



Ackworth School

Behaviour, Sanctions and Rewards Policy – Senior School

Aim

1. The aim of this policy is to set out the School's expectations regarding behaviour and to set out the sanctions and rewards that the School uses. This policy has been drawn up with 'Behaviour and Discipline in Schools' (2014) in mind.

Overview

2. The School's Pupil Organiser sets out the expectations that the School has regarding behaviour in some detail. The following text is taken from the Organiser:

“Being part of a caring community means that you must always be reasonable and treat others and their property as you yourself would want to be treated. Try to understand other people's point of view, even if you do not agree with them.”

We must all work together to achieve Ackworth School's purpose:

“To create a happy and secure environment in which all pupils realise and develop their own special abilities in constant awareness of the needs and claims of others.”

Conduct and Expectations

3. The following expectations are listed in the Pupil Organiser regarding conduct:
- support and encourage each other
 - be honest and trustworthy
 - ensure that it is possible for everyone to learn effectively by co-operating and not disturbing others in the classroom
 - be courteous, speaking to everyone politely
 - move sensibly around the corridors and buildings
 - be proud of our beautiful School – everyone has a part to play in keeping it clean and tidy. Use the litter bins, enjoy and appreciate display materials, report breakages promptly so that they may be dealt with
 - follow the dress code and look smart and tidy
 - be punctual so that lessons, meetings and meals can start promptly
 - take the opportunities provided and participate fully in school life – play your part well



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It is expected that pupils follow these expectations and that staff help to reinforce them on a day to day basis.

Behaviour in Class

4. In a similar way to conduct and expectations, the following expectations are given in the Pupil Organiser regarding behaviour in class:

Classrooms, laboratories, workshops, music rooms, sports facilities etc. are your place of work. We expect you to behave in a manner which allows everyone to work successfully, safely and enjoyably. Therefore, please:

- wait outside rooms sensibly and quietly
- enter sensibly and go straight to your place of work
- get ready all the books and equipment you will need
- put bags away - not on the desk
- sit quietly
- remain silent when the teacher is speaking to the class
- do not call out or interrupt but put up your hand to answer/ask a question
- listen carefully to the teacher and to each other
- do what is required immediately and without fuss
- work with each other in a helpful and co-operative way
- only pack away/leave the room when told to do so by your teacher
- respect the property of others
- at all times we expect you to be courteous and polite

Other Information Regarding Behaviour

5. In the Pupil Organiser there is also advice for pupils regarding the following areas of behaviour:

- Dining room etiquette, drinks from the vending machine and chewing gum
- Dress Code
- Check in and departure times
- Punctuality
- Attendance of Clubs and Societies
- Where pupils can go after school
- Smoking and alcohol (covered in a separate policy)
- Use of cameras and camera phones
- Use of electronic devices



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- Use of IT (covered in a separate policy)

Sanctions

6. The School has a number of sanctions that it uses. These include Prep Detention, Detention, Deputy Head's Detention, Gating to Site, Gating to House, Close Supervision Card, Suspension and Exclusion. The School does not use corporal punishment. There is a separate policy covering Suspension and Exclusion (Discipline and Exclusion Policy). It is expected, however, that for the majority of the time a reprimand from a member of staff will be the only sanction that is required. It is vital that staff do communicate with each other about behaviour that falls below expectations and this is done using a Pupil Information Form (PIF), which is filled in and then read by, in turn, the Tutor, the Senior Year Tutor and a Deputy Head. This is then filed in the pupil's file.

7. Prep Detention takes place every day from 1.05 to 1.30pm. Pupils who have failed to complete a piece of work punctually or satisfactorily attend as directed by a member of staff. Pupils complete the piece of work set, in silence, and if the work is completed, they then have the opportunity to complete their own work. They must, however, stay at the Prep Detention for the full time. Pupils then attend second lunch sitting.

8. Pupils whose behaviour has been uncooperative, unhelpful, fallen below expectations or who have repeatedly failed to attend Prep Detention may be given a Detention. This will take place from 4.15 to 5.15pm on Thursdays and parents will be notified by letter or email. Pupils attend Detention in school uniform and are required to bring a pen and their organiser. Pupils are set extra tasks for Detention rather than doing their prep. Anyone missing Detention without good reason will do a Deputy Head's Detention in addition to Detention the following week.

9. Pupils whose behaviour has caused more serious concern will attend a Deputy Head's Detention as arranged. This may take place on a Saturday morning. Wherever possible, the School will work with parents to promote good behaviour. This includes inviting parents to be present to assist in reconciliatory meetings, where appropriate.

10. Pupils who have broken bounds or committed similar offences may be Gated to Site or Gated to House. These are usually sanctions reserved for boarders. Pupils who are Gated to Site will not be allowed to leave the school site for the duration of their gating whilst pupils Gated to House will be required to stay in their Boarding House after prep or, at weekends, after 6.30pm.

11. Pupils who have committed a serious offence and often those returning from a suspension may be placed on a Close Supervision Card. This must be signed at every lesson and every 30 minutes in periods of free time, including the weekend and evenings for boarders.



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12. Suspensions and Exclusions are the most serious sanctions at Ackworth and are covered in a separate policy (Discipline and Exclusion Policy).

Rewards

13. Ackworth School has a number of rewards that are used regularly. Beyond the 'official' reward system, however, many departments (and the boarding houses) will have their own reward system that they will use on a day to day basis.

14. A Merit can be awarded by the Head for an exceptional piece of work. The work is forwarded by the subject teacher to the Head, who then judges whether the piece of work is worthy of a Merit. If a Merit is awarded the pupil is asked to see the Head to receive a Merit certificate and a letter is sent home to parents.

15. At the end of the academic year Gibson Awards for effort and industry are awarded to years 1, 2, 3 and 4. This recognises students who have tried hard in all areas of the curriculum, but is not necessarily related to academic success.

16. Subject Awards are awarded at the end of the academic year. There are separate awards for each subject for Juniors (Years 1 and 2), Intermediates (Years 3 and 4), 5th Form, Lower 6th Form and Upper 6th Form.

17. Commendations are awarded to pupils in the 1st-5th Form who gain 6 or more '1's' for Approach to Learning in any one set of grades.

18. At the end of each academic year the Highest Scholarship Awards are awarded to the male and female pupils who obtain the highest grades at A Level. Their names are recorded on the Highest Scholars board in the Fothergill Foyer. Highest Scholarship Awards for GCSE are also awarded to the highest-performing pupils at GCSE. A number of scholarships are also awarded to the 1st and 6th Form - there is a separate policy which covers these.

19. There are a number of individual trophies awarded each year in both the academic and wider arenas (for example for prose and poetry and for the Badsworth and Hessle runs).

20. Service to the Community Awards are awarded at the end of the academic year to students who have shown outstanding commitment to the community.

21. Pupils who excel in sport may be awarded their colours as well as other awards for special reasons (e.g. scoring a century in a cricket match).



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Physical Contact with Children (Restraint)

22. In general, this should be avoided although there will be occasions when it is appropriate, e.g. comforting a pupil in distress. The law allows teachers to use 'reasonable force' in certain emergency situations. A rule of thumb might be, 'Never touch a child in friendship or in anger'. Full details are in DfE Circular 10/98 but key sections are reproduced here:

Section 550A

The section allows teachers, and other persons who are authorised by the Head teacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- *committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)*
- *injuring themselves or others*
- *causing damage to property (including the pupil's own property)*
- *engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere*

'Application of Force'

Physical intervention can take several forms. It might involve staff:

- *physically interposing between pupils*
- *blocking a pupil's path*
- *holding*
- *pushing*
- *pulling*
- *leading a pupil by the hand or arm*
- *shepherding a pupil away by placing a hand in the centre of the back*
- *(in extreme circumstances) using more restrictive holds*

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example, to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

*In other circumstances staff should **not** act in a way that might reasonably be expected to cause injury, for example by:*



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- *holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe*
- *slapping, punching or kicking a pupil*
- *twisting or forcing limbs against a joint*
- *tripping up a pupil*
- *holding or pulling a pupil by the hair or ear*
- *holding a pupil face down on the ground*

Staff should always avoid touching or holding a pupil in any way that might be considered indecent.

Where a member of staff has had to use force to restrain a pupil the incident should be reported in the usual way (using the Pupil Information Form) and the Head or Deputy Head (Pastoral) alerted immediately.

Searching

23. The Education Act of 2011 and the Searching, Screening and Confiscation Act of 2014 allows teachers to search pupils' clothing, bags or lockers as well as equipment such as mobile phones, iPods, iPads, MP3 players and other electronic gadgets. Teachers can continue to search for weapons, drugs, alcohol and stolen goods as they have been allowed to do in the past. The new legislation also allows staff to look for substances that give legal highs, pornography, cigarettes and fireworks – without claims from children that searches threaten their legal rights.

The search will be conducted with respect, ideally with the pupil present and if at all possible with a witness.



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Behaviour, Sanctions and Rewards Policy – Coram House

1. Rationale

This policy sits within the context of our Quaker ethos that lies at the heart of our school. Our school motto ‘non sibi sed omnibus’, ‘not for oneself but for everyone’, is embraced by the whole school community.

A consistent approach to behaviour management using a wide range of strategies to promote positive behaviour in school is key. However, every child is an individual and their individual needs must be met, so in terms of promoting positive behaviour, different strategies will be used depending upon the needs of each child. The school recognises its legal duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils. Corporal punishment is never threatened or employed. It is also drawn up with ‘Behaviour and Discipline in Schools (2014)’ in mind.

Care is taken to ensure that any changes in expectations, responsibilities and sanctions are carefully explained to pupils on transition to the Senior School.

No member of staff or volunteer is permitted to use physical force or restraint as part of any disciplinary action. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances (‘Use of Reasonable Force’, 2013). Where this is used, the Head of Coram House is informed immediately and a Pupil Information Sheet (PIF) actioned. The parent will also be informed the same day or as soon as reasonably practicable should there be a need for this to be used.

This policy ensures a system of support for staff and pupils with further details found in the Discipline and Exclusions Policy and Anti-Bullying Policy.

Good behaviour is essential in the safeguarding of all children and in providing high quality learning experiences in a stimulating and supportive environment. Acceptable behaviour across the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.



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2. Aims

Through the promotion of positive behaviour, we aim:

- To develop a moral framework within which initiative, responsibility and sound relationships can flourish
- To enable children to develop self-esteem, respect for others, tolerance and compassion
- To promote an atmosphere of politeness, trust, honesty and fairness within the whole school community and promote an active partnership with parents and carers
- To encourage all members of the school community to take responsibility for the care and safety of others, their property and the environment
- To develop a sense of right and wrong and the ability to accept responsibility as well as to assert one's rights
- To help all members of the school community to accept and abide by our agreed rules and develop a sense of self-control
- To be alert to signs of bullying and harassment and act appropriately, dealing with unacceptable behaviour immediately

3. Objectives

Praise and recognition are powerful agents in the encouragement of high standards of social and academic achievement. To promote positive behaviour, all staff:

- Set high standards and have high expectations of all children
- Build open and constructive relationships which are sustained with humour and friendliness, establishing trust and belief that children will act responsibly within their stage of maturity
- Respect each individual and value their contributions
- Listen and endeavour to be consistent and fair
- Protect and develop children's self-esteem
- Foster a sense of caring for one another
- Expect and create a clean, tidy, safe environment, with lessons and activities that are well-planned and prepared and encourage children to take a pride in the appearance of the school
- Ensure children are supervised at all times and have an awareness of children's actions in all parts of the school
- Ensure all children are motivated and extended in their learning through appropriately-differentiated tasks and that all children experience success



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- Provide opportunities where effort, achievement and attainment are recognised using a wide range of individual and group rewards which motivate and excite the children
- Promote an active partnership with parents and carers
- Be alert to signs of bullying and harassment and act appropriately
- Deal with unacceptable behaviour immediately
- Encourage children to discuss school/class/playground rules and participate in their interpretation

4. Roles and Responsibilities

Behaviour management is the responsibility of all staff. Staff lead by example and model good behaviour. Minor misdemeanours are dealt with immediately. More serious concerns are reported to the Form Teacher or the designated member of the Senior Management Team on duty and recorded on a central database to facilitate effective monitoring.

It is the responsibility of the Head of Coram House and the Senior Management Team to provide advice for colleagues and ensure that behaviour management procedures are followed. A representative from the Teaching Assistants and Lunchtime Supervisors attend the weekly Staff Meeting to ensure a consistent approach to behaviour management.

5. School Council

The School Council helps to develop strong values and attitudes to enable all children to feel that their views and opinions are important within the context of the whole school.

6. School Officers

All the children in Year 6 are encouraged to apply for the position of a School Officer at the beginning of the academic year and again half way through the academic year. Their varied roles promote our Quaker belief that they should give something back to the school community through their service whilst nurturing their innate sense of responsibility.

7. Role of Parents/Carers

Parents/carers have an important role in promoting good behaviour in school. Effective home/school liaison is vital. Parents will be contacted at an early stage concerning any disciplinary problems with clear guidance regarding the school's rewards and sanctions.



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8. Other Agencies

The school will fully liaise with other external agencies when appropriate. These include: Education Welfare, Educational Psychology, Health Services, Social Services and the Police.

9. Curriculum

The Behaviour Management Policy is seen as an integral part of the curriculum, as we teach values as well as knowledge and skills. Clear values such as respect, fairness and inclusion are reflected in our overall aims and social, moral and religious education programmes. Promoting positive behaviour is also developed through PSHE lessons. We encourage the children to:

- Become effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Manage strong feelings
- Work and play co-operatively
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences and commonalities between people

The effectiveness of this provision and practice will lead to:

- Greater educational and work success
- Improvements in behaviour
- Increased inclusion
- Improved learning
- Greater social cohesion

10. School Rules

Children are reminded of school rules through form periods, Personal, Social & Health Education (PSHE) sessions and assemblies.

11. Playground Rules

These rules were formulated involving the whole school community. They are discussed and reviewed when appropriate.



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12. Class Rules

Class rules are written at the beginning of every year and in consultation with the children. These rules are discussed and reviewed in Circle Time and displayed in classrooms.

13. Rewards and Positive Recognition

Positive recognition is important in promoting the aims of the policy. This can be verbal praise given to the child/parent/carer. The House system with meetings, competitions, merits and house points promote positive relationships and rewards for good behaviour and effort throughout the curriculum. Staff may support the reward system with dojos/stickers etc.

Children are awarded Special Mention Certificates in Celebration Assembly and at the end of each term Special Scrolls are awarded in recognition of children who have displayed positive qualities. Achievements are celebrated in the Coram Connects, Ackworth Today and through the use of social media. Children are also given individual and shared responsibility performing duties such as monitors within the classroom.

14. Assemblies and Reflection

Assemblies are used as an opportunity to acknowledge achievements and to foster a sense of community. These include a weekly whole school Celebration Assembly and a short Reflective Assembly. The Pre-Prep have a separate weekly assembly and the Prep have Meeting for Worship.

Regular time for quiet reflection is part of our everyday practice which lies at the heart of our school with assemblies, Form Time, Circle Time, Lunch time, School Council, Staff Meetings etc offering all members of the school community some space for quiet worship.

15. Recording Procedures

The digital Pupil Information Forms (PIF) system tracks any behaviour traits and is discussed in Pupil Briefing. If a child is developing a history of unacceptable behaviour, meetings will take place with parents and the children involved and full records will be kept of incidents and support and counselling provided if applicable.

Pupil Briefing: The wellbeing of pupils both positive and negative are shared by the staff in a weekly Pupil Briefing. The PIF system creates a log and is addressed as part of the Pupil Briefing.

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16. Consequences and Sanctions

Conflict resolution lies at the heart of our school. Quiet reflection allows a child with challenging behaviour time to regain control of their feelings. Staff dedicate time to talk to the children to try and identify the 'triggers' and implement strategies to avoid or minimise these. Wherever possible the Form Teacher should try to communicate with the parent/carer regarding minor behavioural difficulties and establish if there is a pattern of similar behaviour at home. A behaviour ladder clearly displayed around school.

A Behaviour Ladder is clearly displayed around school.

Report Card

In extreme cases, following contact and monitoring, should persistent poor behaviour continue, then a Report Card may be introduced. This is implemented for a week in the first instance and the child is fully involved so that they understand the inappropriate behaviour that is being targeted and the consequences. If the Report Card has been successful this strategy is stopped and the child is praised for their success. If it is not successful then it may be implemented for a further week. This will be reviewed with the involvement of the Head.

Internal Exclusion

For more serious incidents, temporary internal exclusions may be used where children may be withdrawn from a play time, lesson, production, school trip etc. Parents of a child who has been internally excluded will be informed by either a member of the Senior Management Team (SMT) or the Head with opportunities to discuss the matter with them and the Form Teacher.

External exclusions

Suspensions and exclusions are the most serious sanctions at Ackworth School and are covered in the Discipline and Exclusions Policy. The Head of Coram House will always liaise fully with the Head of Ackworth School and the Senior School Deputy Head: Pastoral.

The Head of Coram House will formally inform the Head and the Chair of Committee that a decision of exclusion is being recommended.

Following any suspension, there will be a reintegration process which will begin with a meeting with the child, parents, the Head of Coram House and Form teacher to discuss what is expected of all parties to ensure positive outcomes for the child. The Senior School Deputy Head: Pastoral may also attend.

Disciplinary action may also be taken against pupils who are found to have made malicious accusations against staff. This action will be discussed with the child, parents and key Senior Management Team including the Senior School Head, Deputy Heads and Clerk of Committee.



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Related Policy Documents

Coram House Behaviour Management Policy

Ladder of Consequences

Behaviour and Sanctions Linked to Ladder of Consequences

Health and Safety Policy

Anti-Bullying Policy

Safeguarding & Child Protection Policy

Discipline and Exclusion Policy



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Playground Behaviour Expectation – Coram House

Toilets

1. Whenever possible, the toilets should be visited at the start of break before going out into the playground.
2. Junior pupils who have a PE, Swimming or Games lesson after a break need to take their kit and place it in the boxes provided outside at the beginning of break or lunchtime.
3. If the toilet is needed during break, the children must seek permission from a member of staff on duty. In the Prep Playground the pupil is given a coloured band.

Water Fountain

1. The Pre-Prep children have a drink before going out to play. Year 2 are encouraged to bring a water bottle to school.
2. The Prep children have water bottles which they should fill daily with fresh water. These are kept in the classrooms. If a child needs a drink from the water fountain it is encouraged that they do this at the start of playtime.

Inside school during break

1. If a member of staff has requested or given permission for a child to be in school during break time the pupil must be given a coloured band.
2. Prep children completing work etc should be sent to Coram House Room 7 so that the Senior Member of Staff on duty can check on them. SMT should be informed by the Class Teacher which children are to be supervised.

Games and activities

1. Rotas are set up in both playgrounds to give equal access to games and activities.
2. Children are not allowed access to resources in the basement without a member of staff.
3. Lost footballs balls etc can not be retrieved from the Head's garden or cow field at any time.



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4. Lost footballs etc can be retrieved from the field at the end of break under supervision from a member of staff using an appropriate access route.
5. School Officers and Year 2 monitors help collect equipment in at the end of each play time.
6. Childcare staff must ensure all resources are put away properly at the end of the day.

Risk Areas:

Fences/benches/tables/banisters/drainpipes/steps/sand and toy box/Reception outdoor resources.

1. Pupils should not jump or climb on to the benches, tables or fences surrounding the playground.
2. Pupils should not climb on or hang off the blue banisters at the side of the steps in the Prep playground or on the drainpipes or sit on the sand box or equipment box in the Prep playground.
3. Pupils should not be allowed to run up and down the steps.

End of break

1. The bell is rung at the end of break. The children line up in forms ready to be collected by teaching staff.
2. When collected pupils should go quietly to lessons in an orderly manner. The School Officers will hold the doors.
3. In the Pre-Prep playground the whistle is blown once and the children line themselves up. Year 2 monitors help to put the equipment away.

Early mornings 8.15am – 8.30am

1. There should be no running around in the playground at this time as there are too many children for this to be safe. NB This is not a playtime.
2. The bell is rung and pupils line up in forms. Staff go to the playground by 8.25am.



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After School 3.30pm -5.30pm

1. Children should not use the playground equipment or Reception resources after school.

Moving around the buildings

1. At lesson changeover times, pupils should move around the buildings quietly, showing consideration to others.
2. Pupils should always keep to the right hand side of the stairs and should move quietly in single file.

Playground Behaviour Rules

1. We **play** in a **kind** and **thoughtful** way.
2. We **treat** others with **respect** and **friendship**.
3. We **welcome** people to **join** our games.
4. We only **say nice** things to each other.
5. We **share** the playground equipment and use it **sensibly**.

Remember our school motto: "NOT FOR ONESELF BUT FOR EVERYONE".

Staffing

1. Staff should be positioned to ensure good levels of supervision. There are three target areas in both playgrounds.

Playground Behaviour Sanctions

Please refer to the Playground Behaviour Steps for guidance.

The Senior Teacher on Duty may be contacted to support staff dealing with any medical/behavioural incidents.



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Coram House Early Years Foundation Stage Behaviour Management Policy

(To be read in conjunction with Coram House Behaviour, Sanctions & Rewards Policy)

The Behaviour Management Policy is fully understood and implemented by all the staff. Parents can access the policy on the school website with a paper copy included in the EYFS Checklist available in the Nursery and Reception rooms. The school recognises its legal duties under the Equality Act 2010 including issues relating to children with special educational needs/disabilities and how reasonable adjustments are to be made for these pupils. It is also drawn up with 'Behaviour and Discipline in Schools' (2014) in mind.

Minor behavioural incidents are dealt with by positive behaviour strategies used by all the staff. These are discussed discreetly, as appropriate, and in confidence with parents/carers on the day unless the parent/carer did not collect the child. Where this is the case, contact will be made the next day, the next session or by telephone. Any incidents may also be documented in the child's reading record or in Nursery in the notes of their Daily Diary.

In the Nursery a repeated display of inappropriate behaviour, particularly behaviour which is causing distress or unsettling other children, will result in the child's parents/carers being informed by telephone, or discreetly after session by the 'Key Worker' and/or Nursery Manager. Behaviour management strategies will be discussed and non-aggressive strategies developed.

In the Reception class in Coram House, incidents of unacceptable behaviour are initially recorded in the classroom on a visual chart using a 'traffic light' system. Where appropriate instances of unacceptable behaviour may be recorded on the minor incident forms in the staffroom, on a Pupil Information Form or in the Pre-Prep Behaviour Management Book if the pupil has been sent to see the Senior Teacher Pre-Prep. Usually if three or more incidents are recorded the Senior Teacher will alert the Head of Coram House and parents will be invited in to discuss a way forward. Meetings are recorded on the Parent Contact Form.

Where further monitoring is required, the Senior Teacher: Pre-Prep will be involved and the Head of Coram House informed. The Head of Coram House may be involved in meeting the parents/carers to review the behaviour strategies actioned.

Positive Behaviour Management Guidance

How we would deal with difficult behavioural situations:

Talk to the child and encourage empathy and sympathy. Staff will not raise their voices in a threatening way. This discussion is carried out in a quiet area away from friends and no on-



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looking children (to minimise embarrassment to the child). Children will not be singled out or humiliated in any way. If appropriate, ie the child has no SEN or medical needs, we:

- Always talk quietly in a calm manner
- Listen to the child
- Discuss the effect on the other parties involved
- Discuss how the incident can be made better
- Discuss friendships and being kind to each other
- Focus on acceptable behaviour, giving praise and encouragement
- Use positive terms such as kind, thoughtful, helpful
- Have firm boundaries and enforce them gently with sensitivity
- Encourage a short time of reflection if the behaviour incident happened during a playtime session with some 'time out'
- Redirect the younger Nursery children towards alternative activities
- When the incident has been dealt with, reassure the child that it is now a closed matter and forgotten

Staff always reason through the behaviour with the individuals involved. It is the behaviour that is unwelcome not the child and words such as 'unkind' are used not 'naughty'. Under no circumstances are rewards taken away from the child. Children are praised constantly and stickers are given to children of all ages if they have demonstrated positive behaviour, this is decided according to their individual personalities and abilities. In Coram House, we also award 'House Point tokens' to children who have shown positive behaviour. Staff monitor this to ensure all children are recognised. Special Mention Certificates are awarded to share within the Friday Awards Assembly. This is part of our positive teaching programme for the individual child.

Strategy for the management of unacceptable or inappropriate behaviour:

- We give the children unconditional respect at all times
- We always reinforce to the child that the behaviour is unkind/a bit silly/or has upset other children's feelings
- We encourage empathy or sympathy when appropriate
- If the case of young children, if the child shows no regret or understanding of the situation, we distract them by getting them involved in another activity
- Children receive praise for any positive behaviour, from taking turns to showing kindness to another child or creating a work of art

In the rare event that a child bullies or attempts to intimidate another child, the above strategies will be employed. The parents/carers of both parties will be informed. However, should the



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child not respond to these strategies, an action plan/behaviour card will be devised with the involvement of the Nursery Manager or Senior Teacher: Pre-Prep.

Significant incidents will be recorded on the Pupil Information Form and brought to the attention of the Nursery Manager and the Head of Coram House and kept as part of the individual child's profile. Further monitoring and observation may be necessary to examine patterns of behaviour in order to offer the most appropriate support. BY positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children develop as responsible members of society dealing with conflict peacefully.

If parents have any concerns or questions regarding their child's behaviour, they are encouraged to speak to the staff. Similarly if parents have any concerns about the behaviour of another child towards their child however mild or harmless it may seem we encourage them to let us know so that early intervention can be planned.

Parents/carers may be asked to meet to discuss the request for additional advice and support from other professionals both within and outside the school. The Head of Coram House will be involved in these discussions.

Physical punishment such as smacking or shaking will neither be used nor threatened.

Physical Intervention will only be used in an emergency to prevent personal injury and to protect the safety of other children and staff. If it has been necessary to physically restrain a child, the child's parents/carers will be informed and the Head of Coram House informed so that it is recorded in the Serious Incidents Book. The child's parents/carers will be asked to sign the Serious Incident Form to verify they have been informed.

Related Policy Documents

Ladder of Consequences

Behaviour and Sanctions in Coram House linked to Ladder of Consequences

Health and Safety Policy

Anti-Bullying Policy

Safeguarding & Child Protection Policy

Discipline and Exclusion Policy