

KING HENRY VIII PREPARATORY SCHOOL

Behaviour, Rewards and Discipline Policy **(including the EYFS) Jan 2010**

Aims and expectations

The aims of King Henry VIII Preparatory School are to provide an environment where everyone feels valued and respected and where people can feel safe and secure. Values are built upon mutual trust and respect. The school's behaviour policy reflects this. It aims to create a positive environment where people behave reasonably, showing respect for others and their property and where pupils are treated fairly and consistently; all differing needs and talents should be respected. It also aims to develop awareness, self-discipline and integrity amongst pupils, leading to good behaviour beyond school.

Code of Conduct: In keeping with the Ethos of the School we should aim to create a happy working environment, offering every possibility for pupils to reach their potential, living and working in harmony with each other.

The School aims to:-

- Treat others as we would like to be treated.
- Show respect and courtesy in what we say, what we do and in recognising the needs of others and show an understanding of various faiths, cultures and beliefs.
- Aim for academic fulfilment and excellence.
- Create a good learning environment through our attitude and care of the school.
- Keep the school and grounds litter free and take account of environmental issues.
- Be silent and reflective when required.
- Move calmly throughout the school.
- Show tolerance, forgiveness and understanding towards people from different faiths, races and backgrounds.
- Always do our best in everything we do.
- Be ready to think independently.
- Create a perfect triangle, liaising closely between parents and pupils.

1. The role of pupils

1. Pupils are expected to be clean, neat and tidy and to have the appropriate uniform or clothing for certain subjects or activities.
2. Pupils are expected to arrive promptly for registration and for all lessons and activities, ensuring they have all the necessary books and equipment.

3. In the interests of good order and discipline, older pupils should be prepared to help and support younger pupils on occasions.
4. Pupils are expected to keep form rooms and cloakrooms tidy and to have respect for furniture and school property as well as for one another. All personal property should be clearly marked with the pupil's name. In particular, pupils take responsibility for their own form rooms and surrounding area. Litter should be placed in waste bins.
5. When moving around the school between lessons, pupils are expected to walk quietly, and on the Hales site keep to the left and in single file.
6. The following items may not be brought into school:-
 - a) Any dangerous items, matches, fireworks, knives, fireworks, screwdrivers, aerosols, etc.
 - b) Mobile phones, valuable articles, money and electronic items, (If it is necessary to do so, these should be handed to the appropriate member of staff for safekeeping.)
 - c) Chewing gum, bubble gum, sweets, chocolate, fizzy drinks or nuts.
7. Whilst in school uniform, behaviour is expected to be exemplary (including outside school).

2. The role of staff

Staff will play a key role in ensuring the policy is implemented and in creating a positive atmosphere, based on mutual respect, tolerance and care, setting clear guidelines about expectations. Staff should take advantage of any opportunity to praise and encourage the children. Staff should follow the procedure for rewards and discipline and remain consistent in their approach.

Staff are aware of the need for effective, considerate and pro active supervision of pupils throughout the school day.

Staff set an excellent example to children, by dressing appropriately and by arriving to lessons on time and well prepared.

The consistent application of clear, agreed standards enables staff to deal with problems quickly and sensitively.

Procedures for positive behaviour management are followed and staff take responsibility for advising the Deputy Head, Assistant Head and Headmaster of the effectiveness of the policy and procedures.

In the classroom, staff will endeavour to make learning interesting, stimulating and challenging, using a variety of teaching methods, so that pupils can achieve their personal best.

Staff expect to establish good working relationships with pupils, using the children's names and showing an interest in them.

Staff set achievable targets for pupils, and the focus is on rewarding positive behaviour rather than on punishments, this may be achieved through the use of stickers, certificates, praise and the displaying of work.

Problems are dealt with on an individual or small group basis and difficulties may be discussed with experienced colleagues.

All members of staff are aware of the government guidelines on the use of force to restrain pupils. Teachers at King Henry's Preparatory School do not hit, slap or push pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger or hurting him/herself. The actions taken are in line with government guidelines on the restraint of children. Further details may be found in the Physical Intervention Policy.

The School does not use Corporal Punishment.

Form teachers should be supported and advised by Heads of Year, Pastoral Heads and the Deputy Head.

The School Rules, Anti Bullying Policy and Code of Conduct should be shared with pupils at the start of each year. Identification of expected good behaviour and attitudes will be communicated during Form Periods, Assemblies as well as during lessons. Specific procedures for rewards and sanctions are referred to later.

The Behaviour Policy, School Rules, Anti bullying and Code of Conduct will be discussed with all staff at the end of every summer term and then updated; staff will receive training during a staff meeting in order to address changes and to remind themselves of correct procedures. All new staff will be guided through the policy as a matter of course during their induction.

A budget will be available for Inset and training.

3. The role of parents

King Henry VIII Preparatory School has an active partnership with parents. Parents are always welcomed into the school at specific times, see Parents' Handbook and there is increasingly good communication between parents and the school, including parents' early involvement in disciplinary matters when they arise.

Parents can encourage their child to behave appropriately both in and out of school, ensuring they have the correct school uniform and equipment and prompting their children to arrive on time, having completed the prescribed homework assignments.

Parents can demonstrate good sporting behaviour at school events (Sports Days / Prize Giving) and should be supportive and encouraging when children have done their best.

Parents should inform the school immediately by telephone or email if their child is ill and will not be attending school. (This should be done before 10am on the first day of absence. Messages regarding absences should be signed and dated by the form teacher and put in the child's file.

It is expected that parents do not take holidays during school term time. Permission must be obtained through the Headmaster, for any unavoidable absences.

The school appreciates the involvement of parents and any time given to the Parents' Association is welcomed. The Parents' Association is involved with social events and fund-raising.

Parents are encouraged to feed back to the school by telephone, in person, through the use of diaries, email, and through the parents' reply slips on pupil reports.

4. Racial, gender and sexual harassment:-

- a) All staff should be aware of signs of racial, gender and sexual harassment and deal firmly with such behaviour.
- b) Form teachers, Pastoral Heads, Deputy Head/Assistant Head should be informed of racial issues and appropriate sanctions imposed.

5. Rewards and Sanctions

Rewards

Children are praised and rewarded for good behaviour in a variety of ways:

- a) Teachers should send pupils to each other for praise and include notes of congratulation in diaries.
- b) Teachers congratulate children, publicly or in private.
- c) Teachers give children stars (R) house points (KS1 and 2), which are recorded and totalled weekly by the Form Teachers.
- d) Certificates are given during assembly for completed house point cards/star charts.
- e) Efforts and achievements both in and out of school are acknowledged.
- f) Children may sometimes be given privileges eg. A reward at the end of a week for the pupil who has made a good impression within the class.
- g) A Headmasters Commendation Certificate is given for outstanding work/contributions.
- h) Academic, Artistic, Sporting and Creative talents and successes should be highlighted and celebrated in class, during 'celebration' Assemblies, and in the School Newsletter.
- i) 'Star of the week' Reception, KS1 and Year 3. A pupil may be given a 'Special mention' by the form teacher and this will equate to a HP or a Star, 'Star of the Week' equates to 3 stars or House Points. Pupils in Nursery receive stickers and praise as in EY's Reward and Discipline Policy
- j) Positive and encouraging comments are made by staff in exercise books.
- k) Parents are informed when their child has been particularly well behaved or when they have completed some good work.
- l) Colours are presented for Sporting Achievements.
- m) Work is displayed through out the School reflecting the pupils' achievements.

n) At the end of the year success is celebrated at Speech Day.

The School prides itself on providing the pupils with a range of rewards and for creating strategies to help them overcome specific problems.

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment for all its pupils.

Minor infringements with regard to dress, behaviour, homework will normally be dealt with by the Form Teacher.

With more serious or repeated infringements, the Heads of Pastoral Care and then the Dep Head/Asst Head are informed.

The following sanctions may be used, depending on the nature of the infringement. The Form Teacher is always consulted.

Foundation Stage

Discipline is carried out as stipulated in the Early Years Section of the School Behaviour and Discipline Policy.

In addition to this, in Reception there is a Star Chart system. The children each have their own chart with 25 'spaces' to fill. Each child is given a house, Greenwich (Green), Richmond (Red), Windsor (Blue) and Hampton (Yellow). The star charts are printed onto card of the correct House colour. The children are awarded stars and when they have earned 25 stars in Reception the child's Star Chart is presented in Assembly. The stars also count towards the house totals.

Sanctions

Foundation Stage

It is central to the philosophy of the Foundation stage that all staff should be very positive at all times towards the children and towards each other. Any issues or problems arising with children, other members of staff or parents should be discussed in private with the Head of Early Years. The passing of negative comments about parents, other staff or children is not acceptable in any form.

Any incidents of a significant nature are recorded on an incident form and reported to parents. (A parent's signature is required).

Unacceptable behaviour will be dealt with by all practitioners by:-

- An immediate verbal response to the action and a gentle explanation to the child as to why the behaviour was unacceptable.
- A second verbal warning may be necessary.

- If unacceptable behaviour persists or any behaviour is deemed serious, the child will be withdrawn from the activity/group for a short period or there may be a loss of privilege.
- If necessary a child may be asked to sit on the thinking chair or may be taken to another room to calm down.
- A meeting with the Head of Early Years may be called at this stage.
- Parents will be informed if we feel that a child's behaviour is particularly worrying.
- Early years staff and parents will work together to promote appropriate behaviour. A home/school behaviour book may be started where both positive and negative behaviour may be recorded.
- Referral to Assistant Head.
- Meeting between parents and Headmaster.
- Temporary and permanent exclusion may follow.
- Everybody, staff and parents, will be consistent in their approach to behaviour management.
- Staff give praise and encouragement to all children, rewarding stickers and stars as appropriate.

We will follow these procedures in a way that is appropriate to the maturity of the child and misdemeanour.

See also Parents' Handbook Nursery and Reception 2009-2010

Key Stage 1, Year 1

- a) Verbal Warning issued for minor misdemeanours, first offence.
- b) Second Verbal Warning issued for repeated minor offence.
- c) Loss of Privilege issued for third minor offence offences, single serious offence.
- d) Meeting with Head of Pastoral Care issued for consistent poor behaviour, loss of privilege for several minor offences, more serious offence.
- e) Meeting with parents, to discuss behaviour if not improving.
- f) Home/School Behaviour Book, may be used to monitor behaviour – all positive and negative behaviour is recorded.
- g) Referral to Assistant Head, continued poor behaviour and inability to respond to requests for good behaviour, major incident.
- h) Meeting with parents and Headmaster, discuss possible outcomes and strategies to improve behaviour.
- i) Temporary Exclusion, extreme behaviour towards another pupil/teacher/adult, poor behaviour over a sustained period, behaviour which is damaging to the education of others.
- j) Permanent Exclusion, extreme serious offence, ultimate sanction for all of above.

Key Stage 2 and Year2

- a) Verbal rebuke and discussion of unacceptable behaviour. Warning given.
- b) After a second warning a Penalty Point is given.
- c) On some occasions a Penalty Point may be given straight away.
- d) Penalty points given – when a pupil acquires three penalty points the Heads of Pastoral Care contacts the parents. If the child continues to misbehave and five Penalty Points are collected, the child will be given a Detention one evening after school (supervised by the Heads of Pastoral Care). The Heads of Pastoral Care will inform the Deputy/Assistant Head when a Detention has been given.
- e) If the offender continues to misbehave and ‘collects’ another five Penalty Points during the course of the term, then the Detention will take place on a Saturday morning and will be supervised by the Deputy Head.(a Sat. detention is normally given as the second Detention in a term). Consultation between the Heads of Pastoral Care, Form Teacher, pupil and parents will take place and the pupil may be placed on Form Report for consistently poor work/behaviour. A Form Report card is used to track the behaviour of the pupil in and/or out of the classroom. It must be remembered that pupils in Years 3 and 4 start with a ‘clean sheet’ at the beginning of the second half term.
- f) At the discretion of the Dep Head/Asst Head a Report Card may be issued.
- g) Penalty Points; each term is regarded as a ‘fresh start’ for pupils in Years 5/6.A fresh start is made for pupils in years3/4 each half term. Any Penalty Points previously accrued in Yrs 3/4 will be ignored.
- h) Temporary exclusion; Extreme behaviour towards another pupil/teacher/adult, poor behaviour over a sustained period, behaviour which is damaging to the education of others. The Headmaster will be involved
- i) Permanent exclusion as a final resort. Extremely rare; serious offence, ultimate sanction for all above. The Headmaster will be involved.

Sanctions should be reported to parents by the Form Teacher in the first instance; the Heads of Pastoral should be informed of persistent difficulties and should intervene after consultation with the Form Teacher.

The Deputy Head should be kept informed of pupil behaviour at regular meetings with the Heads of Pastoral Care.

The Penalty Point System (KS2 and Yr 1 only)

It should be noted that few pupils receive Detentions.

All children misbehave from time to time and most will learn from their mistakes. One or two Penalty Points should not be seen as horrendous! Staff will endeavour to be consistent in their use of the Penalty Point System.

Penalty Points are given one at a time for minor misdemeanours. These might be:

- a) talking when told not to: in a lesson
in Assembly
when lining up outside
in Before care/Aftercare
- b) Rudeness
- c) Answering back/not following instructions
- d) Running in the school building
- e) Inappropriate behaviour
- f) Forgetting Duties
- g) Disobedience
- h) No excuse given for not doing homework/persistently not doing homework
- i) Poor effort/attitude
- j) Untidy uniform
- k) Use of bad language

A record of Penalty Points is kept in the 'Penalty Point' file. Staff initial and date the box next to the pupil's name and give a brief explanation. A check is made on the number of Penalty Points and the frequency of offenders.

When three points have been given the pupil is picked up by the relevant Head of Pastoral Care who will see the child and inform the parents.

Once a pupil has received five Penalty Points, a detention will be given, to be served after school, and supervised by the Head of Pastoral Care.

A second detention during the same term will take place on a Saturday morning and will be supervised by the Deputy Head.

It must be noted that in unusual situations the nature of a child's misdemeanour may necessitate a Detention or exclusion even if the child has not received 5 Penalty Points. Such decisions will be made at the discretion of the Headmaster and/or Senior Managers.

Exclusion of pupils

Only the Headmaster has the power to exclude a pupil from the school. The Headmaster may exclude a pupil for one or more fixed periods or, in very rare instances, permanently from the school.

Policy Review

Teachers and Senior Managers continually monitor the effectiveness of this policy, making recommendations for further improvements as necessary. The Deputy Head should communicate any alterations to the staff and is responsible for providing support for teaching and non teaching staff when required.

The policy will be reviewed regularly, giving due consideration to its effectiveness, or in the event of the introduction of new government initiatives or regulations.

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