

## **AIMS OF THE SCHOOL**

### **Opening Statement**

Forest Prep School is dedicated to safeguarding and promoting the welfare of its pupils; our policies and practices encompass the needs of all our children from Early Years to Year 6 across all aspects of school life including out of school provision. It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring that each child's needs are met. Effective induction practices for all ITT, college and school students, volunteers and visitors aims to promote a consistent approach in meeting the needs of the whole school community.

### **Our School Mission Statement**

We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.

### **School's Aims**

- To provide a warm, welcoming, safe and secure environment for all children.
- To encourage, value and extend every child's contribution to the school, ensuring that each child achieves his/her full potential and strives for self improvement.
- To recognise and celebrate success in everyone.
- To provide a broad, balanced, enriching curriculum.
- To build strong collaborative partnerships with families and the local community.
- To encourage and enable the continuous professional development of all staff.

### **At Forest Prep School we believe that:**

- Children have the right to be treated with respect by all people irrespective of age, gender, colour, status, disability or sexual orientation.
- Children have the right not to be bullied in any way, shape or form.
- Children have the right to feel safe in and around school.
- Children have the right to an education and to learn according to their ability.
- Children have the right to express their opinions and to be heard.
- Children have the right to expect that their possessions will be secure in and around school.
- Children have the right to choose their friends.
- Children have the right to play in safety and without interference.

### **Pastoral Structure supporting Aims**

All children have a class teacher. All class teachers for children from Nursery to Year 6 have academic and pastoral responsibilities.

At the start of the day all children from Nursery – Year 6 are met by the members of staff on duty. At the end of the day children from Nursery – Year 2 are passed to their parents by their class teacher. Years 3 – 6 are passed to parents by the teacher on Upper School gate duty. Children who are in Late Stay go to the Late Stay facility, in the Lower School, and handed over to Late Stay supervisors.

All new children have 'shadows' to help them settle into the school as painlessly as possible and there is a coffee morning run by the Parents' Association for new and existing parents at the start of every term. All new parents have parent 'shadows.'

### **Management Structure supporting Pastoral Structure**

Co-operative parent/school relationships are encouraged. The Headmaster is available for parental meetings and to take telephone calls at any time of the term. The Headmaster is answerable to the Directors who he is constant communication with. The Headmaster and Directors normally meet at least twice a term. A Home/School Agreement is in place. The Headmaster has and encourages staff to have an 'open door' policy to children and parents.

### **School Rules and Discipline**

Courtesy and respect are the basis of the pupil-teacher relationships and, consequently of pupil-pupil relationships. Unkindness, by word or deed, is not acceptable; it is dealt with by reasoned discussion involving class teacher and the Headmaster. Such a practice with children may not bring immediate results, but is considered ultimately effective. Bullying, an extreme form of unkindness, is not tolerated, though every effort is made to establish the cause of such behaviour.

The PSHE coordinator is the Chair of the School Council which has an anti-bullying and eco-committee agenda. This is designed to spread awareness, about the school playground, that 'such behaviour is not acceptable'.

It is not the policy of this school to administer corporal punishment in any form.

All staff are responsible for maintaining consistently high standards of behaviour throughout the school and the rules should be brought to the attention of pupils regularly and frequently. Minor breaches of discipline should be dealt with by the teacher on the spot, as simply and effectively as possible. The child's class teacher is informed of action taken if follow-up is necessary. If poor behaviour continues the child should then be sent to the Deputy Head. Pupils who break agreed rules are usually punished by withdrawal of privileges. Staff may use the House system of conduct points to support the discipline policy of the school. Marks may be rewarded, or in certain circumstances deducted, according to behaviour.

We aim to support and promote the agreed standards for conduct.

*Children and adults will:*

- listen to each other
- care for all people and treat them with respect and politeness
- disagree without losing their tempers
- care for their surroundings and other people's property
- ensure that other people are not put at risk by their actions
- respect other people's views

*In the classroom we expect children will:*

- get on with their work responsibly and complete the work to the best of their ability
- use books and other materials sensibly, returning them to the appropriate place
- let others get on with their work
- listen to and follow instructions
- be willing to ask the teacher for help

*In the playground we expect children will:*

- respect the right of other children to play without interference
- keep the playground free from litter
- resolve differences of opinion without resorting to physical violence
- try to make sure that all children are happy and no one is left out
- have respect for the property of the school and other children

*Around the school we expect children will:*

- walk quietly and sensibly
- help to keep the school clean and tidy

*In the playground we expect children will:*

- respect the right of other children to play without interference
- resolve differences of opinion without resorting to aggression/physical violence
- look after the property of the school and other children
- play sensibly and not put others at risk by selfish actions

*At lunchtime we expect children will:*

- line up quickly and quietly when the whistle is blown
- listen carefully to the lunchtime supervisors

Everyone at Forest Prep School has agreed to:

- Recognise and highlight good behaviour as it occurs and reward with house points.
- Ensure that children are praised when behaving well
- Ensure that criticism is constructive
- Explain and demonstrate the behaviour that we wish to see
- Encourage children to be responsible for their own behaviour
- Let parents know about their children's good behaviour
- Reward individual children and groups of children for behaving well

### Inappropriate behaviour in the Classroom

Agreed procedure is:

- Isolate the child (not outside the classroom door).
- Stronger message, miss playtime – with warning.
- The child should be sent to the Headmaster if poor behaviour continues.
- A 'zero tolerance' approach takes place in the classroom, whereby disruptive pupils are sent to work with the Deputy Head until the attitude is such that the child is ready to return to the classroom.

### Behaviour Book

At lunch time the lunch time assistants award plus and minus house points and the class with the most points have a reward in that week e.g. an extra play (golden time).

Each class teacher has a behaviour book which has all incidents throughout the day. This is to record, monitor and track inappropriate/poor behaviour with a view to giving feedback to other staff and parents when required.

### Special Measures

Should the behaviour of a child continue to be a cause for real concern they may be placed on Special Measures (see Behaviour Policy).