



# COLSTON BASSETT PREPARATORY SCHOOL

~ INDEPENDENT SCHOOL FOR CHILDREN AGED 4-11 YEARS ~

# Behaviour and Discipline Policy

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## Behaviour and Discipline Policy

Colston Bassett School positively seeks to establish a safe, secure and happy environment which stimulates the learning of every pupil with the encouragement of staff and the support of parents.

Good behaviour is a necessary condition for effective teaching and learning to take place, and an important outcome of education which society rightly expects. All citizens in schools or in the wider community need to understand and accept boundaries of acceptable behaviour and the associated patterns of rewards and sanctions.

The Behaviour & Discipline Policy has two aims:

- The positive encouragement of good behaviour
- The management and minimisation of unproductive or disruptive behaviour which may undermine the School's ethos

Staff will actively enforce the School Code of Conduct in their day to day interactions with pupils and will be supported by the Headteacher. There will be, therefore, always a consistent response to any attempt to deviate from or undermine the system.

In the classroom, the teacher will create a sense of purpose, which is focused on the curriculum content and its delivery. Our overall aim is to maintain good order within the school, so that the staff and pupils feel comfortable and secure and are able to carry out their teaching and learning activities to the best of their abilities. The key to achieving this is in the quality of relationships within the school – both professional relationships between teachers and the ways in which pupils and teachers treat each other.

Where teachers treat pupils courteously, respect their ideas, value their individuality, and listen carefully to what they have to say, pupils learn by example and are much more likely to respect teachers and to behave sensibly and considerately themselves. Pupils will be set realistic targets. Pupils and all concerned will be made aware of these targets and the consequence of unacceptable behaviour.

At the beginning of each academic year this policy will be explained to all the children. The code of behaviour will be endorsed in PSHE lessons and assemblies.

### Positive Behaviour

Promoting good behaviour is particularly important with very young children; applying rules consistently and respecting individual children's levels of understanding are vital parts of behaviour management. Young children learn much by the example set by adults around them; the behaviour of everyone who works with children must be such as to promote trust in their relationship with children and to provide a positive role model.

Positive reinforcement of behaviour should be specific and immediate; straightforward praise, giving positive instructions, distraction and redirection may all contribute to this.

The ways of dealing with unacceptable behaviour must be used consistently by all the staff working with young children; these may include

- Giving a verbal reprimand, quiet and personalised
- Giving a warning of the consequences
- Removing the child from the situation
- Removing privileges
- Ignoring recognised attention-seeking behaviour

Any incident which is a cause for concern will be recorded and reported to parents; this includes incidents where physical intervention has been required in order to reduce the risk of harm to the individual child concerned or to others.

## The School Rules

Underpinning the rules on behaviour is a set of moral values, which is important not only to the School but to the whole of our local community; these values include:

- Be considerate and think of others. All people, not just those in school, should be treated with respect
- It is important to be polite at all times
- It is important to show self discipline
- Never bully, treat others roughly or fight – treat others as you would like to be treated yourself
- We move around the school quietly
- Running in school is not allowed
- You must never take what does not belong to you
- Treat other peoples' work and possessions with respect
- Always try to be honest and truthful
- Never use rude or unpleasant words
- Have respect for **all** living things

## Rewards

Pupils are likely to achieve more, to be better motivated and to behave better, when teachers commend and reward their successes and emphasise their potential. Highlighting pupils' weaknesses and shortcomings can be detrimental.

Praise can be delivered in formal and informal ways, by giving happy faces, commendations or just saying "well done"; it can be awarded to individuals or groups for the steady maintenance of good standards as well as for particular achievements of note.

A letter may be sent to parents commending their child or extra privileges may be granted to a group of pupils to mark genuine and significant positive behaviour.

## Sanctions

Even the most sensible and well adjusted children can at times be mischievous, over-exuberant or disruptive. The most sociable and well mannered groups can become excitable or difficult to control. Therefore, there is a need for sanctions and punishments to register disapproval of unacceptable behaviour and as a last resort to protect the necessary authority of teachers, the stability and security of the school community and thus safeguard the health and safety of all.

Teachers should try to understand the reasons for misbehaviour in order to be discriminating in their use of sanctions; teachers should be vigilant for signs of deterioration in pupils' work, behaviour or physical appearance, and to find unobtrusively effective ways of letting pupils know their concerns.

Teachers who are good listeners will help pupils to articulate negative feelings they may otherwise show through aggressive behaviour. The disapproval of a respected teacher or peer may be the most powerful sanction and one that may have the greatest effect.

Removal of privileges can be a valuable sanction in that it can indicate a shortfall in the development of a sense of responsibility by an individual or a group of pupils.

Within the classroom a simple rebuke, the withholding of praise and the repetition of work are appropriate sanctions; more serious misdemeanours should be referred to the Headteacher.

The Head or Deputy Head may give a lunch time detention or telephone or request an interview with the parents.

Whoever invokes a sanction should always ensure that the pupil concerned is brought to understand why what they have done is unacceptable, and how they can put it right; teachers too should also have opportunities to learn from what has happened.

Particularly serious misdemeanours may hold a significant risk to the perpetrator or others in the school community, and these risks must be assessed when deciding on an appropriate sanction.

## Exclusion

Where a very serious or criminal incident has occurred, or where a protracted series of moderately serious incidents have occurred, a fixed term exclusion from school may be considered or in the extreme case a permanent exclusion. The authority to exclude a pupil resides with the Headteacher and exclusion must be seen as a last resort or be used where the child's behaviour is so serious that exclusion is the only appropriate response. The duration of fixed term exclusion should always reflect the seriousness of the circumstances and any aggravating and mitigating circumstances.

If a pupil readily admits their wrong doing and offers to try and make some restitution to any victim, then this should reduce the length of the exclusion.

There should be evidence that the School has taken all reasonable steps to avoid excluding the pupil, that allowing the pupil to remain in School would be seriously detrimental to the education or welfare of the pupil concerned or to others at the School, and that the exclusion has followed on from procedures in the school's policies on behaviour.

## Monitoring

Pupil behaviour will be discussed regularly at staff meetings; if this policy is effective, there should be no deterioration in the general behaviour of the pupils and exclusions should be avoided.

Changing patterns in behaviour will be monitored in this way and consideration given to any necessary modifications of this policy.

Mrs Julie Hunt, the Headteacher is the Behaviour Management Co-ordinator for Colston Bassett School.

**19th October 2009**  
*Review January 2011*