

Promoting Good Behaviour Policy

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage

Reviewed: December 2022

Reviewed by: J Hamilton-Smith

INTRODUCTION

This policy operates in the context of the school's Code of Conduct and reflects the ethos of the school. It has been produced in accordance with the non-statutory advice Behaviour and Discipline in Schools (2014). We are a caring community with a sound value-base. We believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.

AIMS

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- To ensure that children are aware of the school rules and the Code of Conduct. Each class has its own classroom code.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A POSITIVE APPROACH

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. It is important that children are familiar with the school ethos and the Code of Conduct. In this context, children will be rewarded for good behaviour. We will use a positive system of rewards, which will include:

- Positive comments in books
- Verbal praise, including special mentions in class or in Assembly
- Exhibiting good work in class or on a display board
- Informal referral to the Headmaster or the Deputy Headmaster (Pastoral)
- Using commendations or smiley faces on charts, books, etc
- Use of special award certificates within the classroom and whole school community
- Awarding House Points and Golden House Points

DISCIPLINE

The Deputy Head (Pastoral) is responsible for discipline and pastoral care throughout the school. For less serious misdemeanours the Form Head should be informed and he/she can deal with the incident directly. For more serious offences the pupil should be sent to the Deputy Head (Pastoral) who in turn may refer the matter to the Headmaster. Corporal punishment may not be used or threatened by any member of staff at any time.

REWARDS

Commendation / Smiley Face

Commendations are awarded for effort in all subject areas. These may be recorded on the piece of work or, in the case of this not being possible, directly on to the iSams system. Whichever is the case it remains the responsibility of the awarding subject teacher to enter any Commendations into iSams. Reception, Year 1 and Year 2 are awarded Smiley Faces in place of the Commendations used in Years 3 – 8. A book token is awarded to the pupil gaining the most in each form at the end of term. Pupils who receive the most awards are rewarded in the end of term assembly.

Headmaster's Commendation

This is awarded for a truly outstanding piece of work both in terms of effort and content. Teachers will recommend a pupil for a Headmaster's Commendation. The Headmaster will then decide to award the Headmaster's Commendation.

House Point

A reward system of House Points allows for the award of House Points for positive contributions to the school and their deduction for poor behaviour. Examples of positive behaviour may be helping others, volunteering to tidy up or consistent good manners. It may also include kindness towards peers and outstanding work. or implementation of the Six Golden Rules (see below).

To award a House Point staff will give pupils a House Point ticket which will be signed by the staff member. The pupil will hand this in to their Head of House who will enter the House Point on the Isams system.

A target number of House Points will result in pupils being awarded a certificate in assembly. (Target numbers TBC)

Golden House Point

For those who demonstrate a consistent and/or outstanding level of good behaviour a Golden House Point may be awarded. As with the House Point, these will be recorded in Isams. The awarding of a Golden House Point will also be recognised in the next school assembly. At the end of the academic year, all of those pupils who have received a Golden House Point will be rewarded with a trip out for lunch.

SANCTIONS (A record of all sanctions is kept within the School's Pupils Sanctions Record)

Demerits / Unhappy Face

Demerits may be given for lack of effort or repeatedly poor work. Demerits must be recorded on iSams and on the staffroom notice board, as a combination of three Demerits and Minus House Points in a term results in a Headmaster's detention. Reception, Year 1 and Year 2 are awarded Unhappy Faces in place of demerits as used in Years 3 – 8. Pupils may be told to miss their break time as a result of their poor behaviour and during this time they must stand outside the Deputy Headmaster's (Pastoral) office.

Weekday Detentions

Poor behaviour which warrants more than a telling off can result in a Tuesday Detention. As with a House Point this should be logged in the PRA, as well as on the Sanctions Google Document.

Tuesday Detentions may be given for rude behaviour to staff, unkind behaviour to peers, or any behaviour that is inconsistent with the school's Code of Conduct. (Understandably there may be some interpretation here, and if you are unsure please speak to JHS for clarification).

Tuesday Detentions will take place in the English 2 Classroom from 1pm to 1.30pm

Pupils will be set extra work for detention.

Three detentions in a term will result in a Minus House Point and a meeting with the Headmaster.

Minus House Point

A pupil can automatically receive a Minus House Point for exceedingly poor behaviour. This would include serious swearing, physical behaviour towards another pupil, bullying, or anything deemed to warrant more than a Tuesday Detention. As with a Tuesday Detention this should be logged in the PRA and written up on the Sanctions Notice in the staff room.

If a pupil were to receive an immediate Minus House Point he would also serve one Tuesday Detention.

If a pupil were to receive a total of 3 Minus House Points in a term, he would be summoned for a Headmaster's detention on a Saturday morning.

Boarders

For those pupils who spend the week in the Boarding House, they may have certain privileges removed as a part of their punishment. (See Boarding Policy document)

Saturday Detention

If a pupil receives three Minus House Points, in any one term, he is placed in a Headmaster's detention. (For Year 8 pupils it is a total of two Minus House Points). Parents are informed that their son is in detention at least two days in advance: by letter, in person or by telephone. The detention will be supervised by the Headmaster, a member of the resident staff or member of the SMT and will last for one hour. This will be arranged for a suitable time during the week and can include Saturdays. Work to be completed during the detention is organised by the Form Head. It is necessary for the Form Head to inform the parents once a pupil has received 2 Minus House Points so they are aware that

their son is close to receiving a detention. This information is recorded in the Pupil Sanctions Record in the Staff Work Room.

In the event of a pupil receiving a detention the Headmaster and Deputy Headmaster (Pastoral) may deem it appropriate to ask the parents in for a meeting. This is to create a strong link between school and home to ensure that any sanctions are fully understood, agreed upon and therefore have maximum effect.

Suspension

Moulsford Preparatory School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Suspensions from the school are rare but at times they are a vital part of the school's sanctions policy. For more serious misdemeanours such as stealing or fighting, the Headmaster may deem it appropriate to suspend a pupil from school for a period of time. This information is recorded in the Pupil Sanctions Record in the Staff Work Room.

Exclusion

Exclusions from the school community, whether fixed term or permanent, are damaging to a pupil's self-esteem. They diminish the sense of belonging to the community. As such they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour. The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time. Fixed term exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. Violence, including severe verbal bullying, fire setting and frequent high level disruption would fit within this category.

MALICIOUS ACCUSATIONS AGAINST STAFF

Where it is reasonable to conclude that an allegation against a staff member was made with malicious intent, and where this can be established on the part of a pupil, appropriate disciplinary action should be taken against the pupil. It is essential that there is clear evidence to support this action, and any action taken must be appropriate to the incident and to the pupil's age and understanding.

PHYSICAL INTERVENTION

Staff must only ever use physical intervention as a last resort, when a child is endangering himself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children, and all staff have been given Safe Practice guidance to ensure that they are clear about their professional boundary.

In cases where physical intervention takes place, parents will be informed on the same day or as soon as reasonably practicable.

SUPPORT SYSTEMS FOR PUPILS

If at any time there is concern for the welfare of the child, either in terms of behaviour and/or social issues, staff will discuss the possibility of seeing the school counsellor or other outside agency to help support the pupil.

In all cases the Headmaster gathers the opinions and takes advice from members of staff who are working with a pupil. He may delegate some responsibility to a member of the Senior Management Team for fixed term exclusions. The Headmaster alone makes the decision to proceed to permanent exclusion.

THE ROLE OF PARENTS

Parents have a vital role to play in their children's education. It is very important that they support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school.

We will inform parents if we have any concerns about their child's welfare or behaviour. We also ask all parents to make any concerns known to the Headmaster, Deputy Headmaster (Pastoral), Head of Year or Form Tutor.

In all areas of the Promotion of Good Behaviour, as set out in the Equality Act 2010, reasonable adjustments will be made for pupils with special educational needs/disabilities.



MOULSFORD

Appendix I

Six Golden Rules:

1. Be gentle: Do not hurt anybody
2. Be kind and helpful: Do not hurt anyone's feelings
3. Listen to people: Do not interrupt
4. Look after property: Do not waste or damage things
5. Work hard: Do not waste your, or other people's time
6. Be honest: Do not cover up the truth