

Chafyn Grove School Behaviour and Discipline Policy



Behaviour, Discipline and Rewards Policy

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

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1. Aims and Expectations

It is a primary aim of our school that every member of the school community – from the Early Years Foundation Stage through to Year 8 and the adults who support them all – 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 Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure in line with DfE advice ‘Behaviour and Discipline in Schools, (2024)’.

The school has a number of school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The School expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this Behaviour Policy in a consistent way while making reasonable adjustments for those who need more support.

The School is aware of its duties under the Equality Act of 2010 regarding pupils with special educational needs and disabilities, for whom reasonable adjustments are made as appropriate to their needs.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We work closely with parents and other agencies to achieve this aim.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The school expects all pupils to wear school uniform and maintain a neat and tidy appearance at all times. Hair longer than ‘bob’ or collar length must be tied back (both boys and girls) with a plain hairband.

We will not tolerate the use of inappropriate language or swearing, no matter how common place they may be in our current society.

The School will take appropriate disciplinary action against pupils who are found to have made malicious accusations against staff.

Chafyn Grove seeks to promote good behaviour and not simply to set out the sanctions for misbehaviour.

2. Pre-Prep Nursery to Year 2

In the Pre-Prep Department, our vision is enshrined in our ‘Golden Rules’ – the moral values that underpin every interaction within the Department. Additionally, in Early Years PSED (Personal, Social & Emotional Development) is a ‘prime’ area of learning, so it is part of daily planning. It is embedded in every aspect of the day and children are assessed against the EYFS learning goals.

(a) GOLDEN RULES

1. We take turns.
2. We share with other people.
3. We listen carefully.
4. We always say ‘please’ and ‘thank you’.

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5. We help each other and our teachers.
6. We always try our best.
7. We take care of the things around us.
8. We only say and do kind things to people.

From their earliest days at school, children are made aware of these 'Golden Rules'. They learn to relate them to their own school experience and begin to understand that when they are guided by the Golden Rules they are being 'their best selves.'

(b) Rewards

In all classes children work to collect merits for their Eights, these are counted and celebrated each week in a Pre-Prep 'celebration' assembly as well as a whole school assembly weekly.

'Golden Time' is used in Key Stage One as a vehicle to support children to make choices about their own behaviour, and to encourage them to take responsibility for it. 'Golden Time' is a twenty-minute session of self chosen activities that takes place each week. In Early Years children need immediate feedback; they are rewarded with stickers and strategies to reinforce good behaviour at that time.

(c) Class Circle Time

Circle Time allows children to explore and discuss the Golden Rules and how they relate to their everyday experiences. Whilst many issues are best discussed at the time they arise, there is also a planned programme to ensure that children are introduced to an appropriate range of topics. They are able to revisit areas as they progress through the Early Years Foundation Stage and into Key Stage One.

(d) Assemblies

Assemblies provide an opportunity for promoting a common ethos and shared values. A weekly 'Celebration Assembly' celebrates the achievements of children who have been observed trying to follow the Golden Rules or working well in class. These children are awarded a certificate, a golden leaf and their names are recorded in the 'Golden Book', which is displayed in the Pre-Prep entrance. The children are then invited to place the golden leaf on to the Golden Tree, demonstrating the growing community within the Pre-Prep department. During the whole school assembly, the Pre-Prep children are also acknowledged for their award by the headmaster.

(e) Rewards

In addition to golden time teachers use stickers and merit charts to motivate and acknowledge positive behaviour. As in the Prep school, Merits are also awarded to children in Reception, Yr 1 and Yr 2 classes for positive behaviour, hard work or following the golden rules. Children keep a score of their merits on a class chart, these totals are collected every week and tokens placed in Eights' containers, allowing the children to see which Eight has taken the lead. These merit totals are then added to the Prep school total and announced weekly in the whole school assembly.

3. Behaviour Management in Pre-Prep

In Pre-Prep positive reinforcement of behaviour is the key, staff model the expected behaviors and praise the positive. For staff to support behaviour management the following steps are followed:

- 1) Class teacher speaks to the child at an appropriate time.
- 2) Class teacher may use visual aids to help the child understand their actions
- 3) Class teacher will explain the consequences of the child's actions using pictures if necessary.

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- 4) If a child is disrupting a class or activity, they may be withdrawn and spoken to by another teacher or Head of KS1.
- 5) Persistent behavioural concerns will lead to the Head of KS1 discussing issues with the Deputy Head and Headmaster.
- 6) Incidents where the child's behaviour is thought to be harmful to either themselves or others are taken very seriously, and the Deputy Head and the Headmaster are involved immediately. These will be logged with the Deputy Head in the SCR and may need to be shared with the LGB.

Behavioural records are logged in iSAMS by the class teacher and then monitored weekly by Head of KS1. Class teachers will inform parents of more serious incidents and set up a dialogue with the parents either verbally or written, to monitor the child's progress. Head of KS1 will support the class teacher throughout and become involved at the class teacher's request.

4. Classroom Management

All Pre-Prep staff are responsible for the management of behaviour within the department. There is a continual dialogue between teachers and parents about children, so the opportunity to discuss behaviour is readily available. Where necessary, parents will be informed of incidents at the end of the day. Where a child has specific needs a more formal process of monitoring, recording and meeting with parents is implemented. This is overseen by the Early Years coordinator, and the Head of KS1

5. Years 3-8

'A Way to Live'

Our expectations are summed up for the pupils in our 'A way To Live' guide (can be found in pupil planner). This is discussed during tutorials in which we see how they relate to everyday experiences. It may also be reinforced through our chapel services, assemblies, Mini Eights sessions and PSHE sessions.

1. Ask for help when you need it; offer to help when you can.
2. Be truthful and be kind – to yourself and to others.
3. Care about others and your environment, as well as about doing your best.

All of these reflect our school's motto: Treat others the way you would like them to treat you.

6. Rewards and punishments

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children stars for good work within the curriculum. This should be for one particularly good piece of work for that pupil or consistently good effort over a period.
- Merits are awarded for particularly helpful behaviour or acts of particular kindness / 'Good citizenship'.
- Pupils receive a certificate in the school assembly for gaining 30 Stars, 100 stars or 10 Merits. Pupils receive a Merit pencil if they gain 2 merits in one week.
- 1 pupil per class in Y3 is awarded the 'Star of the Week' and 1 pupil per class in Y4 is awarded 'Pupil of the Week' each week to recognise good work or behaviour. Each week, the three classes with the most stars are announced in assembly as part of a termly competition.

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- Year 3 & 4 children are awarded Lady or Gentleman of the Month. Y5 & 6 are awarded 'Good Egg' badges. Achievements are celebrated, and children given an opportunity to celebrate each other's successes.
- Y7 support Y8 with Eights Leaders duties done when Y8 are away. Y5-8 are encouraged to make use of the Chafyn Champs system.
- Y8 usually become Y8 leaders for $\frac{1}{2}$ a term on a rotation. They wear a badge on their blazer. A head boy and a head girl are chosen for each term. They are rewarded for their help and support with a common room, toast at breaktime, quick entry to lunch and goodies at a Friday meeting with the pastoral deputy head. In the summer term, the staff vote on Y8 leaders, rewarding those who have particularly shone in this role.

(a) Stars

- Relate to work done in academic timetable, ie. classroom/prep/PE, etc.
- To be applied consistently within the school and within each department – and consistency to be checked by HODs and by the SMT.
- Criteria to be established both within the school and within each department.
- Certificate for 30 stars in a term or for 60 stars.
- Outstanding pieces of work to be awarded Headmaster's Commendation.
- Children to be informed that they have been awarded a star; this is written into their prep planner, or put straight onto iSAMS.

System

- Member of staff informs pupil that they have gained a star and records it in their prep planner.
- Tutors record all stars and merits that their tutees have gained onto the school's database.
- The Deputy Head will review the number of stars being given to ensure fairness across the classes.

(b) Merits and Demerits

- Relate to behaviour.
- To be applied consistently within the school by all members of staff.
- Merits to be given for acts of kindness or helpfulness and recorded into their planners or directly onto the school's database (with reason).
- Tutor to follow up with praise and comment.
- Two merits in a week read out in Friday Assembly, with a reward from the Pastoral Deputy (Merit Pencil).
- The Pastoral Team review regularly.
- 'Common sense' law applies but warnings should be given before giving a Demerit.
- When demerits are given, the age of the child is considered.

(c) Possible reasons for a demerit

Inappropriate use of computer/printer/ICT Room/electronic devices
Inappropriate behaviour in Prep
Behaving badly in Library/ICT Room/Dining Room, etc.
Talking in Chapel/Assembly
Bad manners at lunchtime
Wearing the wrong uniform/nail varnish/jewellery/hair not tied up
Being out of bounds in breaktimes/lunchtimes
Repeatedly wearing the wrong shoes/kit on the fields

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Bringing food from home
Running through the corridors
Trying to take more biscuits than allowed.
Late to Afternoon Registration (without a good reason)
Missing a Music lesson repeatedly (Y5-8)
Being noisy whilst waiting to go in for a lesson

This list is NOT exhaustive, and staff will use professional discernment as appropriate.

- Demerits to be entered onto iSAMS. Tutor, heads of year and the Deputy Head to review regularly.
- Tutor follows up with comment.
- Two Demerits within one week – this will be reviewed and can lead to a detention run by the Deputy Head, who will speak to the child in all circumstances. Their name would be added to the list for discussion at the weekly pastoral meeting.
- Ten merits in a term to be rewarded with a certificate.
- All sanctions imposed on pupils are recorded into iSAMS and taken to the weekly pastoral meeting. Any trends in patterns of behaviour are reviewed here and then shared with the LGB at their termly meeting.

(d) Golden Time

In Year 3 children are given twenty minutes of Golden Time once a week. They can lose minutes for inattention, poor behaviour or for being 'off task'. This is monitored by the tutor with intervention by pastoral deputy when necessary.

The School acknowledges all the efforts and achievements of children, both in and out of school, where possible, for example by mentioning them in Assembly.

7. Our Expectations

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. For example, if written class work or Prep is not of an acceptable standard for that pupil or does not meet the requirements of the School's presentation policy, the pupil may be asked to rewrite the work either at a lunchtime detention or in a given period of days in their own time.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

The Class Teacher discusses the school rules with each class. The school rules are also printed in the Pupil Handbook and the Parent Handbook. In this way, every child in the school knows the standard of behaviour that we expect in our school.

We work to instill an atmosphere of mutual trust. However, occasionally we may ask a child (with another member of staff present) to show us the contents of their drawers, bags or lockers, if we have reason to believe that they contain items belonging to somebody else, or which are not allowed in school. If we have reason to believe that there are prohibited items in the possession of a child – whether drugs, alcohol, fireworks, stolen items or anything that might cause harm to themselves or to other children – we reserve the right to search without the child's permission (in line with Gov UK advice).

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The School does not tolerate bullying of any kind, including cyberbullying or prejudice-based and discriminatory bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, and it may be treated as a safeguarding issue (See safeguarding policy). Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Children at Chafyn are taught that bullying:

- Goes on for a while, or happens regularly.
- Is deliberate. The person (or persons) want to hurt, humiliate or harm.
- Involves someone (or some people) who are stronger in some way than the person being bullied.

They will learn that bullying is not:

- A one-off fight or argument.
- A friend sometimes being unkind.
- An argument with a friend.

(See Prevention & Tackling of Bullying Policy.)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in '*Use of reasonable force: Advice for headteachers, staff and governing bodies (2013)*'. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children in order to prevent injury to another child or indeed to prevent a child from hurting him or herself. The actions that we take are in line with government guidelines on the restraint of children.

There is no corporal punishment at Chafyn Grove School nor is any threat of physical punishment used.

8. The Role of the Teacher

It is the responsibility of the teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner at all times.

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

The teacher treats each child fairly and enforces the school rules consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves in class, the teacher deals with incidents him/herself in the normal manner. Positive reinforcement, helping to understand what is going wrong, checking that the work set is accessible should all be employed by the teacher before a sanction is used. However, if misbehaviour continues, the teacher should follow the Classroom Management Protocol. The matter may be raised in Staff Briefing, Pastoral Group meeting or referred to the Headmaster if it is seen as either an ongoing or part of a larger problem. The teacher reports to parents about the progress of each child in their class. The teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

9. Chafyn Grove School Classroom Management Protocol Years 3 and 4

1. 1st warning.
2. 2nd warning - minutes off Golden Time (Year 3) or demerit (Y4) with expectation of improvement.
3. No improvement/continued disruption = 'time out' in a classroom nearby, with another teacher or outside the door.
4. All recorded on SchoolBase + email tutor + Head of Y3,4 + pastoral deputy.
5. Child spoken to by Head of Y3,4, or pastoral deputy. Parents may be involved at this stage.

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10. Chafyn Grove School Classroom Management Protocol Years 5-8

This protocol is to be followed by all teachers if a child is being disruptive in a lesson.

1. 1st warning.
2. If no improvement - 2nd warning and punishment as decided by the class teacher (see examples below)
3. Continued disruption = send to the Front Office.
4. Office contacts senior member of staff who will take it from there. Parents may be involved at this stage.

Explanation

1st warning- be clear about what is going wrong and how to fix it.

Examples of punishment if the warning is not adhered to:

- Record demerit and...
- Loss of break (sit at Beech Tree) or inside (with supervision) to finish work.
- Stay behind to speak to teacher at end of lesson (not to infringe on other lessons though).
- Send out of classroom to wait to be spoken to (teacher can set the other children to work and go outside to talk to child).
- Seeing head of year or Pastoral Deputy at break/lunchtime.
- Friday detention (for multiple or more serious infringements)

At the warning stages the teacher should explain what the pupil is doing wrong and the effect this is having on their own performance and that of the rest of the class.

Also stress positives of what the pupil is capable of.

The class teacher must bear in mind that pupils may misbehave if they are finding work too difficult or easy and, if they are well-supported and work is differentiated, they may well behave better.

If a punishment is given, a **note must be made on the school's database of a Send Out/demerit/punishment. The tutor/head of year/pastoral deputy should be made aware of the database entry.**

11. The role of the Headmaster

It is the responsibility of the headmaster, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the headmaster to ensure the health, safety and welfare of all children in the school.

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

The headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. Examples could include:

- bringing inappropriate items into school
- removal of, or damage to, school property.
- stealing from the school, or from other pupils.
- abuse of the school's computer systems or the internet.

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- behaviour which puts the safety of the pupil, or any other person, in jeopardy.
- verbal abuse and/or threatening behaviour.
- defiance of the properly exercised authority of the school and its staff.

For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a child. For further information see the *Exclusion Policy*

12. The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the Parent Handbook and the Pupil Handbook, and we expect parents to read these and support them.

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.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of Year or Pastoral deputy head. If these discussions cannot resolve the problem, they can speak to the Headmaster. If they are still not satisfied, a formal grievance or appeal process can be implemented. (See Grievance Procedure on the school website or ask the office for a copy).

13. Boarders

Boarding is an integral part of Chafyn Grove, and the link between the day and boarding staff is crucial to ensure our boarders have the same opportunities and care as they would as a day child. Boarding staff and day staff are kept well informed of any concerns about boarders through the weekly briefing, and the head of boarding attends the weekly pastoral meeting. Boarders are not subject to day sanctions – the boarding staff use their own systems once the child is back in the boarding house after school. (See Boarding Policy). Punishments such as demerits are not automatically sent to boarding staff (as they would not be sent to parents), but issues with prep or any other academic concerns would be routed to the head of boarding as well as the parents.

Specific incidents are recorded onto iSAMS and discussed at the weekly boarding and pastoral meetings.

14. The Disciplinary Scale

The following scale details the steps which will be taken should a pupil persist with unacceptable behaviour. There follows some examples of where single incidents of a more serious nature might enter the scale. Humiliating or degrading punishments will not be used.

1. Minor instances of poor behaviour, both in and out of the classroom will be dealt with by the member of staff involved. This will involve reminding the pupil of the required behaviour and the consequences of repeated poor behaviour. The pupil may be given a punishment or demerit which will result in a note being made on Schoolbase which is monitored by the pastoral deputy.
2. Repeated poor behaviour may result in further demerits being given, or in class the child may be sent out or sent to the front office. Detention may be given if two or more demerits are accumulated within

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7 days. The tutor and head of year are made aware. Corrective advice is given to the pupil and the consequences of continued poor behaviour explained once again (ie the following escalation). Parents *may* be notified.

3. Occasionally a straight detention is given if an incident is deemed more serious than a demerit.
4. Continued bad behaviour resulting in further detentions would lead to a meeting with the pastoral deputy and/or headmaster. Headmaster is informed (if not involved) and parents are notified.
5. If the unacceptable behaviour persists, parents will be asked to come in for a meeting with the headmaster. A warning may be given that the pupil risks suspension from the School. Restorative Justice may be used if the circumstances warrant it being used.
6. If there is not sufficient improvement in the pupil's behaviour the headmaster will suspend the pupil from the School for a brief period of time.
7. If, on return to the School, the unacceptable behaviours are still evident, then parents will once again be asked to the School for a meeting with the headmaster where it is possible that the pupil will be asked to leave the School permanently.
8. Physical violence or extreme intimidation towards anyone in the school community, by anyone in the school community, will always be treated seriously and will be dealt with by Senior Management. Physical aggression/intimidation by children against other children (Child on Child abuse) could be elevated straight to level 6 (depending on the circumstances) by the headmaster and may be treated as a safeguarding issue.

Examples of where a single incident might enter the scale higher than Point 1.

Point 2/3 Deliberate act of unkindness. Lying. Deliberate flouting of a clear rule (eg going off site/entering an area which is out of bounds). Bringing a phone to school without permission.

Point 4/5 Overt rudeness to an adult. Loud use of offensive language. Bullying/child on child abuse. Taking/using other child's possessions without permission (depending on the circumstances).

Point 6 Stealing. (Incident judged sufficiently serious by headmaster). Possession/use of banned substances. Eg. Vapes/e-cigarettes.

Where possible, bad behaviour which results in others being affected will be treated as restoratively and positively as possible. We may use 'restorative justice' to involve children in taking responsibility for their actions, and to help make a situation improve.

15. Appendix

For guidance over the use of physical restraint, see the separate **Policy for the use of Physical Restraint**.