



Education is that which liberates

9a Behaviour Policy A4

The Swaminarayan School

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Teacher responsible: Anthony Chavez & Mark Reddington

Last reviewed: 20 November 2016 by Anthony Chavez & Mark Reddington

Next review date: 17 June 2017

B. Senior School Behaviour & Discipline

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Teacher Responsible: James Hopkins, Last Updated: June 2016

Last reviewed: N Manani, June 2016

Next review date: June 2017

A . Behaviour & Discipline

PREPARATORY SCHOOL

1 Aims and objectives

- 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 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 in which everyone feels happy, safe and secure.
- 1.2 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.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 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.

2 Rewards and consequences

- 2.1 We praise and reward children for good behaviour in a variety of ways:
 - Verbal praise, stickers and stamps from the class teacher
 - Positive comments in books and diaries
 - Recognition in assembly
 - Visits to the Head of Prep
 - House Points
 - Golden Time
 - Weekly certificates awarded and special award assemblies
 - Class Dojo points
 - Attendance, Good Values and “Kangaroo” certificates at end of term
 - Prize Day awards at end of year
- 2.3 The school employs a number of corrective strategies to enforce the school rules, and to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation.
 - Verbal Warning
 - Completion of *Think Sheet*

- Change the seating arrangement of the children
- Removal to another class with work for a short period of time
- Lunch or break detention: with work
- Note in homework diary or letter home
- The school reserves the right to withdraw pupils from teams, festivals, assemblies, prize day, day trips, residential trips etc if their behaviour doesn't meet the school's standards
- Pupils may be put on a behaviour contract
- Meeting with parents
- Meeting with Deputy or Head Teacher
- The school does not permit use of corporal punishment.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each pupil has a copy of the school values in their blazer pocket. This way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of inappropriate behaviour, the class teacher discusses these with the whole class during circle times or PSCHE lessons.

2.5 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 very difficult to eradicate bullying if we are not aware of it, we do everything in our power to ensure that all children attend school free from fear. We hold annual anti-bullying sessions during Anti-Bullying Week with pupils and staff from outside agencies as and when we can.

2.6 At times when a child shows harmful behaviour to self or others that cannot be controlled, appropriate physical intervention is allowable. Physical intervention is not permitted in any other circumstances. Training will guide staff with the correct kind of physical restraint. Corporal punishment will never be used.

3 The role of the teacher

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner at all times. Pupils are responsible for their own behaviour, however all staff are responsible for implementing effective behaviour management strategies.

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

3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

4 The role of the Head Teacher

4.1 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.2 The teacher in charge of behaviour keeps records of all reported serious incidents of misbehaviour.

4.3 The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of inappropriate behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents

- 5.1 Parents should collaborate actively with the school, so that children receive consistent messages about how to behave at home and at school.
- Parents should be aware of their responsibilities within their rights implementing the codes of conduct.
- 5.2 We explain the school rules briefly in the Parents' Guide, and we expect parents to read them and support them. A full set of school behaviour expectations is distributed in September each year including the school's values.
- 5.3 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.
- 5.4 If the school has to use reasonable strategies to correct a child's behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should follow the complaints procedure as detailed in the Parents' Guide.

6 The role of Governors

- 6.1 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 Head Teacher in adhering to these guidelines.
- 6.2 The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the list below as a system for monitoring these instances.

Fixed-term and permanent exclusions during the last 12 months

	Under 5s		5-11	
	Boys	Girls	Boys	Girls
Fixed-term	0	0	0	0
Permanent	0	0	0	0

- 7.2 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The Governors must be consulted first.
- 7.3 If the Head Teacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

8 Drug- and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drugs to school. If a child 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

office or matron for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

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

9 Monitoring and review

- 9.1 The Head of Prep and staff monitor the effectiveness of this policy on a needs basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The teacher in charge of behaviour records incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in log books and report such incidents to the class teacher.
- 9.5 The teacher in charge of behaviour reviews this policy every two years or sooner if necessary. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

10 EYFS Policy on developing Positive Behaviour (including Anti Bullying)

- 10.1 It is central to the philosophy of the Foundation Stage that all staff should be very positive at all times towards the children, towards each other and towards the school. Any issues or problems arising with children, other members of staff or parents should be discussed in confidence with the Head of Foundation Stage. The passing of negative comments about parents, other staff or children is not acceptable in any other form. Appropriate behaviour will be praised and promoted in the class on a regular basis. Activities such as circle time will be a regular feature in the planning to positively promote personal, social and emotional development.
- 10.2 Procedure for dealing with unacceptable behaviour

Any unacceptable behaviour by a child will be dealt with by staff in the following way:

- An immediate verbal response to the action, plus an enquiry of what and why the event occurred.
- A gentle explanation to the child as to why the behaviour was unacceptable. A model of problem solving for conflicts was introduced in 2014-15
- If unacceptable behaviour persists, the child will be withdrawn from the activity/group for a short period. They will be with a staff member (for a few minutes), who will encourage the child to reflect on their actions.
- If necessary, a child may be taken to another class to calm down with a staff member. This will be referred to as "Thinking Time" of duration of maximum ten minutes.
- Parents will be informed if we feel that a child's behaviour is particularly worrying or persistent. The Head of FS (Designated Staff) will be consulted at this stage.

Behaviour and Discipline Policy at The Swaminarayan School

- Staff and parents will work together to understand the misbehaviour and to promote wanted behaviour.
- The use of ABC behaviour records will be helpful to record and observe the behaviour patterns and a Behaviour plan will be agreed with the parents.
- If a child's behaviour shows no sign of improving, then the school's Behaviour and Discipline procedure will continue.
- Everybody will be consistent in their approach to developing positive behaviour.

Signed: A Chavez
Assistant Headteacher

M Reddington
Deputy Headteacher

Next review:
July 2017

Appendix 1

SANCTIONS

Below we have provided a summary of the types of offences that may occur within the school. Each has been categorised as a Level 1-3 offence and a recommended set of corresponding sanctions has been placed next to each.

<p>Level 1 Offences</p> <p>Not following instructions Minor interruptions of lesson Not handing in homework</p>	<p>Rudeness to pupil Rough play / pushing in Chewing gum</p>	<p>Level 1 Sanctions</p> <p>Verbal warning Losing Class Dojo point Note in Planner</p>	
<p>Level 2 Offences</p> <p>Persistent Level 1 offences Lying to teacher Disrespectful to adults</p>	<p>Teasing another pupil Playfighting</p>	<p>Level 2 Sanctions</p> <p>Report to parent Teacher detention Reflection Room Send to Partner Class Exclusion from school events/fixtures</p>	
<p>Level 3 Offences</p> <p>Persistent Level 2 offences Assault on pupil or adult Prejudice Vandalism</p>	<p>Bullying/Cyber-bullying Possession of a weapon Truancy</p>	<p>Level 3 Sanctions</p> <p>Senior Teacher Meeting with parent Place on Report Community Service Fixed term exclusion Permanent exclusion</p>	

The table above contains a summary of types of offences and their corresponding sanctions. This acts as a guide and is to ensure consistency across the school. Offences not covered by the above listing will be categorised according to the nature and severity of the offence.

Level 1 – low level offences

Level 2 – medium level offences

Level 3 – high level offences

The sanctions above are to be selected at the discretion of staff involved, deemed reasonable and appropriate for the offence committed.

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SENIOR SCHOOL

POLICY STATEMENT

The Swaminarayan Senior School promotes positive student behaviour by means of: high expectations; interesting, well prepared lessons; an extensive programme of extra-curricular activities and rewards for outstanding achievement, effort and helpfulness. Instances of poor behaviour are tackled through a system of well-defined sanctions.

REWARDS

Verbal Acknowledgement and Encouragement for:

- Participation
- Good effort
- Good behaviour
- Work which is carefully and neatly presented
- Uniform which is worn correctly and to a high standard
- Care and consideration for others
- Maintenance of a clean and tidy environment
- Encouraging good discipline amongst peers
- Punctuality

Merit Award(s)

- Completing a piece of written work to a high standard

Book Tokens

- Awarded each half-term to the three students who have gained the most merit awards

Subject Prizes

- Awarded annually to a student who has consistently achieved a very high standard of work in a particular subject(s)

Effort and Progress Prizes

- Awarded annually to the student in each Form Class who has not won a subject prize but has strived to the best of his/her ability combined with substantial progress

Outstanding Student Prize

- Awarded annually to the student in each Form Class for academic achievement

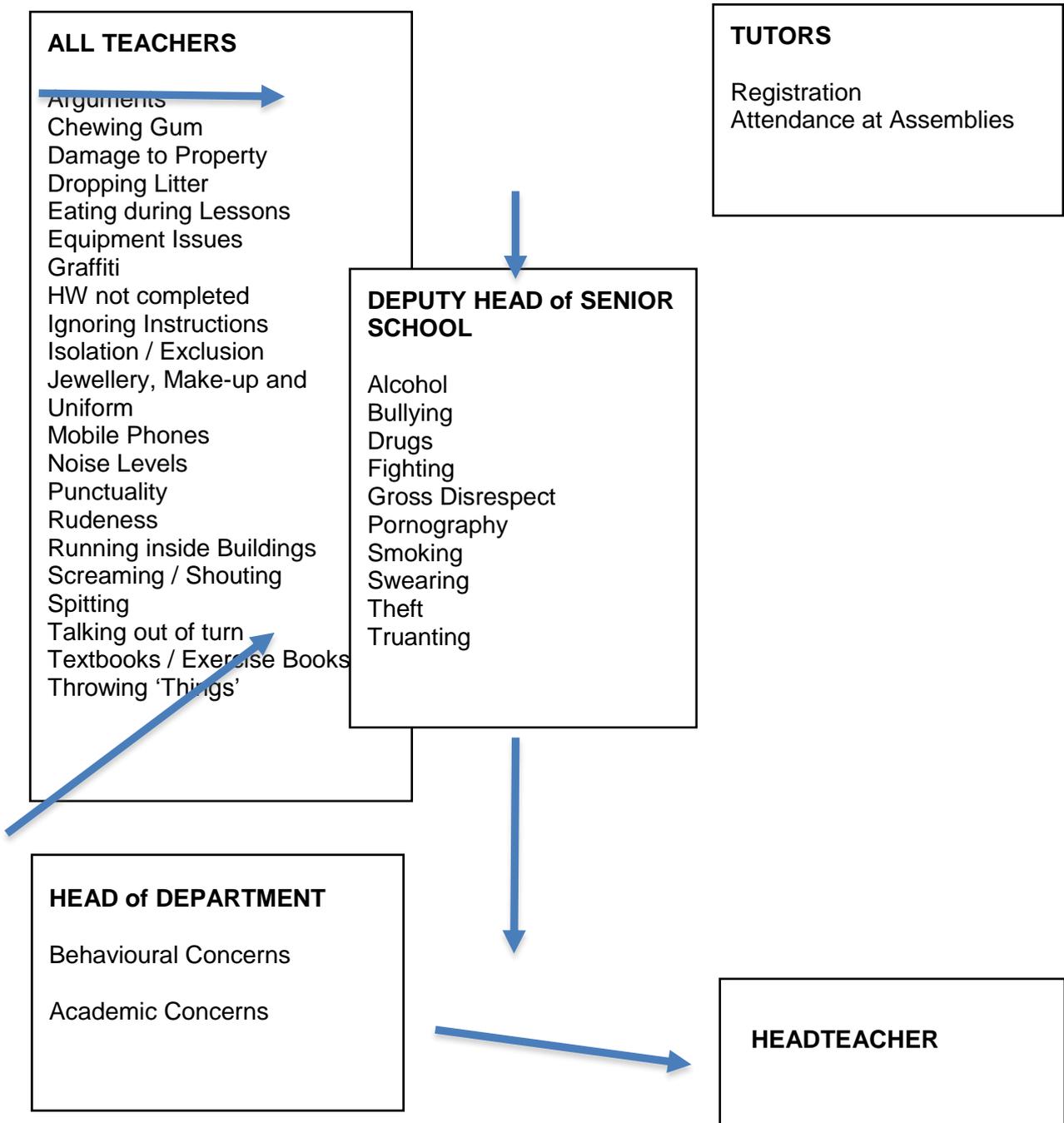
UNACCEPTABLE BEHAVIOUR

Senior School teachers have agreed that the following behaviours are unacceptable and sanctions must be imposed.

The list is not definitive and teachers are at liberty to use their professional judgement to add additional misdemeanours as appropriate.

- Alcohol (Possession and Distribution)
- Arguments with teachers which are of an unnecessary nature
- Bullying (Cyber, Physical and Verbal)
- Chewing gum
- Damage to property
- Dropping litter
- Drugs (Possession and/or distribution)
- Eating during lessons
- Fighting
- Graffiti
- Homework not completed or returned on time
- Ignoring instructions
- Isolation and/or exclusion of peers
- Jewellery (a simple necklace or bracelet may be worn for religious reasons)
- Lack of care and respect for exercise books and/or textbooks
- Late to registration and/or lessons
- Make-up
- Missing or incorrect equipment
- Noise in the corridors which is disruptive to examinations and/or lessons
- Not attending assemblies
- Pornography (Possession and/or distribution)
- Rudeness
- Running inside buildings
- Screaming / shouting
- Smoking
- Spitting
- Swearing
- Talking whilst the teacher is addressing the whole class
- Talking without permission
- Theft
- Throwing 'things'
- Truancy
- Uniform – incorrect or worn in an untidy manner
- Using a mobile phone during school hours

FLOW CHART FOR THE INITIAL and SUBSEQUENT IMPLEMENTATION of DISCIPLINARY MEASURES



AVAILABLE SANCTIONS

The list of sanctions is not definitive and teachers may use their professional judgement to add to, or modify their actions as deemed appropriate.

ALL TEACHERS

- Verbal Reprimand
- Short, subject based detentions without notification
 - Morning Break (10 min)
 - Lunchtime (20 min)
 - After School (10 min from 16:05 – 16:15)
- Library detention – exclusively used for disruption to lessons
- Litter duty
- Removing chewing gum / graffiti from school property
- Suspension of privileges (trips / sports teams etc.)
- Confiscation of property e.g.
 - Non-uniform items of clothing
 - Jewellery
 - MP3 players and iPods
 - Mobile phones
- Letters and/or telephone calls to parents / Note in Student Diary
- Friday after school detention (16:15 – 17:15)
(Parents must be given written notification at least 24 hours in advance)

DEPUTY HEAD OF SENIOR SCHOOL

- Recovering costs of broken / damaged property
- Behaviour Sheets
- Sending students home
- Internal and External Suspensions

HEAD TEACHER

- Exclusion with the support of the Board of Governors

ADDITIONAL GUIDANCE ON FIXED TERM EXCLUSIONS

1. A thorough investigation must be carried out. It may be necessary to involve the parents in the course of the investigation.
2. Once a decision has been made to exclude a pupil, the incident must be discussed with the parents of the child either over the telephone or (preferably) in person and then told about the decision to exclude the pupil.
3. In a few cases the parents will be required to collect their child from school.
4. A letter to parents will be sent with the pupil when s/he is excluded. A copy of the same letter will be put in the post if it has not been possible to hand a copy of the letter to the parents.
5. The reason for the exclusion must be clearly stated in the letter.
6. The time and date for the pupil's return along with parent(s) will be stated in the letter.
7. The Deputy Head of Senior School will meet with the pupil on her/his return so that the pupil understands the severity of the offence and what is expected of her/him.
8. The pupil may be put on a daily report for a fixed period if appropriate.
9. A copy of the letter will be put in the serious sanctions file kept by the Office Manager.
10. A copy of the letter will be placed in the pupil's file.
11. Permanent Exclusions may be recommended by the Deputy Head of Senior School and/or the Headteacher. Permanent exclusions will normally be implemented by the Headteacher after discussion with, and the consent of the Chair of Governors.