



## **A4 (A1) Behaviour Management Policy**

This policy is relevant to the whole school, including EYFS.

“At Aldwickbury we believe that all boys should feel secure, cared for and respected. The atmosphere is encouraging and positive so that academic and social progress is evident.”  
*Extract from Aldwickbury School Philosophy and Aims.*

This policy sets out how we as a community promote good behaviour whilst detailing the sanctions to be employed in the event of things going wrong. It also clarifies the procedure in the event of a boy being temporarily or permanently excluded.

Every member of staff is responsible for maintaining good standards of behaviour throughout the school but the Deputy Head (Year 5 to 8), Head of Junior Department (Year 3 and 4) and Head of Pre-Prep form important steps in the disciplinary chain below the Headmaster.

Good behaviour is promoted in all parts of the school through our systems of reward, PSHE lessons, assemblies, tutorial/form time and the example of adults working at the school. All of the above is underpinned by our Aldwickbury Values.

### **General Points**

- Reasonable adjustments in terms of behaviour management would be made for boys with special educational needs, where relevant
- Parents do not need to hear about every misdemeanour but patterns and more serious issues would always be discussed with them
- The school recognises that supporting boys towards behaving appropriately is as important as employing sanctions
- The Headmaster reserves the right to employ serious sanctions in the event of a boy making a malicious accusation against a member of staff
- There is no corporal punishment at Aldwickbury School
- The separate policy on Restraint covers the use of force in rare circumstances
- There is a separate policy on behaviour management in the Boarding House which, whilst containing a different list of sanctions, is in line with the ethos of this whole school policy

### **Pre-Prep Policy Statement on Behaviour Management (including EYFS)**

In the Pre-Prep all the staff help the boys to cultivate values and attitudes reflective of the Aldwickbury Values in a variety of ways by:

- Establishing and maintaining accepted expectations of good behaviour at a whole school level
- Establishing and insisting on routines and expectations for their classes
- The implementation of consistent routines and expectations across classes within the same year group
- Setting an example of the values and attitudes that we expect of the boys
- Ensuring that our teaching addresses the varying learning needs of our boys
- Establishing a clear 'bottom line' of acceptable behaviour compatible with membership of the school

These expectations are reinforced by all staff in assemblies, in the classrooms and at playtimes, and through PSHCEE sessions.

The Head of Pre-Prep is responsible for behavioural management in the Pre-Prep. Should any boy need more than a firm word from the teacher in charge or if there are on-going problems, then parents are consulted and the Head of Pre-Prep informed. A boy may also be sent to the Head of Pre-Prep for a more serious misdemeanour. If appropriate, the Head of Pre-Prep may contact the parents to discuss the situation and work together with them and the class teacher to develop strategies to support the boy. Any ongoing or serious disciplinary issues are discussed with the Headmaster.

### Encouraging Positive Behaviour

- In the Pre-Prep we praise and reward children for good behaviour, explaining to them why they have been rewarded, as well as for academic achievement.
- All boys in Years 1 and 2 are allocated a Planet House Team and they can earn Planet Points for good behaviour or effort. Boys are awarded marbles on an individual basis in Reception. Winning Planet Teams are congratulated in Monday assemblies (Years 1 and 2).
- In Reception classes, the marbles are totalled weekly for each boy and a certificate and small prize is given to the boy with the most marbles.
- Reception boys may also become 'Star of the Day' for something special that has been recognised or achieved during that day.
- In Years 1 and 2, boys may be awarded 'Star of the Week' for something special that has been recognised or achieved during that week.
- Years 1 and 2 also award a weekly 'Swimming Champ' for the boy who has shown exceptional effort during his swimming lesson.
- Boys are encouraged to show good work to the Head of Pre-Prep.
- The reward systems deployed across a year group are the same.

### Sanctions

Where possible, we prefer to adopt a positive approach. However, occasionally sanctions will need to be applied.

Boys are not routinely kept in at playtimes as we understand the importance for boys to run about and let off steam. Occasionally, under the direction of the Head of Pre-Prep, a boy may be kept in for part of his break, usually for the same number of minutes as his age. The reason

for keeping him in will be explained to him and he will usually be given a constructive activity to do such as making a sorry card or picture, or writing a letter of apology. Parents will usually be informed if a boy is being kept in and given the reason for it.

In EYFS, boys may be brought in from the playground for a few minutes in order to calm down. This is never for the whole playtime and always follows a verbal reminder and warning.

Similarly, in Years 1 and 2, boys may be asked to stand to one side on the playground for a few minutes in order to calm down. As above, this is never for the whole playtime and always follows a verbal reminder and warning.

Individual boys may have specific plans or strategies put in place in order to support them with their behaviour. These would always be agreed and discussed with parents, and reviewed regularly.

### Golden Time

Golden Time may be taken off a boy in one minute increments either for misbehaviour or in order to catch up work that he has not completed due to lack of focus (not due to him not understanding).

Boys are encouraged to “earn” back their minutes of Golden Time if it has been taken away.

## **Prep School Policy Statement on Behaviour Management**

### Encouraging Positive Behaviour

Setting clear expectations and boundaries are important at all levels of the school and it is important that these are explained clearly as the boys move through from Pre-Prep into the Junior Department and into Years 5 to 8. Routines, rights and responsibilities change in an age-appropriate way as the boys get older and expectations are explained clearly as these changes occur. Induction days help in this process but staff should be aware that gentle reinforcement will often be necessary until the boys settle.

In common with the Pre-Prep, positive reinforcement of correct behaviour is essential. All boys in Year 3 to 8 belong to a Section and collect plus points which count towards their Section total. Boys understand this system as they have had experience of an age-appropriate version in the Pre-Prep. Feedback on individual and Section performance is given to the boys on a weekly basis and good individual performance is marked further with an edible reward supplied by the school. Individuals and/or groups of boys who perform particularly well are acknowledged publicly on a weekly basis. The Headmaster also sees boys sent to him with particularly outstanding work.

Success in all areas of school life is often celebrated in assemblies. PSHCEE lessons, assemblies linked to the Aldwickbury Values and input from form teachers and tutors all help to promote positive behaviour. The Section notice board is also used to celebrate success and encourage the boys to engage positively. Senior boys are all given more responsibility in their final year; positive leadership and citizenship are actively encouraged so that these boys set a positive example. Full details of the rewards structure are given in the staff handbook.

### **Sanctions in the Prep School**

Boys will push boundaries and the Prep School has clear systems in place to monitor and deal with instances of poor behaviour. All members of staff have a responsibility in this area although form teachers/tutors are responsible for monitoring the behaviour of individual boys in their care. The Head of Junior Department oversees the day to day behaviour management in Year 3 to 4. Ongoing or serious concerns are discussed with the Headmaster and Deputy Head. The Deputy Head provides the step below the Headmaster in Years 5 to 8.

### **List of Sanctions in the Prep School**

*Parts of this order will inevitably be used with a small degree of flexibility and it is therefore intended to be used as a guide and used in the order in which it is written.*

1. Ticking off or warning.
2. A small job or imposition, possibly resulting in part of a break being lost.
3. Partial Break Detention (see Break Detention policy in pastoral policies in staff handbook).

This should always be supervised: the light corridor can be used for behavioural issues whereas boys being inconvenienced for poor effort (but not for finding work difficult) should be supervised in a classroom by the member of staff giving the detention whilst they complete the work. Boys should only miss two partial break times in any given week, on the third offence he should be referred to his tutor via the Minus system. Partial break loss should be used to differentiate between minor infringements and more serious misbehaviour. A break loss should not constitute a whole break time.

Break Detentions are an important step in the discipline ladder, below the level of a minus or academic detention but above a reprimand given by a teacher. It is important, however, that a Break Detention is given for the right reasons and that boys do not lose too much of their break time in any given day or week: boys need time to let off steam so that they can concentrate in subsequent lessons.

4. Minus given, recorded on the weekly sheet which will be seen by the Deputy Headmaster. This takes points from the relevant Section total.
5. Sent from the lesson for a short period of time to 'cool off'. Boys should remain in the 'quiet area' outside the classroom. Boys should, not miss the whole lesson and should remain the responsibility of the member of staff unless extreme circumstances dictate otherwise and the Deputy Headmaster has been informed.
6. Full break detention.
7. Refer to tutor/form teacher. Tutors should be aware of boys who are persistently being given break detentions.
8. Sent to the Deputy Headmaster where a boy may well sit outside his office before or after he has spoken to by him.
9. The Deputy Head will deal with form groups or other teaching groups in the rare case of the entire group causing a problem. It is expected that these occasions will be rare and staff should try to concentrate on those individuals causing the problem rather than punishing the whole group.
10. If a boy accumulates two minuses this will lead to a discussion with the Deputy Head or Head of Junior Department who will contact parents where appropriate, Following

this there may be a referral to the Headmaster via the Deputy Head or Head of Junior Department.

**Boys may decide to do catch up work and/or corrections at home or during break.** Boys should be given a choice as to when they complete such work and a realistic deadline which, if they fail to meet, could result in a break being taken away. Most corrections will be done in lessons anyway. Boys may choose to use the library to complete work but should not be in classrooms unsupervised.

### **Communication**

If a member of Common Room finds a boy persistently troublesome in any way, it is their responsibility to communicate and discuss the problem with the appropriate person. This might be the boy's form teacher, tutor, the Deputy Head or Head of Junior Department. Serious offences should always be brought to the attention of the Deputy Head or Head of Junior Department. The Deputy Head or Head of Junior Department will then refer deserving cases to the Headmaster. The Deputy Head and Head of Junior Department will discuss ongoing serious pastoral and disciplinary issues so that relevant information is shared. Serious discipline is recorded on SIMS by the Deputy Head. Monitoring of bullying type behaviour takes place through SIMS.

### **Headmaster's Sanctions**

The Headmaster has the following scale of sanctions:-

1. Ticking-off and general support of sanctions already imposed by a member of staff.
2. Withdrawal of privileges such as representing the school.
3. Parents brought in for discussion
4. Suspension/ temporary exclusion (see below for procedure).
5. Permanent exclusion (see below for procedure).

### **Procedure for Suspensions and Permanent Exclusions**

All serious disciplinary cases are different and the various circumstances around them will always be taken into consideration in the decision making process.

#### *Suspension/Temporary Exclusion*

This sanction is used very rarely; it is for either very serious one-off breaches in discipline, or as a result of repeated misdemeanours of a serious nature and after other measures and support have not had a positive effect.

If after a thorough investigation including discussions with the boy's tutor/form teacher, the Deputy Head and/or other relevant staff, the Headmaster decides that a boy should be suspended following the following procedure will be followed:

- The parents of the boy will be contacted in order to discuss the situation and be invited to meet with the Headmaster immediately
- The boy will be supervised until the parents arrive, with work to be complete should this be appropriate

- The Headmaster, together with other staff as appropriate, will meet with the parents to explain the offence and the punishment
- The Headmaster will confirm the details of the misdemeanour and punishment with the boy in the presence of his parents – this will be confirmed in writing to the parents
- The boy will be taken home for the prescribed time with work set in order to ensure that his academic studies are not affected
- The Headmaster would inform the Chairman of Governors
- On his return the Deputy Head will see the boy to explain that normality now resumes and help ensure that he settles back into school routines smoothly
- Details of the misdemeanour and sanction will be recorded by the Deputy Head on SIMS.
- The tutor/form tutor will monitor the re-introduction of the boy back into normal school life

### *Permanent Exclusion*

This would be reserved for the most serious breaches of discipline, and is only used in rare circumstances and as a last resort. The process would be the same as above although the final outcome would be different. Should this situation arise the Headmaster would help the parents to find another school so that the boy's education was not adversely affected.

Deputy Head  
Revised October 2015

Revised April 2017, February 2019