

THE HAMMOND PREPARATORY SCHOOL

Behaviour and Discipline Policy

1 Aims and expectations

1.1 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 behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. 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.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

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

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

1.7 Children are expected to show respect for adults and each other.

This includes:

- Good manners as a matter of course.
- Greeting each other and their teacher at the beginning and end of everyday.
- Standing back on the stairs and hall ways.
- Holding doors open.

2 Rewards and punishments

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

- Teachers congratulate children.
- Teachers give children Stars.
- We award Stars to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Each week a child in each class is elected to be 'Star of the Week' – this rewards significant personal achievement or improvement.

- Each 'Star of the Week' receives a certificate in a school assembly.
- A child who has produced an exceptional piece of work will be encouraged to share it with other members of staff and receive praise and reward accordingly.
- Children who have received awards in or out of school will share their achievements in assembly and receive praise publicly.

2.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

The following document has been written to provide guidance and to ensure procedures are followed to reinforce good behaviour in The Hammond Preparatory School. It is subject to amendment; parents/pupils will be notified in the event of any changes. The children are informed verbally that these systems, which may be new to them, are in place to monitor and encourage good behaviour.

The 'Star' System

Stars are awarded to pupils for the following:

- Good academic work
- Effort
- Kindness
- Good Manners
- Helpfulness

The numbers of stars that are awarded to a child during the week are recognised in the Friday Assembly each week – children who have been awarded the highest number of stars are given a certificate to take home.

The 'Traffic Light' System

A set of traffic lights has been placed on the whiteboard in each classroom.

GREEN – all of the children start on GREEN each morning and it is hoped that this is where they will stay for the rest of the day!

AMBER – if a child persists in behaviour that is inappropriate and has to be asked three times to stop whatever they are doing – they will be placed on AMBER. Their initials will be written next to the AMBER light on their whiteboard and a note will be made in their Homework Diary.

Every effort will be made by the teachers to help the child to remain on AMBER i.e. they may be removed from the classroom to work separately from the group; asked to sit quietly with Mrs Kelly to reflect on what they have been doing; miss part of their break time; forfeit the opportunity to bring in a 'toy' on Friday.

RED – after three more warnings for the same (or a different misdemeanor) during the day, a child will move to RED and their initials will be removed from AMBER and written next to the RED light on their whiteboard; a note will be made in their Homework Book and their parent/guardian will be advised of what has happened and why at the end of their school day. A record will also be made in their file.

If a child is placed on RED again within the half-term period, a letter will be sent home asking for a meeting with the parent/guardian and, if necessary, the child will be given an IBP (Individual Behaviour Plan) with appropriate targets agreed to by all parties. A Home/School Book will be introduced at this stage to facilitate communication – it should be made clear that Home/School Books are introduced for a variety of reasons and should not be seen as a 'punishment'.

This system has been put in place to help pupils develop into rounded individuals who can recognise that their behaviour has consequences which often affect their fellow pupils. Some pupils need more guidance than others and this system will help staff, parents and children to put misbehaviour into context, so that it can be dealt with promptly, effectively and fairly.

The system will run in parallel with Form Period, where children can raise issues and discuss concerns with staff and their peers.

The School Council is also a forum for children to raise issues via their Form Representatives. The younger pupils should approach members of Form 6 to raise issues on their behalf.

The person with responsibility for behaviour in the Preparatory school is the Head teacher, Mrs Deborah Speakman.

2.3 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. The school runs an Anti-bullying week to promote friendship and positive relationships. Bullying and friendship issues are also covered extensively in our PSHCE curriculum.

2.4 Children who misbehave in the play area will be given time out sitting on the bench or standing with a teacher.

Children who have behaved violently can be removed from the play area for up to a week, depending on the severity of the incident.

In appropriate behaviour in the dining room results in children either being moved or asked to stand near the door. Pupils can be deprived of some of their playtime if necessary.

Inappropriate behaviour in an after school club may result in the children being asked to leave the activity.

Role of the Students

2.5 Form 6 and Students Council members provide an example to other students at the school. The school provides a variety of leadership opportunities for leadership skills.

3 The role of the Class Teacher

3.1 It is the responsibility of the teacher of the class to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

3.2 The teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The teacher treats each child fairly and consistently. The teacher treats all children in their class with respect and understanding.

3.4 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 Headteacher.

3.5 The form teacher reports to parents about the progress of each child in their class in line with the whole school policy. The form teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

3.6 The form teacher may liaise with other teachers to discuss specific aspects of behaviour to ensure that treatment of individuals is consistent.

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

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

4.3 The Headteacher monitors records of all reported serious incidents of misbehaviour.

4.4 The Principal 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 Principal may permanently exclude a child.

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the Welcome Pack for new parents and pupils and we expect parents to read these and support them.

5.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. 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.

5.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher.

6 Fixed-term and permanent exclusions

6.1 All matters which have reached this level after following the behaviour procedures and home/school monitoring system will be referred to the Principal of the Hammond School. Only the Principal has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

6.2 If the school excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion.

7 Monitoring

7.1 The Headteacher monitors the effectiveness of this policy on a regular basis and makes recommendations for further improvements.

7.2 The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Reviewed: **March 2018.**