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1. Policy Statement

The welfare, health and safety of every pupil at Lady Barn House School is of paramount importance. We encourage good behaviour through a mixture of high expectations, clear policy and an ethos, which fosters discipline and mutual respect between pupils, staff and parents.

We are committed to facilitating and maintaining a safe and caring school community where every pupil is valued and can realise their potential through the provision of stimulating teaching, a wide range of opportunities and excellent facilities. We encourage an atmosphere where independence, individual talents and academic achievement will be celebrated and flourish without fear. The School will challenge unacceptable behaviour of any kind which prevents this from happening.

This Behaviour Policy underpins all elements of the education we offer and is consistently and fairly applied by school staff. Staff receive regular training opportunities, including on induction into the school. This policy is supported by a variety of behaviour management strategies that are employed across the School.

This policy applies to the whole school, including the EYFS department and our out-of-hours care provision.

2. Related Documentation

The policy also links to other school policies: Anti-Bullying, Equality of Opportunity, Use of Reasonable Force, Responsible Use of ICT and Safeguarding.

Within this policy due regard is given to the following documents:

- The Education (Independent School Standards) Regulations, 2014
- Behaviour and discipline in schools – Advice for Headteachers and School Staff (DfE 2016)
- Use of Reasonable Force – advice to Headteachers, Staff and Governing Bodies, (DfE 2013, reviewed 2015)
- Getting the Simple Things Right: Charlie Taylor’s Behaviour Checklist (DfE 2011)
- Lady Barn House School’s current Terms and Conditions

3. Policy Aims

To encourage and promote

- good behaviour and mutual respect
- an understanding of right and wrong
- self-discipline and independence
- a sense of responsibility for their actions and an understanding of the consequences of their behaviour
- self-esteem so pupils can find their own voice and develop their skills and talents
- a culture which rejects bullying in any of its forms
- a happy, calm and purposeful environment
- an inclusive community in which everyone is cared for

To ensure that

- this policy is well understood, supported and applied consistently by all staff
- this policy is well understood and supported by pupils and parents

4. Parents’ Responsibilities

- to be aware of and support the School’s Behaviour Policy.
- to take an active interest in their child’s academic and pastoral development.
- to actively support sociable, respectful and appropriate behaviour.
- to promote self-discipline and independence in their child.
- to be available to discuss their child’s behaviour.

5. Encouraging Good Behaviour

The positive encouragement and expectation of good behaviour is our key strategy. Throughout the school, we promote good pupil behaviour through a behaviour code that is understandable to all our pupils, aged 3 – 11. It is called Barney’s Behaviour Code. Barney is our school mascot and he is a wise Barn Owl. Barney has many desirable characteristics that we would like our pupils to emulate and exhibit. We encourage all our pupils to ‘Be like Barney’ and so be the best that they can be.

Be kind
Be willing to share
Be gentle
Be a good listener
Be ready to learn
Be polite and courteous

Be helpful
Be hardworking
Be ready to forgive
Be honest & truthful
Be a peacemaker
Be determined to do your best



All staff actively promote and encourage good behaviour by reference to (and by modelling) Barney's Behaviour Code. Lady Barn staff are expected to be fair, consistent and have a shared approach to behaviour management. We closely follow our policies and procedures and we are committed to working positively with our parents. We encourage parental co-operation and involvement.

Day by day we encourage and promote good pupil behaviour through:

- building and nurturing positive relationships based upon excellent manners, sociable behaviour and mutual respect between pupils, parents and staff. Thus, positive habits are established and appropriate patterns of behaviour are embedded.
- carefully planned activities that ensure pupils enjoy learning and remain on task - these are purposeful, meaningful, interesting and challenging (differentiated where appropriate, according to age, ability and needs).
- providing sincere, meaningful and positive feedback – this assists with the building of pupil self-confidence, self-esteem and helps the child to feel valued (positive reinforcement is far more effective than negative feedback). Pupils who feel recognised as unique individuals are far more likely to make a positive contribution towards their school community.
- shared rules and high standards of conduct - these are clearly understood and valued by pupils, parents and staff alike. They help to create an ethos where the school community can happily co-exist in a caring, ordered, disciplined and purposeful learning environment.
- rewards and strategies are employed across the School to encourage good behaviour.
- encouraging pupils to behave in a morally and socially acceptable way. Lady Barn's five Core Qualities (Determined, Positive, Respectful, Collaborative, Creative) are promoted across the school through assemblies throughout the year. Issues, concerns or topical subjects that have arisen within the school environment are also addressed.

6. Rewards

A wide variety of rewards are employed across the School which are motivating and age appropriate. Examples of these include:

- **Early Years:** VIP Pupils (linked to AGT Research Award), Happy Sun/Sad Cloud Behaviour System, Traffic Light System, individual and team sticker charts, treasure box treats, Buster the Dog - Giggles the Bunny and Barnaby Bear home visits. Cushions for good sitting on carpet, fiddle toys to help with listening. Good Work Awards, Magic Moments (home achievements), special jobs: milk helper etc. Special carpet places.
- **Infants:** individual & team points, merits and a special parents assembly, Headmaster's Awards, Playtime Behaviour Book, Good Work Assemblies, special jobs.
- **Lower and Upper Juniors:** class based reward systems, House Credits System, Merits Assemblies (*parents attend*), Head's Award, Sports Awards assemblies & certificates.

Across the School special treats and privileges are given to pupils who are celebrating their birthdays.

7. Sanctions

A variety of age appropriate sanctions are employed across the School. We ensure that the sanction is consistent and proportionate to the misdemeanour. Also, careful consideration is given to the needs of the child who has contravened school rules.

Sanctions may include a requirement to undertake menial but not degrading tasks on behalf of the School, detention for a reasonable period, withdrawal of privileges, suspension, or alternatively being removed or expelled.

Examples of sanctions include:

- a verbal reprimand
- a written task, e.g. a letter of apology
- school-based community service (*undertaking a menial but not degrading task*)
- detention, e.g. the loss of playtime and/or lunchtime
- loss of privileges or role of responsibility (usually temporary)
- withdrawal from the educational visit/residential trip/sports fixture
- work being repeated so it meets the required standard
- the pupil is temporarily removed from the classroom and supervised by another member of staff

The use corporal punishment illegal and not used in any circumstances at Lady Barn House School.

8. Management of Misbehaviour

Informal Level

In the first instance, misbehaviour is dealt with on an informal departmental level. We consider these matters to be relatively low-level misdemeanours. At this point in the process, consultation and communication between staff is vital in order to decide upon the nature of the misbehaviour, its level of seriousness and what the appropriate course of action is.

Often these matters can be dealt with by the form teacher or subject teacher. Parent communication and involvement is sometimes necessary. Occasionally a sanction is set and recorded by the Head of Department in the Departmental Sanction Log.

Formal Level

Serious or ongoing misbehaviour is dealt with at a more formal level and involves use of the following:

- Managing Feelings and Behaviour Book in Early Years (held by the Head of Early Years)
- The Sad Book in the Infants (held by the Head of Infants)
- School Discipline Record in the Juniors (held by the Deputy Head (Pastoral) in the Management Office).

If a very serious incident occurs in the Early Years or Infants, this can be entered on the School Discipline Record, though this is rare.

9. School Discipline Record

The School Discipline Record formally records instances of Unsatisfactory Behaviour and Serious Misconduct.

When incidents of misbehaviour are reported to the Deputy Head (Pastoral), he will determine in consultation with the relevant staff whether an entry is to be made in the School Discipline Record, and decide between the Unsatisfactory Behaviour and Serious Misconduct categories.

a) Unsatisfactory Behaviour

The following are examples of the kind of behaviour which is not in keeping with the high expectations and ethos of Lady Barn House School.

- Physical violence - fighting, kicking, punching, spitting, etc.
- Name-calling, threatening, mocking (including carried out online)
- Swearing and bad language
- Taking school or other pupils' property without permission
- Single incidents of bullying
- Damage to property, including graffiti
- Blatant disobedience/insolence (answering back)
- Dishonesty or false allegations
- Willfully dangerous actions
- Deliberate disruption to lessons
- Lack of effort in class or homework

Having investigated the matter and determined that the pupil's name is to be entered into the Unsatisfactory Behaviour section of the School Discipline Record, the Deputy Head (Pastoral) will inform the pupil's parents of what has happened and the sanction to be applied.

The Deputy Head (Pastoral), with the pupil's form teacher in attendance, will discuss the incident with the pupil, explain why their actions constitutes unsatisfactory behaviour and inform the pupil of the sanction to be given resulting from their misbehaviour.

Parents are invited to be present at the meeting with their child, if they are able and wish to do so.

b) Serious Misconduct

Any of the behaviours listed above under Unsatisfactory Behaviour may, if serious enough, warrant being categorised as Serious Misconduct. These are rare events and are treated as grave misdemeanours. Repeated unsatisfactory behaviour, including repeated instances of bullying, will be regarded as Serious Misconduct.

When a pupil's name is to be entered into the Serious Misconduct section of the School Discipline Record, parent(s) will be informed and requested to come into school. The Deputy Head (Pastoral) will meet with the parent(s) first to explain the circumstances and the sanction to be applied. The Deputy Head (Pastoral), with the pupil's parent(s) in attendance, will discuss the incident with the pupil, explain why their actions constitutes serious misconduct and inform the pupil of the sanction to be given resulting from their misbehaviour.

The Deputy Head (Pastoral) will write to the parents formally outlining the incident of misbehaviour and the sanction applied.

10. Suspension

The Headteacher may decide that a pupil's misconduct is so serious that a temporary period of suspension from school is the appropriate sanction. The period of suspension will usually be between three and five school days. The Headteacher will contact the parents and requesting that they come to the school as soon as possible. The Headteacher will explain his decision to the parents first and then, if appropriate, inform the pupil. Parents have no right of appeal against a suspension. The Chairman of Directors will be informed of any decision to suspend a pupil.

Work will be set by the form teacher for the pupil to complete during their period of suspension. Before the pupil returns, the Headteacher, form teacher and parent(s) will meet to discuss arrangements for the reintegration of the pupil back into school. If appropriate, the pupil will also attend this meeting.

11. Expulsion

The Headteacher may formally and permanently expel a pupil from the School if it is proved on the balance of probabilities that the pupil has committed a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Head shall act with procedural fairness in all such cases. The Chairman of Directors will be informed of any decision to suspend a pupil.

The Headteacher will contact the parents and requesting that they come to the school as soon as possible. The Headteacher will explain his decision to the parents first and then, if appropriate, inform the pupil.

The Headteacher's decision to expel a pupil shall be subject to a Directors' Review, if requested by the parents.

12. Monitoring and Review

The Deputy Head (Pastoral) maintains the School Discipline Record in the Management Office and has oversight of reported misbehaviour across the School, and thereby monitors trends and patterns of misbehaviour.

Matters related to school discipline are discussed regularly at leadership, management and departmental meetings.

Last review date: Autumn 2017
Reviewed by: Mr D Slade - Deputy Headmaster (Pastoral)
Approved by: Board of Directors
Next review date: Autumn 2019