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Whole School Behaviour Policy

Overriding principles

- This policy should be read in conjunction with the school's code of conduct and school rules (PG 6) and the restraint policy (PG 11)
- All pupils and staff have the right to be respected
- Unacceptable behaviour patterns can be changed
- Good discipline is best promoted by purposeful learning

We wish that all who work or visit West Hill Park will find it a well-behaved school, not just a well-controlled school. To achieve this goal Staff should ensure that children strive to:

- Observe the School Rules
- Develop self-discipline, the ability to learn independently and work co-operatively
- Listen with respect to one another and be conscious never to damage the self-esteem of others
- Foster a caring attitude for the school environment, including the buildings, inside and outside areas, equipment and personal effects
- Tell the truth, keep promises and take personal responsibility for their actions
- Reject bullying, stealing, vandalism, cheating, deceit, dishonesty, uncivil behaviour and offensive language

At the school we aim to provide;

- Good adult and peer role models of caring, cooperative behaviour
- Positive reinforcement of good behaviour
- Supportive intervention strategies to assist in maintaining high levels of behaviour
- High expectations of pupils' behaviour
- Celebrations of a wide range of achievement
- A staff who demonstrate the responsibility for maintaining a good standard of discipline and promoting the school's ethos of being a caring community, which helps pupils extend their skills and develop their talents

The school expects every pupil to be;

- Truthful
- Polite
- Considerate
- Tolerant
- Trying to achieve the best standards they can

POSITIVE DISCIPLINE

Children give of their best when they understand the framework of expectations made of them, and discipline at school should seek to help children learn what is, and what is not, acceptable behaviour in a variety of circumstances. So as not to confuse children, the expectations of staff should be

consistent, and it is the responsibility of all staff to be good role models.

Discipline should be positive wherever possible. Most discipline is achieved by speaking to a child, pointing out what is expected and suggesting ways he or she can achieve it. For children with recognised behavioural problems a great deal of immediate, consistent feedback is vital.

All aims in controlling behaviour must be geared to encouraging personal autonomy and self-discipline; therefore active and constructive disciplinary strategies are recognised as far more effective than negative punishments. Discipline which is enforced by fear is seldom productive.

Rewards

There are a number of ways in which positive behaviour can be rewarded.

- The spoken word should not be underestimated. A simple “well done” or “great effort” can mean a huge amount to a pupil
- Stars can be given for anything perceived as good by a member of staff. This can be child related (on occasions a child may be awarded a star where a star would not ordinarily be appropriate). Stars can be given for good work, helpfulness, politeness, effort or any other positive contribution to the life of the school
- On rare occasions 2 stars can be awarded for exceptional performance or contribution. Stars are recorded in the pupils’ organisers and are seen by the tutor and parent which should bring further congratulation. All stars count towards a termly house competition and individual totals
- Pupils who perform extremely well can be asked to report to the Headmaster for congratulations. The Headmaster may award a ‘Headmaster’s certificate’ which is presented in assembly. After 5 visits to the Headmaster, a book token may be awarded.
- Senior pupils can be awarded ‘colours’ in sport, music, drama and art for exceptional performance over a period of time
- Prizes are awarded in a large number of disciplines at the end of each school year

Sanctions

It must be realised that from time to time pupils will make mistakes and this should be seen as a natural part of the process of learning and growing up. **At no time will corporal punishment, physical punishment or humiliation be used as a sanction in this school.** All staff must ensure that any sanctions used are proportionate and take into account the context of the issue and personalities involved in the incident that they are dealing with. It is not simple, nor is it desirable, to produce a list of ‘offences’ and related sanctions but the following shows a progression and examples from minor to more serious problems that might occur.

‘Unacceptable behaviour’

- Late for lessons and appointments
- Late Prep or poor quality prep
- Failure to bring equipment to lessons
- Running in corridors
- Low level disruption in lessons

These should be dealt with by the teacher immediately responsible for the pupil at the time. Lateness for formal registration will be recorded and put on the end of term report to parents. The sanctions for such issues should be immediate and where possible low level. A minus can be recorded in the pupil’s prep diary and this will be signed by the tutor and parent so that all are kept

informed. A pupil receiving 3 minuses will be seen by the Head of House. A pupil receiving 6 minuses will be seen by the Deputy Head and parents will normally be informed and involved. Pupils can also be asked to repeat poor work or carry out helpful tasks in their time. A Positive Reward Card may be used to monitor unacceptable behaviour and support the pupil in changing their behaviour. The Mentor (Form Tutor or Deputy Head) and pupil will set agreed targets to focus the child on receiving positive reward if they meet the set objectives.

'More serious issues'

- Continued or repeated occurrences of the above.
- Rudeness.
- Disruption of classes.
- Unpleasant behaviour to another child.

The form teacher should be informed as should the Head of Year. Any sanction will be decided after discussion between the relevant staff. These sanctions will be recorded with the Deputy Headmaster allowing him to note any patterns. Parents may be informed at this level depending on the circumstances.

'Unacceptable issues'

- Continued or repeated occurrences of above
- Bullying (including Cyber)
- Theft
- Dishonesty

The Deputy Head will be informed and if necessary the Headmaster. Parents will normally need to be involved and support offered. A range of sanctions will be discussed and these may include internal suspension, suspension or permanent exclusion (see policy for exclusion HG2). Wherever possible these sanctions will be used with the support of the parents. *All sanctions used will be recorded in the pass system and, in the most serious incidents, in a case file in the Headmaster's filing system.*

Equal Opportunities

Teachers will ensure that, through careful monitoring and sensitive intervention, all children have equal opportunities regardless of gender, cultural differences and ability.

Management and Co-ordination

The staff will liaise with the Deputy Head on all matters concerning children's behaviour.

The named Officer for Behaviour Management in the Prep Department is Mr Nicholas Roddis

Monitoring and Evaluating the Policy

- To review the policy as a whole staff regularly
- To monitor changes as they occur
- To discuss the implementation and effectiveness of the Policy

Last review date: November 2011
NR – Deputy Head

PRE-PREP BEHAVIOUR MANAGEMENT POLICY

Rationale

Children are small people and deserve to be treated as such. Adults cannot expect to be respected by children if they do not respect children.

Children learn by example. The way we speak to and treat the children will be reflected in their behaviour towards their peers and adults.

Discipline is necessary to foster:

- consideration and respect for each individual;
- the welfare and safety of all;
- a caring community with shared values conducive to developing children's characters and education.

Aims

- The aim of the Pre-Prep Behaviour Policy is to create an atmosphere of trust and order where the children are aware of the needs of other people and the need to have sensible rules that everyone understands.
- To foster a pride in behaviour, work and achievement.

Approach

Children need to have well defined boundaries and the Pre-Prep staff meets regularly to discuss the Pre-Prep policy so that it is implemented in the same way by all the staff. It is important that all members of staff monitor discipline within the school. Discipline and behaviour are discussed regularly at staff meetings and procedures reviewed.

The PHSE programme of work underpins this approach.

All staff talk to the Pre-Prep children to explain the need for rules in a community and discipline within the Pre-Prep department. The children are encouraged to take part in these discussions.

Mrs Gill Harris the Head of Pre-Prep has overall responsibility for handling and implementing procedures that may arise due to behavioural issues.

Playground Procedure

The children are expected to walk in quietly and sensibly.

Positive Reinforcement

The Pre-Prep staff believe that positive reinforcement of good and polite behaviour should take precedence over reprimanding bad behaviour. Children want to please and should receive encouragement when they do well. If a child does not behave in an acceptable way, physical punishment is never used, nor is it ever threatened. Adults will not shout.

'Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day'. EYFS Statutory Guidance

Good News Assembly

To help foster children's self esteem and pride in what they do, a Good News Assembly is held each week. The children 'show' their work to the other children in the Pre-Prep and receive praise and

encouragement from the teachers. The children are selected from each class for achievements during the previous week (good work). A record is kept of each child chosen and every child has a turn each term. The children are given special certificates, which are displayed on the Good News Board within the department and taken home at the end of the week.

Golden Book and Assembly

Positive behaviour is reinforced through the weekly Golden Book and Golden Book assembly. Every week a child is selected from each class for positive behaviour and their name written by their class teacher into the Golden Book. During the Golden Book assembly the children are awarded with a sticker which goes into their individual good behaviour card. When a child has 3 stickers in their card they receive a special Head of Department sticker. The completed card is then taken home and a new card started.

Circle Time

Circle Time is incorporated into the curriculum. Throughout Circle Time issues need to be handled in a sensitive way.

Golden Time

This takes place on Friday afternoons where the children have the opportunity to select special activities. Children are given Golden Time but can lose it if they break the Golden Rules.

The Golden Rules are:

- ❖ We are gentle....we don't hurt others
- ❖ We listen...we don't interrupt
- ❖ We are honest...we don't cover up the truth.
- ❖ We are kind and helpful...we don't hurt anybody's feelings.
- ❖ We look after property...we don't damage things.
- ❖ We work hard...we don't waste time.

Stickers are given for good work. Work is shown to other classes and the Head of the Pre-Prep Department.

Monitors

The Year 2 pupils act as Pre-Prep monitors, which encourages a sense of responsibility in the pupils. Their names and responsibilities are displayed on a board in the hall area, changing on a termly basis.

Classrooms

A well organised and motivating classroom encourages children to be involved in what they are doing and leaves little time for misbehaving. Teachers need to be consistent in their approach to behaviour and actions taken need to be appropriate to the age of the child.

If a child repeatedly misbehaves in the classroom they might be asked to work on a table by themselves. Children are not sent to stand outside the classroom where they cannot be seen. The child may be sent to work in another classroom.

The teacher explains to the child why their behaviour is unacceptable and tries to help the child overcome the problems.

If the child persists with poor behaviour they are sent to the Head of the Pre-Prep Department who will talk further to the child.

If the child's behaviour continues to give cause for concern the class teacher sees the parents to discuss a behavioural strategy that can be reinforced at home and school.

It is important that parents and teachers work together towards similar goals so that the child does not receive mixed messages and differing standards.

Bullying

Members of staff on duty are sensitive to the needs of the children and intervene to help avoid unkind or bullying situations. The Pre-Prep department follows the whole school Anti-Bullying Policy.

Incident Report

In the case of a serious incident occurring, a member of staff completes an Incident Report and marks it for the attention of the Head of the Department if deemed necessary. The Head of Department then records onto the Incident Report the action taken. Copies of the Incident Reports are kept in the Head of Department's office.

Any incidence of bullying in the Pre-Prep is always taken seriously and investigated.

In the first instance the member of staff in charge of the children at the time will investigate the alleged incident straight away. If, however, a child tells a teacher about an incident that took place previously the member of staff will talk to all parties concerned and try to resolve the situation as quickly as possible to avoid any escalation of the situation. If a child is repeatedly involved in bullying incidents the parents are asked to come to school and meet with the class teacher and/or the Head of the Pre-Prep Department. Similarly, the parents of the child who is being bullied are also informed. The staff offer support to all children in any situation where there is contention and help them talk about what has happened and how things can be resolved amicably.

In the event that the situation does not improve over a period of time the Headmaster is informed.

We feel it is important that if a child has hurt or upset another child or adult that they should be encouraged to say they are sorry.

Physical Harm

All children should feel safe at school. In the event of a child deliberately harming another child in an aggressive and physical manner an incident form will be completed and the matter taken up by the Head of the Prep-Prep. Parents will be informed and the children involved will be seen by the Head of the Pre-prep, who will take appropriate steps to ensure the safety of all the pupils within the department.

Restrictive Physical Intervention

Staff should follow the Restrictive Physical Intervention Policy guidelines and procedures.

Manners

Emphasis is placed on good manners. Manners should be taught at home and reinforced and encouraged at school.

- The Pre-Prep children are encouraged to say "good morning" to staff and visitors.
- Children are encouraged to open doors for people and to stand back.
- "Please" and "thank you" are reinforced at all times.
- Children are reminded not to interrupt adults and each other and to wait their turn.

Lunch Time Manners

Children's table manners can differ greatly according to what has been taught at home.

Pre-Prep children are encouraged to:

- use a knife and fork properly and not eat with their fingers;
- sit properly at the table, not on their feet or half-standing;
- eat with their mouths closed;
- not to fidget with things on the dining table;
- walk (not run) in the dining room;

- sit quietly, and not shout at the table or turn round and talk to children on other tables;
- walk quietly and sensibly around the school.

Behaviour in the Swimming Pool

Good behaviour in the swimming pool is of paramount importance for safety reasons. The children are expected to listen to the swimming teacher and do as they are told. Any misbehaviour reported by the swimming teacher may result in the child or children concerned missing the swimming lesson the following week. The parents are told if this happens.

Summary

Young children are in the process of developing attitudes, personality and character and it is normal for some misbehaviour to occur as they are learning and testing the boundaries of relationships and acceptable behaviour.

A minority of children may cause concern because of repeated misbehaviour or misbehaviour of a serious nature. The reasons for such behaviour are varied and sometimes complex and may include an inability to cope with school life and work or severe emotional problems brought from home. The teacher "team" concept is of the utmost importance in dealing with these children who may have special behavioural needs and who may require additional resources.

Equal Opportunities

Teachers will ensure that, through careful monitoring and sensitive intervention, all children have equal opportunities regardless of gender, cultural differences and ability.

Management and Co-ordination

The staff will liaise with the Head of Pre-Prep on all matters concerning children's behaviour.

The named Officer for Behaviour Management in the Pre-Prep Department is Mrs Gill Harris

Monitoring and Evaluating the Policy

- To review the policy as a whole staff regularly
- To monitor changes as they occur
- To discuss the implementation and effectiveness of the Policy

Created November 2006

Last review date November 2011

To be reviewed November 2012

Signed on behalf of the Pre-Prep



Gill Harris - Head of Pre-Prep