

ST. AMBROSE PREPARATORY SCHOOL



POLICY ON BEHAVIOUR AND DISCIPLINE

AUTUMN 2021

Reviewed: February 2025

This policy has been written in consultation with staff and governors of St. Ambrose Preparatory School and with due regard to the school's mission statement:

At St Ambrose Preparatory School
we are joyful learners and are inspired to always do our best.
We nurture the many gifts we have been given and seek to use them wisely for the benefit of ourselves and others.

We put love into action each day so we are advocates of change in the world,
Living the Gospel and the Catholic faith and Celebrating the values of Blessed Edmund Rice,
With our family and the whole Ambrosian community.

'Have courage, the good seed will grow up in the children's hearts'
Blessed Edmund Rice

Our Vision

Our Vision is to be an exemplar Edmund Rice School, with an enviable reputation amongst our peers, both as an organisation and for the services and facilities we provide, making us first choice for parents and pupils in our geographic area.

Our Ethos & Values

At St Ambrose we provide a Catholic school community in which pupils feel welcome, safe, recognised for their individuality – supported by a community of love, and affection. We strive to live the Gospel in all aspects of school life and policy, following Blessed Edmund's footsteps.

Behaviour & Discipline Policy

The Governing Body of St. Ambrose Prep School understands its regulatory responsibilities and will maintain an effective oversight of this policy, by evaluating its effectiveness, and reviewing and implementing change.

(This policy applies to all pupils in the school, including those in the EYFS)

It has due regard to:

- Behaviour & Discipline in Schools: Advice for Headteachers and School Staff, DfE February 2024
- Equality Act (2010)
- Education Act (2002)
- The Education (Independent School Standards) Regulations, amended 2015
- Statutory Framework for the Early Years Foundation Stage (2021)
- The ISI Inspection Framework, September 2024
- Keeping Children Safe in Education, DfE September 2024

It should be read in conjunction with the school's policies on Safeguarding Children, Anti-bullying, Online Safety, Relationships & Sex Education, Equal Opportunity, Complaints Procedure, Parent Contract and Code of Conduct.

1. Introduction

In addition to setting out rewards and sanctions, behaviour strategies and the teaching of good behaviour the school recognises its responsibilities in relation to:

- Duties under the Equality Act 2010, including pupils with special educational
- needs/disabilities and how reasonable adjustments are made for these pupils;
- Support systems for pupils;
- Liaison with parents and other agencies;
- Managing pupils' transitions
- Disciplinary action against pupils who are found to have made malicious accusations against staff.

2. Philosophy

- Good behaviour is a vital part of school life.

- St Ambrose Prep aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards.
- We believe that good relations, good manners, trust, a secure learning environment and the sense of mutual respect expressed in our mission statement, are essential elements in fostering good behaviour for all in the St Ambrose community.
- Effective reinforcement of good behaviour has a positive impact on the quality of relationships and learning which takes place in our school.
- Corporal punishment or the threat of corporal punishment is never used nor is threatening behaviour or any punishment which could adversely affect a child's well-being.
- The school does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist opinions or behaviours will always be challenged.

3. Aims

- St Ambrose Prep School community of Governors, staff, pupils and parents aim to work in partnership to promote expectations of positive behaviour.
- It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well.
- Fostering an environment of mutual respect, pupils are expected to treat each other and staff with consideration and good manners and to respond positively to the opportunities and demands of school life.
- St Ambrose staff are committed to excellence, aiming to achieve a spirit of trust and cooperation.
- The St Ambrose community expects the highest standards of behaviour inside and
 - outside the classroom, as well as outside school in the wider community; this includes in any written or electronic communication.
 - St Ambrose Prep is committed to promoting equal opportunities for all, regardless of race, gender, disability, age, sexual orientation, and religion or beliefs..

Our school rules:

Pupils know the standard of behaviour expected in school through class discussions, and expectations of behaviour are also discussed in PSHE and in assemblies. The rules/values are also displayed in classrooms and around the school.

1. **Before School** – Pupils meet on the playground from 8:30am when the gates open. No access to school is allowed except for music lessons and intervention classes.
2. **Stairs and corridors**- Pupils to walk quietly and sensibly keeping to the left-hand side
3. **Appearance**- Correct school uniform to be worn at all times. P.E kits can be worn on swimming days in the Lower Juniors or when pupils are participating in a sport activity during the day.
4. **Playground** – Pupils should remain on the playground during break times and after lunch. No child should leave the playground under any circumstances without permission of the person on duty.
5. **Behaviour** – Pupils should show respect for each other and their school environment.
6. **Hairstyles** – Fashions evolve over time and we remain aware of changes in trends however extreme hairstyles are not permitted. The school is the arbiter of what is considered extreme. If in doubt please contact the school.
 - A haircut shorter than a “number 3” is **not** permitted.
 - Boys’ hair must not be longer than collar length.
 - Hair should be clean and neat.
 - Hair should not cover the face.
 - Hair should not be dyed.
 - Hair which has been streaked is not acceptable
 - Styles where lines and /or shapes are cut into the hair are not acceptable.
 - Excessive use of hair gel is not allowed.

Pupils who fail to follow the appearance regulations of the school may be placed on an internal or a fixed term exclusion.

7. **Uniform** – Correct uniform must be worn at ALL times. Pupils should travel to and from school in correct school uniform. Normally, school uniform should be worn for away-from-school activities.
8. **Litter** – Pupils should learn to be litter-conscious; all litter is to be placed in the waste paper baskets.

In order to promote excellent behaviour the staff at St Ambrose will:

- Know and respect the children as individuals
- Treat all children fairly and justly.
- Take time to listen and support pupils at all times.
- Encourage constructive suggestions from pupils, by way of the School Council (Infant 1 to Prep 4) who meet with Mrs Fielding on a regular basis.

- Be positive – praising and rewarding children for good work and behaviour.
- Use rewards and sanctions in a fair and consistent way.
- Follow the school procedures for dealing with behaviour issues.
- Involve and consult parents in the management of their child's behaviour where appropriate.
- Maintain high standards of behaviour through implementation of this policy.
- Celebrate effort, hard work and personal achievements of all pupils.
- Deal with negativity in a sensitive and tactful way.

4. The role of the Head:

- It is the responsibility of the Head to implement the School Behaviour Policy consistently throughout the school, and report to governors when requested on the effectiveness of the policy.
- It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school and that they are suitably supervised at all times.
- The Head supports the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in the implementation of the policy.
- The Head has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour or acts of anti- social behaviour. This could result in pupils being excluded from trips or residential trips. These actions are only taken after the school governors have been notified.

5. In order to promote excellent behaviour the children at St Ambrose should:

- Be ready to learn and participate in school activities.
- Learn to take responsibility for their own learning.
- Cooperate and work hard.
- Raise issues through the school council.
- Behave at all times in a way that reflects the best interests of the St Ambrose community.

In order to promote excellent behaviour the parents at St Ambrose should:

- Support the school community in achieving its aims for its pupils.
- Support the school's values in matters such as attendance, punctuality, uniform and appearance, standards of academic work, extra-curricular activities.

- Support the class rules and Behaviour Policy.
- Adhere to the Parent Code of Conduct
- Share concerns about their child's wellbeing and education.
- Attend parents' evenings and discussions about their child's progress.
- Support their child with homework and other opportunities for learning.

6. Procedures and Responsibilities

- All staff have responsibility for setting and maintaining high standards of pupil behaviour.
- The Head and SLT (Senior Leadership Team) members are responsible for behaviour management issues and are available to give guidance to staff when appropriate. (In the event that the Head or assigned SLT member are not available then another member of staff needs to be informed.)
- A serious incident of unacceptable behaviour or a series of less serious incidents must be reported to the assigned member of the SLT.
- If the incident is thought to be very serious then the Head must be informed immediately.
- It is our policy to inform parents of any repeated misbehaviour or any serious incident and to invite parents into school to discuss the matter further.

Incidents of behaviour are logged on CPOMS so patterns can be observed and therefore hopefully prevented from escalating. Any patterns/repeated behaviours are brought to the attention of the SLT.

7. Unacceptable behaviour

Unacceptable behaviour may include (but may not be limited to):

- Fighting / rough play
- Arguing with peers
- Name calling
- Disobedience
- Not respecting equipment
- Not respecting environment
- Off-task
- Calling out

- Continuous chatting
 - Not completing work
 - Disrupting other work
 - Non-cooperation
 - Violence
 - Swearing
 - Spitting
 - Arguing with a member of staff
 - Bullying

8. Monitoring Behaviour

- To successfully manage and change poor behaviour each child is viewed individually and good behaviour is supported through structured support/targets.
- Each teacher records any incidents of behaviour to monitor behaviour in and outside the classroom. Class teachers bring any repeat behaviour/patterns to the Head teacher as soon as there are three incidences.
- If a teacher feels that an incident is serious or that there have been too many incidents in a short space of time, then the Head must be notified.
- In all year groups a home/school link book (in co-operation with the parents) can be used.

9. Positive Rewards

- Marbles in jar for EYFS
- ClassDojo points in Infants
- House points from Prep 1- 4.
- Each week we nominate a child from each class to be given “Star of the week.”
- Weekly newsletter including acknowledgement of certificate recipients.
- Certificates from the Head for successes in all areas of the curriculum.
- Prefect positions in Y6 (Prep 4).
- Membership of School Council Infant 1 – Prep 4.
- Responsible jobs
- Edmund Rice Award given in assembly nominated by peers.

10. Rewards in the Classroom

We enjoy a high level of positive behaviour in our classrooms and teachers operate many different reward systems, appropriate to age:

- House points/stickers awarded by class teacher.
- Responsible jobs in class/monitors.
- Positive remarks and comments (for example for good work, effort or for showing kindness to others.)
- Stickers/stamps/certificates
- Good work shown to the Head or SLT member
- Praise and verbal acknowledgement.

11. Support Systems for Pupils

The class teacher is the initial support for any pupil who is showing concern. Working closely with parents the teacher will liaise with them. This could take the form of a daily report book. This book will focus on the positive aspects of a pupil's behaviour. If this approach does not work other methods.

12. Sanctions

- If a child misbehaves the class teacher keeps a record on CPOMS.
- In the first instance, the class teacher deals with the incidents him/herself in the appropriate manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head.
- If the child persists with poor behaviour the parents are requested to meet the teacher.
- Lunchtime supervisors are vigilant and report to the Head each day any pastoral or discipline issues.
- At lunchtime children may stand out for a maximum of 5 minutes to calm down and reflect on their behaviour or if need be, they may be sent in to sit outside the Head's office.
- Any sanctions which are applied always take into account the age of the child and the level of maturity and understanding.

Staff will be sensitive to the needs of those pupils with special educational needs/disabilities and reasonable adjustments will be made where appropriate.

Strategies and Sanctions may include:

- Verbal warning.
- Name on the board in Juniors (Name in the behaviour book).
- Infant pupils to be removed temporarily from the situation but within class.
- Lose part of playtime – internal exclusion (complete a task or quiet reading).
- Pupils may be required to send a letter of apology.
- Class teacher may speak to parents informally at the end of the day or write in homework diary.
- Send pupil to a member of the SLT.
- Head informed and involved, using aspects of the Behaviour & Discipline Policy as appropriate.
- Head to speak to parents.
- Persistent bad behaviour reported to Governors.

13. The role of Governors

- 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 in carrying out these guidelines.
- The Head has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.
- Three Governors form the Disciplinary Panel when required.

14. Fixed-term and permanent exclusions

- Only the Head has the power to exclude a pupil from school. The Head may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head may also exclude a pupil permanently. It is also possible for the Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Head makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.
- The Head informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head.
- The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.
- If the Governors' appeals panel decides that a pupil should be reinstated, the Head must comply with this ruling.

15. Drug-and alcohol-related incidents

- It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school in writing and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must only be taken under the supervision of a teacher or other adult worker.
- It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head.
- The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and Children's Services will be informed.
- 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 and Children's Services will be informed.
- If the offence is repeated, the child will be permanently excluded.
- If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the child will be permanently excluded from the school. The police and Children's Services will also be informed.

16. Staff training

- Staff receive training (in-house and external) and are continuously supported by the SLT in matters concerning the promotion of good behaviour and the implementation of the Behaviour policy.

17. Violence or malicious accusations against staff

- The school will not tolerate verbal or physical harassment of staff, assault on members of staff or against family or associates of members of staff, either during or outside of working hours, which are a result of employment at the school.
- Where it has been proven that a pupil has made a malicious allegation against a member of staff, the Head will take disciplinary action based on the circumstances. (See the school's Safeguarding Children Policy for further details of allegations against staff.)

18. Physical intervention - Reasonable force

- Teaching staff, and other staff who are authorised by the head to have control or charge of pupils, may use such force or physical contact as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:
 - Committing a criminal offence.
 - Injuring him/herself or others.
 - Causing damage to property, including their own.
 - Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere
- This applies when a teacher, or other authorised person, is on school premises and when he or she is in control or charge of the pupil elsewhere, for example on a field trip or other out of school activity.
- It only applies where no other form of control is available and where it is necessary to intervene physically.
- Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence
- There is no legal definition of "reasonable force". It will always depend on the circumstances. Note that:

- physical force could not be justified to prevent a pupil from committing a trivial
 - misdemeanour;
 - any force should always be the minimum needed to achieve the desired result;
 - whether it is reasonable to use force and the degree of force that could be reasonably employed may also depend on the age and understanding of the pupil.
- Reasonable force covers a wide range of actions which may be used by staff e.g. guiding a child to safety by the arm to more extreme circumstances such as breaking up a physical fight. Reasonable force is only appropriate where no other form of control or restraint is available.
- Any force used must always be the minimum needed to achieve the desired result and must be appropriate for the age and understanding of the pupil and in keeping with the school's Behaviour Policy.
- Before intervening physically, staff should always seek to defuse the situation and avoid the use of physical intervention wherever possible.
- Staff should tell the pupil to desist and what will happen if he or she does not.
- The member of staff should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.
- Members of staff should never act in a way that might reasonably be expected to cause injury.
- Staff involved should inform the Head immediately following an incident where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident.
- Parents should also be informed of the incident.
- Any incidents should be recorded on CPOMS.

19. Searching pupils

School staff can search pupils with their consent for any item which is prohibited. The school is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the schools can apply an appropriate disciplinary sanction.

The Head and staff authorised by the Head may also search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Staff authorised by the Head are the Senior Leadership Team.

20. The enrolment/ transition arrangements for children

Parents of all prospective pupils are invited for a meeting and a tour of the school with the Head. This could form part of one of the school Open Days. Following this meeting if the parents want to pursue a place for their child they fill in an application form and include their child's most recent educational setting report. The child will then join the school at the beginning of the next academic year or at a mutually convenient time if the report is satisfactory and they pass the appropriate assessments.

Transition from class to class can be daunting for some pupils. As part of the transition process staff meet to discuss the needs of all the pupils and any support that is required. They discuss the child's strengths and interests as well as their difficulties and review their progress using all assessment data available.

To aid transition in July current pupils spend the morning with their new class teacher for the following academic year. New pupils to the school also take part in a 'taster day' to aid their transition.

The transition to secondary school is often a worrying time for both pupils and their families. The majority of pupils sit Grammar School entrance exams in the September of Prep 4 (Year 6) and receive the outcome of these examinations in the last week of the first half of the autumn Term. Parents, by the end of October, then apply to the Secondary school of their choice ranking their preference 1-3. In the following March, parents are informed of the school which has allocated a place for their child. In the January of Year 6 pupils, if they so wish, can also sit entrance examinations for Independent schools in the area. Following these examinations, a conditional place may be offered in the February.

In the summer term, staff from all the secondary schools where pupils will be attending the following September, visit the school and talk to teachers and pupils. Also, in this term the pupils are usually invited to their designated school for a transition day.

21. Monitoring

- The Head monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head records serious incidents. The record of classroom incidents is monitored on a weekly basis by Ms Heron. When behaviour incidents are recorded the nature of the offence is also recorded so the school has a clear record of any incidents of child on child abuse, sexual harassment, racism, sexism or any other form of discriminatory behaviour. Records of any incidents that occur at break or lunchtimes are also kept: lunchtime supervisors give written details of any incident to the teacher who then puts it on CPOMS.
- The Head keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 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.

22. Review

The Governing Body reviews this policy routinely every three years. The Governors may, however, review the policy earlier than this, for example, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved or if an incident within the school gives rise to a review of procedures.