious nature and a parent is contacted this should also be recorded by the member of staff dealing with the situation on a **Parental Contact Form** (red). This is also put on file.

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

**9.8** The teacher reports to parents about the progress of each child 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 child.

**9.9 Standards of Behaviour and discipline form a regular part of staff meetings and INSET meetings. A consistency of approaches is strongly advocated so as to avoid confusion.**

## **10 The role of the Headmaster**

**10.1** It is the responsibility of the Headmaster, under the School Standards and Framework Act 1998, 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 Headmaster to ensure the health, safety and welfare of all children in the school.

**10.2** The Headmaster supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

**10.3** The Headmaster keeps records of all reported, serious incidents of misbehaviour.

**10.4** The Headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **11 Involvement of Parents and Guardians**

**11.1 Parents and guardians who accept a place for their child at Tockington Manor School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.**



**The school will always telephone the home on the first day of an unexplained absence in order to make sure the child has not suffered an accident. It is the Governors' policy not to allow holiday to be taken during term time unless an exception has been made by the Headmaster in response to a formal request in writing from the parents.**

- 11.2 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 11.3 We expect parents to support their child's learning, and to co-operate 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 child's welfare or behaviour.
- 11.4 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 form teacher.
- 11.5 Copies of the school's Behaviour & Discipline policy is available to parents on the school website and on request.

## **12 The role of Governors**

- 12.1 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 Headmaster in carrying out these guidelines.
- 12.2 The Headmaster has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headmaster about particular disciplinary issues. The Headmaster must take this into account when making decisions about matters of behaviour.
- 12.3 The Headmaster keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 12.4 It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **13 Review**

- 13.1 The policy is reviewed by the Deputy Head/Headmaster on an annual basis.
- 14 Malicious Allegations against staff
  - 14.1 Any false accusations made against a member of staff will be dealt with appropriately. As with most incidents such allegations should be judged on a case by case basis and where possible parents will be involved in the process. The sanctions process will be used to ascertain the appropriate punishment.



**15 Physical intervention in EYFS**

15.1 Appropriate physical intervention may be used to avert immediate danger of personal injury. A written record must be kept and parents informed on the same day, or as soon as reasonably practicable. (EYFS Framework 3.52-3.53)

**16 Transition between departments**

16.1 Teachers in Reception and Year 3 take extra care to make sure that children fully understand the new rules of their department. This also applies to all new children when they join the school in any year group.

**17 Parental Involvement**

17.1 Form Teachers and the Deputy Head must keep parents informed of poor behaviour and the need to evoke the sanctions policy. This can be done verbally, in writing or in the case of Stripes via the quarterly grades card.

17.2 For more serious acts of bad behaviour or persistent poor behaviour the form teacher or Deputy Head will contact parents. In extreme cases of bad behaviour the Headmaster will contact parents directly.

**18 Pupil Support**

18.1 Pupils are encouraged to speak with their form teachers should they require support but the school's SENCO is also available in her capacity as the school's Counsellor should a pupil wish to speak with someone else. The school's independent listeners are always on hand.