



IPSWICH HIGH SCHOOL

WOOLVERSTONE HALL
SUFFOLK, ENGLAND

Behaviour Management & Discipline Policy

(Prep School & EYFS)

2023 – 2024

**Behaviour Management and Discipline Policy in Prep
School (including EYFS)**

Ipswich High School is a proprietorial school owned by Ipswich Education Limited (IEL), whose Board has the legal responsibility to ensure that all regulatory requirements are met. This means that the Proprietorial Board has a role that is different to many independent schools. It is the role of the Proprietorial Board to provide the school with strategic guidance and oversight. The Proprietorial Board, therefore, have powers of scrutiny and are enabled to make recommendations for change and improvement. The Proprietorial Board are supported by voluntary advisors who will offer their advice as a “critical friend”. Board meetings are held every term.

The policy was ratified by the Proprietorial Board on the 7th February 2023.

Table of Contents

Table of Contents	2
1 Aims	1
2 School Expectations	2
3 Classroom Expectations	2
4 Rewards	2
5 Houses	4
6 Consequences	5
7 Safeguarding	6
8 Confiscation of Inappropriate Items	6
9 Managing Behaviour Outside of School	7
10 School Trips & Visits	8
11 Consistency	8
12 Involvement of Parents	8
13 Staff Support & Development	8
14 Malicious Accusations Against Staff	9
15 External Agencies	9
16 Challenging Behaviour	9
17 Power To Use Reasonable Force	10
18 Pastoral Support Plans	10
19 Equality of Opportunity	11
20 Serious Breaches of School Rules	11
21 Bullying (refer also to the Anti-Bullying Policy)	12

1 Introduction

The School acknowledges its responsibility in ensuring that this policy is effective in its implementation and meets all current regulatory requirements. An annual review of this policy and associated procedures and the efficiency with which associated duties have been discharged will be undertaken so that any deficiencies or weaknesses can be remedied without delay.

The Head of Prep is the member of SLT responsible for updating this policy annually.

To be read in conjunction with the 'IHS Code of Conduct' and the 'Safeguarding and Child Protection Policy'

Departmental Advice

This policy was written with regard to advice from the Department of Education:

- Behaviour and discipline in schools: Advice for headteachers and school staff (updated September 2022) and the 'Statutory Framework for the Early Years Foundation Stage 2023'
- Preventing bullying and tackling bullying: Advice for headteachers, staff and governing bodies (July 2017)
- Use of reasonable force: Advice for headteachers, staff and governing bodies (July 2013)
- Screening, searching and confiscation: Advice for headteachers, staff and governing bodies (July 2022)

Ipswich High School Prep School is a very happy school where high standards of behaviour and discipline exist. It is a primary aim of the school that pupils learn to combine high personal and social standards within an ethos of respect and mutual tolerance. Positive behaviour and politeness at school is expected. Pupils are encouraged to be kind and honest in their relationships with one another and with staff, practise good manners, look after property and work hard.

2 Aims

- To promote behaviour that allows all children to achieve their potential through high quality teaching and learning.
- To improve educational outcomes, for all pupils, by using a behaviour strategy which is aimed at promoting and supporting their engagement with education.

- To promote the personal, social, moral and emotional development of each child.
- To promote the vision, values and aims of the school.

3 School Expectations

In the Prep School, we share and reinforce the IHS Community Values which encourage all pupils to/to be:

- Love Learning
- Committed
- Caring
- Ambitious
- Act Sustainably

Through 'going beyond at IHS', we hope that all pupils will be **I**nspired, **H**appy and **S**uccessful.

The aims of this policy will be met by everyone observing our IHS School Values: Our positive school ethos comes from successful classroom practice.

4 Classroom Expectations

At the beginning of each academic year, the class teacher and children discuss and agree class expectations and positive attitudes to learning. These are displayed in every classroom and are referred to as appropriate.

At Ipswich High School Prep School we foster positive learning behaviour and equip all children with life-long skills that will enable them to lead successful, happy and fulfilled lives.

This approach places the children at the heart of an exciting, purposeful, enriching, and collaborative learning environment which:

- provokes curiosity and imaginative thinking
- develops reflective skills
- encourages determination and perseverance
- values collaboration in the learning process.

5 Rewards

The emphasis in behaviour management should always focus on seeking out and drawing attention to the behaviour which we wish to develop. There should be consistent and public praise of positive behaviour in order to reward the person who is doing well and encourage others to emulate that behaviour. In addition to praise, children appreciate visible signs of recognition and will work towards achieving a reward.

Class Dojo

The school uses 'Classdojo' (<https://teach.classdojo.com>) to reinforce positive behaviour. Each child can be awarded individual points and these are assigned a particular area and value. ClassDojo strongly reinforces the 'growth mind set' ideology of learning and class teachers can use the accompanying film clips – 'Big Ideas' - as a discussion point to stimulate discussions.

Example rewards are:



The aim of the Dojo point system is to provide all staff with a quick and easy method of rewarding positive attitudes and behaviour, which should always be recognised and celebrated in school. Pupils who earn the most Dojo points in their class each week are celebrated in Friday's assembly, with a 'Top Dojo' award certificate and on the 'Name in lights' display in the foyer. Dojo Points return to zero every Thursday, which enables a fresh start for all pupils and gives each child an equal chance of reaching the 'Top Dojo' award. At the end of each academic year, the 'Dojo Champion'

certificate will be awarded to the pupil who accumulates the greatest number of Dojo Points across the year.

In Key Stage 1, pupils' individual Dojo Points feed into individual coloured sticker charts. When each chart is completed, pupils will receive a certificate in a 'Celebration and Reward' assembly, which are held each Friday. During the course of their time in Key stage 2 (Years 3-6), pupils' individual dojo points will feed into the house points system, and they will work towards various house point certificates across the academic year.

All achievement awards will be presented in assemblies throughout the school year.

In addition, staff nominate individual pupils for Head's awards. Pupils are invited to meet with the Headteacher and receive praise and thanks for their positive contribution to our school community. They are presented with a Head's award badge, which they can then wear on their uniform.

If pupils achieve any awards outside of school these will also be presented in our school assemblies. The school's weekly Snapshot Bulletin and Class Stories (Class Dojo) also recognise the achievements of our pupils both in and outside of school.

We also celebrate pupil achievement at our Prep School Prize giving celebration which takes place at the very end of the academic year. Parents are invited to this presentation, where we celebrate and recognise achievements over the past year.

6 Houses

We operate a house system throughout the Prep School which encourages a strong sense of community, responsibility and teamwork.

Each pupil, from Woolverstone Hall Nursery and Reception upwards, belong to a house and they will remain in the same house throughout their school journey, and will be joined by any siblings entering the Prep School.

House captains and Sports-Captains (Year 6) are appointed each academic year, through a democratic system which includes individual pupil campaign speeches and a whole school election process.

Our four houses, chosen by pupils across the whole school, are:

- Aqua (Blue)
- Ignis (Orange)
- Terra (Green)
- Ventus (Purple)

House assemblies take place at various times across the year and each House work together, participating in a variety of activities and House Events throughout the year. Sports, music, and charity work are among the activities which are included on our House Events calendar.

7 Consequences

Teachers have statutory authority to discipline pupils, within the framework of this policy, whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff, with responsibility for pupils, such as Learning Support Assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.

Throughout the Prep School there is a tiered system which operates for consequences. These are closely related to the School and Class Expectations. The system is non-confrontational and aims to make the pupils think about, and be responsible for, their own actions.

The whole school works towards the 'School Values' and expectations, a copy of which is printed in their Home-School diaries. Parents are therefore aware of these rules which also apply at break, lunchtime, during clubs, and when specialist teachers are teaching.

If a pupil breaks the rules or does not follow the school's expectations, following appropriate reminders, this will be recorded by the class teacher on CPOMS. Then an appropriate consequence will be enforced.

The consequences that we apply are derived from the values that we hold. We aim to keep the child's self-esteem as intact as possible.

Consequences should always be:

- Consistent
- Reasonable
- Related
- Applied with certainty rather than severity

Some consequences can be immediate, for example:

- Relocation within the classroom
- Tidying up a mess that has been made

- Speaking with a class teacher or senior member of staff
- A verbal reprimand
- Loss of a privilege

Occasionally, consequences have to be deferred, for example:

- Missing part of a playtime to complete work
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks, as a consequence, such as writing a letter of apology

A consequence must be proportionate.

In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is illegal in all circumstances. Corporal punishment is not threatened, and staff do not use any punishment which may adversely affect a child's well-being.

8 Safeguarding

Staff make provision to consider whether a pupil's behaviour gives cause to suspect that they are suffering or are likely to suffer significant harm. Where a staff member feels that this may be the case, they should follow the school's Safeguarding Policy and procedures. Staff should also consider whether a child's continuing disruptive behaviour may be as a result of un-met educational or other needs. School may consider whether a multi-agency assessment is necessary to support an individual pupil.

9 Confiscation of Inappropriate Items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1.) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so

long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

In Ipswich High School Prep School, any confiscated items will be given to the Head of Prep or Deputy Head (in the absence of the Head) and the following guidance will be applied in returning items:

- Confiscated items may be returned after a given period
- Prohibited items may be destroyed (e.g. pornography, tobacco, alcohol)
- Prohibited items may also be handed to the police (e.g. banned substances. Knives and weapons, stolen items)

2.) Staff have the power to search without consent for “prohibited items” including:

- 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; and
- Any item banned by the school rules.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the Head/Deputy Head of Prep to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, searching and confiscation: Advice for Schools' (July 2022).

10 Managing Behaviour Outside of School

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school or is wearing school uniform
 - in some other way identifiable as a pupil at the school.

- misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

11 School Trips & Visits

All school trips/visits must be officially approved by the Deputy Head (Pastoral/EVC) and follow the guidelines set out in the relevant policy document.

Pupils and parents should be aware of all expectations for school trips and visits and will be encouraged to sign all relevant paperwork including codes of conduct, where appropriate.

12 Consistency

It is important that all staff are consistent in the implementation of this policy. We achieve this through:

- Staff training, support, and development
- Staff induction procedures
- Monitoring of consistency in behaviour management by the Head of Prep/PLT
- Monitoring of Class behaviour Logs/Serious Sanctions Log

13 Involvement of Parents

Parents are encouraged to inform school about circumstances at home which might affect a pupil's behaviour and work in school. Parents are encouraged to know and understand the expectations across the Prep School and to support the school in maintaining high standards.

Staff will liaise and work in partnership with parents, in a joint approach, to resolve cases where behaviour does not meet expected levels.

14 Staff Support & Development

Staff are supported in their implementation of this policy through the guidance and leadership of the Senior Leadership Team, the pastoral team, and periodic staff training.

15 Malicious Accusations Against Staff

The school recognises there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff and has procedures for dealing with such concerns. However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

16 External Agencies

The school may consult and work with external agencies, to assess and support the needs of pupils who demonstrate ongoing social and emotional difficulties. This will be done in consultation and partnership with parents.

17 Challenging Behaviour

Pupils with emotional, social, and behavioural difficulties can persistently challenge class and playground expectations to such an extent that, in serious cases, a Risk Assessment or Risk Management Plan may be required. Anxiety mapping and the completion of an analysis, based on cause and effect, will assist staff in understanding why an individual pupil may be exhibiting certain behaviours in school.

If a pupil's behaviour is not improved by the consistent use of praise, rewards and sanctions listed in the school Behaviour Management and Discipline policy, then it is possible they have an additional need.

If there is no improvement, it will be necessary for the class teacher to complete an ABC/STAR form for each individual incident, which will then be used to identify the trigger of the behaviour displayed.

A Risk Management Plan may be written, in consultation with all relevant parties.

Consultation with the SEN/Inclusion team and School Leadership Team can lead to advice on the use of more specific techniques. If little or no progress is made, then a provision map will be required.

18 Power To Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

If physical restraint/intervention is required, the headteacher will be informed immediately, a written record will be made, and parents will be informed the same day or as soon as reasonably practicable by a member of the Prep Leadership Team.

The Headteacher, Head of Prep and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'

19 Pastoral Support Plans

Where a pupil's behaviour is consistently challenging to the extent that the educational entitlement and/or health and safety of the pupil themselves or their peers is jeopardised, the SEN leader and class teacher will develop a Pastoral Support Plan/Individual Risk Assessment, in consultation with parents/carers. The plan is set for a fixed period of no more than 4 weeks at the end of which a review is held and a decision is made as to whether the plan has been successful.

Where a pupil is finding it difficult to consistently meet the expectations of behaviour, they will be supported to achieve success. Support plans and strategies will be developed collaboratively with the pupil, class teacher,

other relevant members of staff and parents and will vary according to the individual needs of the individual pupil.

20 Equality of Opportunity

Pupils with Special Educational Needs:

Our behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). We make reasonable adjustments, in consultation with parents, staff and appropriate external agencies, when considering the behaviour management of pupils with SEND.

Other than in the most exceptional circumstances SEN pupils should not be permanently excluded.

The school has a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability.

Pupils with Disabilities:

We have a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability.

Racial/Sexual Harassment:

Racial or sexual harassment will not be tolerated.

21 Serious Breaches of School Rules

Ipswich High School adopts a zero-tolerance approach to any serious behaviour issues.

Serious breaches of school rules might involve a pupil being withdrawn from lunchtime activities or a school visit, providing that it is not essential to the curriculum, and in extreme cases, temporary or permanent exclusion. A Serious Sanctions Log will be kept on file by the Head of the Prep School.

Groups should not be punished for the activities of individuals. No punishment should involve humiliation of the pupil and no physical force must be used.

22 Bullying (refer also to the Anti-Bullying Policy)

The school believes in equal opportunities: all members of the community are of equal worth and should be treated respectfully and have rights and responsibilities towards each other. Anyone known to be involved in bullying will be dealt with promptly. Bullying will not be ignored, and pupils will be encouraged to share their concerns.

The school works to prevent bullying by including anti-bullying material, rights, responsibilities and disabilities as part of the curriculum, including the PSHE curriculum, and within Prep School assemblies.

Author	Lisa Finch
Role	Head of Prep
Date Written	September 2019
Minor Updates	
Date Updated	September 2022
Reviewed By	Prep Leadership Team
The policy was ratified by the Proprietorial Board on the 7 th February 2023.	
Review Date	September 2023

Ratified by Chair of the Proprietorial Board

Signature: -----

Date: -----

Mr Jamie Smith