

Blundell's Preparatory School Policy for Behaviour

Aims

To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values (*non sibi* – not for oneself)

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 PSHE and throughout the school curriculum, positive 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 the link between home and school on what constitutes acceptable behavioural standards. This is crucial to the success of the school in its approach to discipline.

To encourage good behaviour rather than simply to 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

The one rule for all of us at Blundell's Preparatory School is that:

Everyone will act with courtesy and consideration for others at all times.

Our school motto is *Non Sibi* which means not for oneself. This means we should think of the needs and feelings of others before our own.

This means that:

We always try to understand other people's point of view even if we do not agree with it.

In class we make it as easy as possible for everyone to learn and for the teacher to teach.

We move calmly and quietly about the school.

We always speak quietly to everyone.

We are silent whenever we are required so that all can hear or contribute.

We try hard to keep ourselves smart and tidily dressed in School uniform.

We keep the school clean and tidy so that it is a welcoming place of which we can all be proud.

Out of school, in a group, we always remember the school's reputation depends upon the way in which we behave.

We should always behave with friendliness towards visitors to the school, members of staff and towards each other.

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.

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.

In The Prep School, the scheme is based on Merit Marks where children are rewarded for academic achievement and for effort, and house points for non-academic achievements, for being caring and for all aspects of good behaviour.

Head Master certificates are awarded in assembly for excellent effort or excellent work.

The children are divided into houses. Each house's merits (Merit marks and house points) are counted up at the end of each term and the winning house is announced in assembly. Notices show the progress of each House at intervals during the term. We hope that children will encourage members of their house to try their best in every aspect of school life. Children receive colour coded badges throughout their time at School as well as book tokens.

An Effort and Attainment Grade is completed twice each term for each child giving a grade for his/her effort in each subject. This is discussed with the child before being sent home to the parents. Good performances in effort are rewarded in front of the School.

In the Pre-Prep individual certificates celebrating achievements will be awarded throughout the year.

Incentive stickers are available for everyone in the Pre-Prep. In addition, each form teacher gives verbal or written praise as often as possible.

Children are encouraged to celebrate their achievements in and out of school in assemblies.

The golden book records individual acts of kindness, consideration to others, helpfulness and this is also recorded in the fortnightly school newsletter. Each child

whose name is entered on the book will be congratulated in assembly and given a special golden star.

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.

Sanctions

Sadly, there will be times when children are poorly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is part of growing up. A Behaviour Policy must state these boundaries firmly and clearly.

As far as sanctions are concerned, the form teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner, with some flexibility regarding age of the child.

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 punishments.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology and loss of responsibility.

Significant acts of misbehaviour are firstly recorded on a minor sanctions sheet in the staff room. Any misdemeanours are discussed at staff meetings. The stage after this is to be entered on a the formal sanctions sheet, which is sent to the Head Master, and placed on the child's file.

Parents will be involved at the earliest possible stage, if problems are persistent, serious or recurring. Children may then be placed on a daily or weekly report system to monitor behaviour with the support of the parent.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is rare and it is the responsibility of the Head Master, the Deputy Head or the Head of Pre-Prep to deal with it appropriately particularly if the problem keeps recurring. Full investigations will be carried out in a fair and understanding way, with serious incidents where suspension or withdrawal may be a consideration the Head Master may have to sit in judgement.

Challenging Behaviour

Challenging Behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal

Absconding

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down then physical restraint may be necessary. Please refer to the Guidance on the Use of Force to control or restrain pupils.

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 the parents.

An incident form should be filled in and the situation discussed with the Head Master.

The Head Master or Senior member of the teaching staff will work with members of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Behaviour Policy

At Blundell's Preparatory School children are generally 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 strategies to change individual children's behaviour. All staff use these.

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 is used to reinforce positive behaviour.

These may include the reward 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

Showing certificates and announcing credit-worthy achievements in assembly

Involving parents at an early stage to make an action plan together

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

Other strategies may include:

Change in classroom organisation

Using different resources

Using tiny steps, devised for each child to build good behaviour (eg sitting on a chair for a given length of time, putting hands up to answer questions)

Reviewed May 2011

Next Review May 2012