



BEHAVIOUR AND DISCIPLINE POLICY PREP SCHOOL

Introduction

This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.

We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.

Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with emotional and behavioural difficulties.

Aims and objectives

It is a primary aim of our school that every member of the school community 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's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a mutually, beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. 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.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the wider community.

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

Rewards and Punishments

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

- Teachers and staff congratulate children.
- Teachers and staff give children house points.
- Staff distribute merits (certificates, stickers, table points etc) in lessons, to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- All classes have an opportunity to contribute to an achievement assembly where they are able to show examples of their best work.
- Children are sent to the Headmistress for a 'well done' sticker
- Year groups are rewarded for caring for their shared spaces/cloakrooms and a cup is awarded half termly.
- Children can earn privileges. If they are rewarded 5 privilege cards for good manners and excellent behaviour, the Headmistress hosts a lunch for them.
- A "Star of the Month" board is situated in the front foyer.
- Girls in Early Years can be awarded smiley faces. If they receive five they can attend a "Teddy Bears" picnic at the Headmistress' house.
- Recognition of outstanding work on the "outstanding achievement tree"

The school acknowledges all the efforts and achievements of children, both in and out of school. Awards, certificates, and medals can be given to children and celebrated in an assembly

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- 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 repeat a task or activity.
- If a child is disruptive in class, the teacher reprimands her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until she calms down, and is able to work sensibly again with others.
- 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.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and

seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. The school rules are drawn up by the school council and reviewed regularly. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or at another appropriate time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear of any kind from others.

All members of staff are aware of the latest regulations regarding the use of force by staff. Teachers in our school do not use any kind of physical force as a punishment. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting herself. The actions that we take are in line with government guidelines on the restraint of children.

Play Therapist

We have a play therapist who visits the school on a weekly basis. She is available to meet with girls on an individual/group/class basis to help provide strategies for interpersonal skills. She is also available to meet with parents.

The role of teachers

It is the responsibility of teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

All staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

All members of staff treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headmistress.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENCO) discuss the needs of a child with the education social worker.

The role of the headteacher

It is the responsibility of the Headmistress under the School Standards and Framework Act 1998 to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmistress to ensure the health, safety and welfare of all children in the school.

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

The Headmistress keeps records of all reported serious incidents of misbehaviour. The Headmistress has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmistress may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in information booklets, and we expect parents to read them and support them.

We expect parents to support their child's learning. 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, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the senior teacher for pastoral care. If these discussions cannot resolve the problem, the Headmistress and school governors should be contacted.

The role of governors

The governing body has the responsibility of approving these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headmistress in adhering to these guidelines. The Headmistress has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headmistress about particular disciplinary issues. The Headmistress must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. The Headteacher will always refer to SLT and the Senior School Headteacher in any situation concerning the need for exclusion.

Only the Headmistress (or the acting Head) has the power to exclude a child from school. In extreme and exceptional circumstances, the Headmistress may exclude a child permanently. It is also possible for the Headmistress to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headmistress excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmistress makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headmistress informs the LA and the governing body about any fixed-term exclusions beyond five days within any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headmistress.

Parents have the right to appeal to Governors about an exclusion. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headmistress must comply with this ruling.

Pupils and their parents have the right to request a review of the Headmistress's decisions by the school governing body. Should they wish to exercise this right, they should write to the Clerk of the Governors (Bursar) within 5 working days of the decision. A panel of at least 3 members of the governing body will convene to hear evidence related to the decision. They will almost always expect to hear from the girl and her family in addition to school employees during the hearing. They will then inform the family of their decision within 5 working days of the hearing.

Monitoring and review

The Headteacher, Deputy Headteacher and Assistant Head (Pastoral) monitor the effectiveness of this policy on a regular basis. They report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headmistress records those incidents in which a child is sent to her for serious misbehaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the school office.

The Headmistress keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of both fixed term or permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy is reviewed every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Complaints

Should there be any complaints about the operation of our behaviour policy, copies of the School's complaints procedure can be sent to you on request and are published on the website.

A.E Lawson: July 2009

Agreed by SLT: July 2009

Approved by Education Committee: September 2009

Reviewed: Headmistress January 2012

Approved by Education Committee: March 2012