

St. John's Prep. School



Behaviour Policy

Last reviewed by the leadership team	Last reviewed by the advisory board
September 2018	November 2018

Policy for Behaviour and Discipline

Aims

- To develop a whole School behaviour policy supported and followed by the whole School community, parents, teachers, and children, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the School curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

Code of Conduct

- All members of the School community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be well-behaved, well-mannered and attentive.
- Children should walk (not run) when moving around School.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to suspension or exclusion.
- Foul or abusive language must not be used. Minor breaches will be treated as shown under 'Sanctions' below, but repeated or serious incidents will lead to suspension or exclusion.

- Children are expected to be punctual.
- Children must not bring any of the following prohibited items into school;
 - knives or weapons;
 - alcohol;
 - illegal drugs;
 - tobacco and cigarette papers;
 - fireworks;
 - pornographic images;
 - any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Where a pupil has brought a forbidden item into school, staff at the school will take the item into safekeeping. We use the guidance set out in 'Searching, screening and confiscation' (DfE 2018) to ensure that staff, pupils and visitors to the school are kept safe for harm. Because of the severity of this, any pupil who possesses a forbidden item at School or on a School activity will almost certainly be suspended and may be expelled.

Children should wear the correct School uniform. Jewellery (apart from watches and plain stud earrings for girls) or trainers (except on Greens Days) should not be worn. Hair attire should be simple and in School colours. Slippers should be worn in the classroom at all times.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the School to function efficiently as a place of learning.

The Headteacher and authorised staff can also search for any item banned by the School rules which has been identified in the rules as an item which may be searched for.

Rewards: Incentive Scheme

A major aim of the School policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

At St. John's Prep. School the award scheme is based on the House Point System for the Upper School, and class merit schemes for the whole School, through which children can be rewarded for academic and non-academic achievements, for effort, for being caring and for all aspects of good work and behaviour.

The children in the Junior Section (KS2) have been divided into four Houses– Moles, Water Rats, Toads and Badgers. Each of these is supported by a House Mistress or House Master who is assisted by a House Captain, Vice-Captain and Sports Captain from year 6 (F.3). Children are awarded House Points for thoughtfulness, being helpful, good work etc. Each House's points are counted up at the end of the week,

and at the end of each term, the winning House is announced at Assembly. A weekly table will show the progress of each House and this is displayed in each of the Junior School classrooms. We hope that children will encourage members of their House to try their best in every aspect of School life.

Individual certificates celebrating achievements are awarded twice a term, for example, when a Reception class child is able to dress him/herself for the first time, as are achievements in swimming and excellence in academic, sporting or musical endeavours.

Once a year, a Prize Giving Ceremony is held (in October), where prizes are awarded for academic achievement, effort and progress in each subject for each year group, certificates for achievements attained in the Key Stage 1 and Key Stage 2 SATs and Lamda, along with trophies and cups for outstanding achievement in various areas of sporting activities and other categories, such as Reader of the Year, Personality of the Year etc.

Incentive stickers and table points are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in and out of School in assemblies and on their own achievements board inside their classrooms, as well as at the bi-annual Art Exhibition.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Other Schemes used to help children understand the difference between 'right and wrong' behaviour.

Our counsellor, Anita Lonsdale, visits the school regularly to talk to the pupils about various aspects relating to Health and Wellbeing, Relationships and Living in the Wider World.

She also offers parenting classes to our parents during evening meetings about the problems that today's parents face and how best to deal with behaviour issues at home. This helps to consolidate the work done in school and promotes a united front to the pupils from both school and home.

We use a selection of visiting speakers, such as a representative from CEOP, who comes to talk to our pupils about behaviour and safety online. Other visiting speakers from the wider community and various charities give talks to enrich the pupils' experience of school, providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our pupils is to ensure that they can critically assess the information they receive as to its value to themselves and that the information is aligned to the ethos and values of the School and British values.

Sanctions

Sadly, there will be times when children are badly behaved. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. The class teacher discusses the School rules with each class. 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 expected. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time, SMSC sessions and Form periods. The safety of the children is paramount in all situations.

The School uses a number of sanctions to enforce School rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately for each individual situation.

- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may move them to a place in the room where they can be overseen more easily or move them to sit on their own. If a child continues to act in this way, they may be punished by a withdrawal of privileges such as play time or attendance at class trips and workshops.
- 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 will verbally reprimand them. If a child misbehaves repeatedly, we may isolate the child from the rest of the class, under supervision, until they calm down and are prepared to comply with the teacher's expectations that they will work co-operatively alongside others.
- If a child threatens, hurts or bullies another child, the class teacher records the incident in our digital Behaviour Watch system and the child is punished by a withdrawal of privileges, such as play time or attendance at class trips and workshops. If a child repeatedly acts in a way that disrupts or upsets others, the School contacts the child's parents or carers and arranges an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned. Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

Sanctions are set which include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, loss of incentive sticker or House

Point, moving to sit alone, sending work home, letters of apology, Junior Detention papers and loss of responsibility – see Appendix A, loss of privileges or attendance at form trips or workshops. Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a Daily Report System issued at the end of each week, to monitor their behaviour with parents' support.

Major breaches of discipline might include physical assault, deliberate damage to property, stealing, bringing a forbidden item into school (as specified on page 2), leaving the School premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. These types of behaviour are generally rare and it is the responsibility of the Head teacher or the Deputy Head teacher who will deal with them severely, particularly if the problem keeps recurring.

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. At St. John's, we do everything in our power to ensure that all children attend School free from fear.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded in our Behaviour Watch system.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Head teacher or Deputy Head teacher as to future conduct.
- Withdrawal from the classroom for the rest of the day.
- Withdrawal from class off-site visits or workshops.
- A letter to parents informing them of the problem.
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring then exclusion procedures are implemented.
- In the unlikely event that a child is found to be missing during the day, a thorough search of the School and grounds will be carried out. If the child still cannot be found, the police and the child's parents will be informed immediately. To safeguard against this happening, the School operates the following policy:
 1. Children are greeted at the door each morning by a teacher, who shakes their hand. They then move into their class and remain under the supervision of the class teacher or the specialist teacher taking the class. Pupils are released at the end of the day directly to their parents who come to the door to collect them.

2. Children are not allowed to leave the classroom during lessons. If an urgent need to visit the toilet arises, then another child will accompany them.
3. The School automatic gates are closed and only open for collection of pupils at the end of the day. A teacher is on duty at all times when the children are at play in designated areas depending on age and activity.
4. Boundary fences are in excellent condition and checked regularly.
5. In exceptional circumstances, the School reserves the right to abandon the normal procedure and ask a parent to remove their child from School straight away.

Lunchtime Supervision

At lunchtime, all teachers eat with their pupils. Staff are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to complete a task. This usually takes the heat out of the situation. The staff members keep note of children who continually misbehave.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher. This results in loss of privileges and playtimes. Procedures for dealing with persistent misbehaviour as detailed above are followed.

The role of the Headteacher

- It is the responsibility of the Head teacher, under the Education and Inspections Act 2006, to implement the School behaviour policy consistently throughout the School. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the School.
- The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. If the Head teacher suspends a child, the Head of Year of this pupil will inform the parents immediately by telephone and a letter detailing the reasons for the suspension will be handed to the parent at collection time.

The role of the class teacher

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

- The class teachers 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.
- The class teacher treats each child fairly, and enforces 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 on Behaviour Watch. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the seeks help and advice from the Head of Year.
- The Head of Year liaises with external agencies, as necessary, to support and guide the progress of each child. The Head of Year may, recommend that external support is needed and the use of an Educational Psychologist is then discussed with the parents.
- 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 and/or the Head of Year may also contact a parent if there are concerns about the behaviour or welfare of a child.

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. Our School Counsellor offers evening parenting classes to advise parents on how to deal with the problems faced by parents today.
- We explain the School rules in our School prospectus, and we expect parents to read them and support them. All parents sign that they have read and are prepared to support the School's rules on the Admission Form, which is then filed in each pupil's admission file.
- We expect parents to support their child's learning, and to cooperate with the School. We aim 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 reprimand 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 contact the Head of Year and Class Teacher either via email or telephone message or via the Homework Diary or send in a letter. If these discussions cannot resolve the problem, then the Deputy Head or Head teacher should be approached.

Parents can help:

- By recognising that an effective School Behaviour Policy requires close partnership between parents, teachers and children.
- By discussing the School rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, Parents' functions and by developing informal contacts with School.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively.

Sanctions

At all times staff should encourage good behaviour through praise and rewards. No member of staff may in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity.
- Talk to the child – discuss what has happened.
- Discussion in groups or whole class.
- Move the child from the group to work on his/her own.
- Repeat work.
- Miss playtime (but must be supervised).
- Exclusion from form trips and workshops.
- Behaviour modification programme – setting targets.
- Remove child from the class – place with Head of Year or in another class.
- Parental involvement.
- Daily report issued weekly.
- Sanctions as in discipline policy.

Serious incidents, for example, swearing, fighting, bullying or bringing a forbidden item into school are recorded on Behaviour Watch.

Behaviour Watch

This is used to record:

- Any incidents involving a child, which results in personal injury or damage to property.
- Loss, theft, or damage to property.
- Significant disciplinary measures taken by a member of staff against a child, for example, detention papers or a meeting with parents. Exclusion must always be recorded.
- Any other incidents or matters of a serious nature.

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc.).

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

Intervention

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document '*Use of Reasonable Force in Schools*' (DfE 2013).

Teachers in our School must not use any kind of physical force as punishment. They will only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. The restraining actions that we take are in line with Government guidelines on the restraint of children.

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint is necessary. Physical intervention should always be done with care and, preferably, take place within view of another adult. Restraint should always be for the shortest possible time.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team, who will take immediate action to involve parents.

Behaviour Watch should be filled in and the situation discussed with the Head of Year, Deputy or Head teacher.

The Head teacher or Deputy Head teacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies, for example, Social Services, Child Psychologist or School Counsellor.

Prep. School: Behaviour Modification Policy

At St. John's Prep. School, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff. Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation.
- Using different resources.
- Rewards of stars/smiley faces on work, on charts and in special books.
- Use of certificates, special stickers for such things as listening, being kind, helpful etc.
- Sharing good behaviour with other children/other classes.
- Involving parents at an early stage to make an action plan together, which is tailor-made to the individual child concerned.
- Carefully chosen Assembly Themes such as Self-Discipline, Honesty etc. where the development of positive character qualities is encouraged.

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. At St. John's Prep & Senior School, we believe that sexual violence and sexual harassment is never acceptable and all such incidents will be taken seriously.

Reports of sexual violence, including rape, assault by penetration and indecent assault will always be reported to the police. The school will always take seriously any incidents of sexual harassment, including sexual comments, 'jokes' or taunting, physical behaviour, displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

Our school recognises that some pupils are at greater risk of sexual violence and sexual harassment and may need further support. Reports of sexual violence or sexual harassment will be dealt with by the Designated Safeguarding Lead. Some incidents must be reported to the police or social services, others may be dealt with in school.

Our curriculum will help young people develop healthy, respectful relationships with each other, and with staff.

Drug- and alcohol-related incidents

It is the policy of this School that no child should bring any drug, legal or illegal, to School.

If a child needs medication during the School day, the parent or guardian should notify the School and sign a permission slip for the medication to be brought into School. This should be taken directly to the Form Teacher for safekeeping. Any medication needed by a child while in School must be taken under the supervision of the Form Teacher, who then records it on Behaviour Watch under Medical.

The School will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into School for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded and the Police and Social Services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the procedures listed in our Alcohol and Drugs Policy will be followed.

It is forbidden for anyone, adult or child, to bring onto the School premises illegal drugs. Any child who is found to have brought to School any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the School until a parent or guardian of the child has visited the School and discussed the seriousness of the incident with the Head teacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into School, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the School. The Police and Social Services will also be informed.

Knives and Offensive Weapons

It is illegal to carry knives or other offensive weapons on and around School premises. St. John's Prep. & Senior School recognises that the presence of

weapons, or items which could potentially be offensive weapons, in the School would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the School. It is therefore the School Policy to forbid the possession, custody and use of weapons by unauthorised persons in, on, or around the School premises and during School activities. These rules apply at all times.

For the purpose of this Policy a “weapon” is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- Knives, including all variations of bladed objects i.e. pocket knives, craft knives, scissors etc.;
- Explosives, including fireworks, aerosol sprays, lighters, matches;
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use, i.e. the purpose or keeping or carrying the object is for use, or threat or use, as a weapon.

Any student found to be in breach of the Policy shall be subject to action under this Behaviour Policy. This could mean fixed or permanent exclusion from the school. In some circumstances the police might also be contacted.

EYFS

We recognise that younger children need a different approach to older children, reflecting their social and emotional development.

Aims:

1. Children will show appropriate self-respect and develop self-esteem through their ability to establish effective relationships with other children and adults.
2. Children will express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why.
3. Children will respect the needs and rights of others, their property and of living things.
4. Children will develop a sense of conscience, responsibility and self-discipline.
5. Children will understand the importance of courtesy, good manners and respect for adults as well as their peers.
6. Children will grow in a safe and secure environment and become positive, responsible and increasingly independent members of the school community.

Objectives:

1. The children are offered very clear guidelines on behaviour, courtesy, organisation within the classroom and beyond from the outset.
2. The staff have and uphold high, but realistic standards and expectations of behaviour in a fair and consistent fashion so that the children are never in any doubt as to what is acceptable and unacceptable behaviour.
3. Positive reinforcement of good behaviour is used frequently and in preference to negative to children.
4. In the event of unacceptable behaviour, verbal disapproval is given without humiliation. If unacceptable behaviour continues the child is counselled so that he/she might understand how their behaviour is unacceptable and why they are behaving in such an unacceptable fashion.

EYFS staff will

- Have a commitment to developing children's positive and acceptable behaviour
- Identify specific procedures and guidelines to manage children's behaviour
- Be familiar with and have access to the policy and procedures
- Have the skills to support staff and liaise with other agencies for further advice and expertise, if needed
- Specifically identify behaviour that is unacceptable within the EYFS and develop strategies for improving this behaviour
- Arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully
- Actively promote high expectations of children's behaviour within the setting
- Attend training where available to help with promoting positive behaviour

EYFS staff will never

- Use, or *threaten to use*, any form of physical or corporal punishment
- Use any form of physical intervention, unless this is absolutely necessary in order to prevent children from causing harm to themselves, to others or serious damage to property. All such incidents will be recorded with notes in the pupils' file and will be reported to parents on the same day
- Humiliate children

What the EYFS staff do

- We organise the learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities
- We take a positive and consistent approach towards managing children's behaviour
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' from the immediate situation giving the child time to reflect
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued
- We encourage children to be aware of our routines and procedures
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding
- We record all significant incidents relating to behaviour
- We identify and implement strategies that encourage positive behaviour
- We deal with negative behaviour at the earliest opportunity

How we encourage positive behaviour

- We use praise specifically related to the children's actions or behaviours – this could be through verbal praise, giving responsibility as a reward, sharing with parents
- If appropriate, we refocus the child's attention on another activity and then praise immediately
- We focus on activities and routines that encourage sharing, negotiation and co-operation

- We encourage responsibility in caring for others and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- We model appropriate behaviours in different contexts and set good examples
- We consult with the children to draw up rules for behaviour within our setting
- We involve parents in discussing with them our expectations for children's behaviour.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable
- We discuss with children what is acceptable behaviour in all areas of learning and experiences
- We encourage the children to express openly their feelings/likes and dislikes
- We help the children to understand the consequences and effects of their behaviour on others
- We support the children to resolve conflicts with other children

Appendix A

What happens if we break the rules of our classroom?

1.	Verbal warning and reminder of expected standard of behaviour.
2.	Loss of incentive sticker or free time
3.	Loss of House Point (Upper School)
4.	Sent to Head of Year
5.	Detention Paper (Upper School)

6. Sent to Mrs. Tardios