

Hull Collegiate Prep School

Foundation Stage

Good Behaviour Policy

We believe pupils have a right to learn, to feel safe and to be happy.

Foundation Stage Rationale

In Hull Collegiate Prep School Foundation Stage we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

“Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children’s emotional well-being to help them to know themselves and what they can do.”

EYFS Statutory Framework 2008

Foundation Stage named member of staff with responsibility for behaviour management issues: Mrs J Maltby (Foundation Stage Coordinator)

Philosophy

We believe good behaviour and discipline are key foundations of good education, for without an orderly atmosphere in school, effective teaching and learning are unlikely to take place. We all need to have a clear understanding of the values that matter in order to bring about a caring school, and at Hull Collegiate Prep School we believe these values to be:

- respect for others
- respect for property and the environment
- honesty
- politeness
- good manners
- kindness
- helpfulness
- attentiveness

- hard work
- trust and fairness
- tolerance and compassion
- self respect and self discipline

These values are promoted in school through collective worship, assemblies, personal, social and citizenship education, religious education, the ethos of the school itself and the example set by staff within it.

We aim to create and maintain a happy, secure and caring environment where everyone is valued as an individual. We believe good behaviour needs to be carefully developed and that children need to be clear about the standards of behaviour expected.

We expect high standards of work and behaviour from all children and believe in positive reinforcement rather than emphasizing the negative. We aim for discipline to be consistent throughout the Prep School and to be applied in a calm but firm way.

Every opportunity is taken to enhance self-esteem by praising personal achievement and any criticism is constructive. Mutual respect and co-operation is encouraged and pupils are helped to recognize examples of good behaviour.

Inappropriate and anti-social behaviour of any sort is unacceptable and as such is dealt with through the process outlined in this policy.

It is essential that there is a partnership between every member of the school community (teaching and non-teaching staff, Governors, parents, carers and pupils). Messages to pupils about their behaviour in school must be consistent and supportive; there must be a whole school approach.

Discipline is about caring for the individual child and a positive standpoint is essential to achieve ultimate success.

Aims

- To create a calm, ordered atmosphere in which children and adults are happy, secure and hardworking.
- To ensure that everyone in school feels valued and is held in high esteem.
- To foster a spirit of co-operation, responsibility and independence.
- To encourage an understanding of the feelings, values, beliefs and cultures of others.

- To give children a pride in their own achievements and in the achievements of others.
- To achieve a consistency of approach from all staff, teaching and non-teaching.

Roles and Responsibilities

Ultimate responsibility for the management of school discipline rests with the head teacher.

Every member of staff, when in contact with children, has a responsibility for conducting him or herself in a manner that is consistent with this policy. All staff should be entitled to support from the school's management if they are having difficulties when dealing with unacceptable behaviour. If necessary, INSET will be provided. Personnel will normally be involved with behaviour issues as follows:

Parent –Teacher/Key Person – Key Stage Coordinator – Deputy Head – Head Teacher

Where an incident is dealt with by a member of the support staff it should be normally reported in the first instance to the class teacher or key person. It is expected that the majority of incidents will be dealt with by class teachers or the key person and that initial liaison with parents or carers will take place at this level.

Expectations

Our expectations are high. Staff should endeavour to build relationships with children so that when a child is experiencing difficulty with their behaviour he or she knows that members of staff are fair, consistent and genuinely interested in their wellbeing. Staff should remain positive at all times.

Definitions

We believe **good behaviour** is everyone treating others as they would wish to be treated, respecting everyone's property, respecting everyone's personal space and completing work to the best of one's ability.

We believe **bad behaviour** is treating others badly or making life uncomfortable or dangerous for them. It is also not looking after property or the personal

belongings of others. It is not completing work to the best of one's ability, or preventing others from doing so.

Code of Conduct

To achieve the high standards that we have set ourselves, there must be a clear set of expectations that are known and understood by everyone. They will be displayed in all classrooms. Compliance with this code ensures that the school community functions effectively in creating a positive learning environment for all.

The five key standards are:

- **We are gentle, kind and helpful**
- **We listen**
- **We are honest**
- **We work hard**
- **We look after property**
-

The code of conduct encompasses a wide range of expectations. A child who fails to follow these expectations may have a relevant sanction applied and/or be supported through restorative practice in finding ways of putting things right.

Rewards

The school encourages and supports good behaviour through a system of rewards. These rewards will take various forms, depending on the age of the children, and are given consistently throughout the school. Good behaviour is encouraged by example and is rewarded by:

- Praising all children for behaving well
- Individual verbal praise or comments/symbols for good work
- Individual verbal praise for good behaviour, courtesy and consideration
- Achievement Certificates awarded in assembly
- House Points, stamps or stickers (for work and behaviour)
- Presentation of commendable work in assembly
- 'It's good to be green' pin badges (KS1)
- Termly certificate and reward for "staying green"

[Other rewards are currently under discussion by the School Council]

Sanctions

A clear set of sanctions is linked to inappropriate and unacceptable behaviour. These sanctions are applied in a calm but firm way and are applied consistently throughout the school.

Each classroom from Reception upwards will operate the 'It's good to be green' system. For unacceptable behaviour inside or outside the classroom, children will receive a yellow warning card and this will be displayed inside the classroom, next to their name. This will be recorded in the class's discipline book, and in Key Stage 2 the child will miss their next playtime. A further act of unacceptable behaviour during the same week will result in the child receiving a red consequence card. At this point, the child will be asked to reflect on their behaviour with either the Key Stage Coordinator or class teacher and parents will be informed, either by letter, email or telephone.

At KS2 a log is kept of all yellow and red cards issued, which is reviewed weekly by the Key Stage Coordinator. Children who receive yellow cards frequently may also be asked to reflect on their behaviour in a structured, restorative way and may be given behaviour targets based on those reflections.

Behaviour for Learning Improvement Plan

There are sometimes children who, for whatever reason, fall outside the boundaries of normal rewards and sanctions. For those children a Behaviour for Learning Improvement Plan (BLIP) will be put in place. Those children will meet with the Key Stage Coordinator, and Senco if appropriate, and reflect on the following:

What will help me improve the quality of my experiences at school?

What will help me improve the quality of other people's experiences at school?

What will allow me to be positive and positive and fair to everybody at school?

The Key Stage Coordinator and pupil will then agree on three strategies designed to improve behaviour. These strategies will be communicated to everyone involved in the child's education, including parents or carers. The pupil will then meet regularly with their class teacher to discuss progress being made. These meetings can stop when both parties are happy with the improvements being made, however the pupil will be responsible for collecting evidence of the improved behaviour. Evidence can be collected at school and at home. Parent involvement is seen as vital to the success of the BLIP.

Serious Incidents

The majority of incidents of misbehaviour will be dealt with through the processes of the school's Good Behaviour Policy. Any serious incidents of misbehaviour will be referred to the Deputy Headteacher or Headteacher who will usually ask parents to come into school to discuss the situation. In such cases, fixed-term or permanent exclusion becomes an option. These sanctions can only be imposed by the Head Teacher.

Bullying

The School's stance on bullying is referred to in the School Anti-Bullying Policy.

Dealing with Conflict between pupils

The school will seek to develop its community and manage conflict and tensions by repairing harm and building relationships. To this end the school has instigated a system of restorative practices. This consistent approach will focus on the 'behaviour' of children and not 'the person'. Restorative practices will assist the children in developing their personal responsibility within school and promote honesty. They will learn to face up to their mistakes and become more accountable for their actions.

Throughout the school, every child will understand that they will be listened to and they will know that behavioural incidents will be dealt with fairly. This will build trust and commitment amongst the children. The children will be given the opportunity to express their emotions freely.

A detailed description of the approach is set out in Appendix 1.

If participants are to reach a shared understanding and feel the process is fair, they need to be free to express all of their emotions within a safe environment with clear meeting protocols of dignity and respect.

The formality of the restorative practices used will be dependent on the seriousness of the behaviour committed. On a day-to-day basis, affective statements and questions will be used as well as restorative circles. For more serious incidents small impromptu conferences, a large group or circle, or a formal conference might be used where appropriate.

Procedures

Detailed systems and procedures regarding the sanctions programme are set out in Appendix 2

Strengthening Good Behaviour Through the PHSCE and SEAL Programme

Caring and co-operative relationships are essential to the effective and happy school. To achieve this, issues will be tackled in assembly but in addition there will be time to develop these needs through the PSED, PHSCE and SEAL programmes. The programme will link various themes together including Health and Safety and Sex and Relationships Education but will also have fundamental links to the Discipline and Anti Bullying Strategies.

Links with Special Educational Needs

Quite clearly if a child is appearing in the Key Stage Coordinator's Discipline Book regularly and has reached the point where parents/carers have had to be invited into school, the child has exhibited the criteria whereby his/her special needs need to be identified and a programme devised to help the pupil. Any individual programme will reflect the child's personal needs and be individually tailored. Possible strategies may include:

- Target sheets
- Stars and stickers
- Being friendly sticker chart
- Pupil contracts

Where behaviour plans are so individualised the Senco will advise to ensure that the child's learning and behaviour needs are supported in the best possible way and that all members of staff who come into contact with such children are kept fully informed of their behaviour and learning programmes.

Parental involvement

We believe the success of our Good Behaviour Policy depends on the support of parents. To that end our policy is available for parents to view and is communicated to them, in summary, as part of the School Handbook.

Annual Evaluation

The Head Teacher and Prep Leadership Team should evaluate the effectiveness of all areas of this policy document annually by considering:

- The incidence and number of Yellow and Red cards logged
- The number and effectiveness of BLIPs
- The general atmosphere of the classrooms, playgrounds and general areas of the school.

In addition the opinions of Teaching Staff, Lunchtime Supervisors and Governors will be sought annually.

Links to other policies:

- Organisation
- Care, Learning and Play
- Physical Environment
- Safety/Health and Safety
- Equal Opportunities
- Special Needs
- Working in Partnership with Parents and Carers

JAM/AM March 2010

To be reviewed March 2011

If you have any concerns regarding this policy please discuss them with Mrs Maltby

APPENDIX 1

RESTORATIVE PRACTICES

A child who commits an act of challenging behaviour will be asked the following questions:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

This questioning serves to develop powerful learning for the offender in terms of recognizing his/her shortcomings and understanding how they will alter their behaviour.

It is vital that a child harmed by the actions of others has a voice. They will be asked the following:

- What did you think when you realized what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to put things right?

APPENDIX 2

Procedures

All children are individuals and have a life outside school, which sometimes influences their behaviour inside school. Whilst the procedures set out below are those which should be normally implemented following incidences of poor behaviour, there may be times when they are inappropriate due to the circumstances of the child. Teachers should always use their judgement to ensure that the best interests of the child remain paramount and keep appropriate records of those decisions.

Procedures for issuing sanctions as a result of persistent, low-level misbehaviour:

1. First verbal warning by class teacher or support staff
2. Second verbal warning by class teacher or support staff
3. If repeated, child works on own in lesson if teacher thinks appropriate – teacher talks to child at end of lesson. This should be recorded in class teachers' discipline book. The class teacher may issue a yellow warning card at this point, for persistently disruptive behaviour. Yellow cards should be logged in the appropriate area in Staff Shared.
4. If the misbehaviour is deemed serious enough the child may receive a yellow card for the first instance of such behaviour.
4. If the undesired behaviour, or any other, is repeated, a second yellow card may be issued. The child then goes to Key Stage Coordinator. Their name is entered in the Key Stage Discipline book. The Key Stage Coordinator, in liaison with the class teacher, may issue a red consequence card at this point, and consequently the parents will be contacted.

At the end of each week, each child gets a fresh start for the following week and yellow and red cards are turned back to green.

If a child has his/ her name entered in the Key Stage Coordinator Discipline Book, the following process will be followed:

Name in book once – reflective process undertaken with either class teacher or key stage coordinator. Further sanctions (missed playtimes, suspension of privileges) may be implemented.

Name in book twice –behaviour target cards introduced based on a reflective process, for one week initially but extendable if necessary. Target card reviewed daily by class teacher and reviewed at the end of the week by the Key Stage Coordinator. Further sanctions (missed playtimes, suspension of privileges) will be implemented.

Name in book three times – child's class teacher and key stage coordinator, together with SENCo as appropriate, formulate BLIP. Parents contacted and kept informed. Child's name and BLIP recorded in Deputy Head teacher's

Discipline Book. Additional sanctions (missed playtime, suspension of privileges, including representing school teams) implemented until an improvement in behaviour is achieved.

If a child has his/her name entered in the Deputy Headteacher's Discipline Book, the following process will be followed:

Name in book once – Deputy Head records and monitors BLIP in liaison with class teacher and Key Stage Coordinator.

Name in book twice – referral to Head of the Prep School.

The Head of the Prep School may:

- Ask parents to come into school to discuss the situation with child/ staff
- Request that a Home School Report and/or further behaviour modification programme be set up

If any child is regularly reaching the 'second verbal warning' stage by the Class Teacher, but not going to a Yellow consequence card, this needs to be recorded and monitored by the class teacher. It may be appropriate to follow the procedures set out for yellow consequence cards above.

At the beginning of each new half term, all children are given a fresh start.

Reviewed 16/12/09 AM