

## **BEHAVIOUR POLICY**

### **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.

### **Guidelines for Supervision of Children on School Premises**

We are all responsible for the behaviour of children on the school premises. Throughout the day, staff should exercise their authority whenever they see a child behaving in a manner unacceptable to the school.

Staff are requested not to touch the children under any circumstances unless it is to reasonably comfort the child or prevent them from harming themselves or others.

Staff have a duty to:

- Deal with inappropriate behaviour
- Report it immediately

Children should not receive mixed messages because of inconsistency in staff responses.

Do not allow:

- running on stairs and corridors
- over boisterous games
- screaming and shrieking
- litter to be dropped

Look out for:

- taunting/teasing
- lonely children
- game wreckers
- children playing outside their age group
- children hanging around indoors

Children must keep to the left when moving around the school and walk up and down the stairs in single file.

### **Break Duties**

- Four staff are on duty. Children play in allocated areas on the playground with Nursery and Kindergarten allocated their own separate playground. Teachers must monitor children's behaviour.
- Establish your role with the supervisory staff.

- The checking of classrooms and toilets on the ground floor is part of the duty.
- Teachers on duty with younger children should try to promote an awareness of traditional playground games and activities.
- Teachers should promote sensible behaviour among pupils and intervene when that behaviour is likely to become intrusive, destructive or hazardous.
- Any such behaviour should be dealt with and reported to the Headmaster.
- A bell and whistle signals the end of break and children stand still. A second bell indicates that children should line up in their classes; they will then be escorted into school by their teacher. They should walk into school in silence. General conversations between staff is thus inappropriate on these occasions.

### **General Safety**

- Do not leave the class unsupervised except in an emergency and if necessary make arrangements with other staff.
- Electrical equipment should never be left plugged in when a teacher is not in the classroom with the exception of the computer.
- Please report any potential or actual hazard (floor etc.) to the Headmaster or secretary immediately.
- Report any loss or damage of equipment so that action may be taken to get it repaired or replaced.
- If equipment is dangerous (e.g. P.E. apparatus) take it out of use immediately and inform the Headmaster at the first opportunity.
- Children should not be asked to finish work unsupervised in the classroom/hall at playtimes etc. In many cases it is more appropriate for unfinished work to be sent home to be completed.
- In law it is required that you care for the children's safety as a responsible parent would.

Part of the School Policy Document is a Statement of School Rules and Discipline which is as follows:

The school rules are agreed standards of acceptable speech, conduct and dress, drawn up by the Headmaster and staff. All staff are responsible for maintaining consistently high standards of behaviour throughout the school and the rules should be brought to the attention of the pupils regularly. Minor breaches of discipline should be dealt with by the teacher on the spot and as effectively as possible. A person, other than the child's class teacher, who is dealing with the problem, should inform the class teacher of action taken if follow-up is necessary. Pupils who break the agreed rules are usually punished by withdrawal of privileges.

Serious breaches of discipline should be brought to the attention of the Headmaster as soon as possible.

Parents will be consulted about recurrent breaches of discipline when it is thought to be appropriate or helpful. The school rules are the focus for good behaviour in our school and the house system is instrumental in enforcing this.

DO - be polite, conscientious, kind, considerate.

DON'T - be rude, noisy, untidy, use bad language.

The above rules are brought to the attention of the pupils regularly either at assemblies or in class.

It is the aim of all staff at Forest Prep School to ensure that we help our children to:

- a) grow socially
- b) grow personally
- c) grow academically

The document sets out the following points:

1. What we think are the benefits of good behaviour.
2. What we mean by good behaviour.
3. How we encourage good behaviour in our school.
4. How we discourage inappropriate behaviour.

### **THE BENEFITS OF GOOD SOCIAL BEHAVIOUR**

Pupils, staff and parents value good social behaviour.

#### **Children**

Learn what good behaviour means. Learn to care for one another. Learn the value of friendship. Develop self-confidence. Work hard to achieve maximum potential in class. All children will know or be made aware of their class rules.

## **Teachers**

Teach effectively with as few behaviour problems as possible. Meet the need of all pupils. Make positive contacts with all parents. Develop personally and professionally.

## **Parents**

Feel confident that their children are growing personally, socially and academically. Know that children receive support when they need it. Feel welcome in school to discuss their children's progress in a positive atmosphere.

## **WHAT WE MEAN BY GOOD BEHAVIOUR**

We consider there are four main points when we talk about "being good":

- a) careful and kind
- b) polite and friendly
- c) helpful to each other
- d) quiet and hardworking

This behaviour is encouraged at all times, but children, especially the very young, sometimes find these general aims difficult to grasp. We will help them by making these behaviours clearer, more specific and more suited to their own needs.

## **HOW WE ENCOURAGE GOOD BEHAVIOUR**

We all hope to:

- a) recognise and highlight good behaviour as it occurs
- b) ensure that all children are praised for behaving well
- c) ensure that criticism is constructive
- d) explain and demonstrate the behaviour we wish to see
- e) encourage children to be responsible for their own behaviour
- f) reward individual children and groups of children for behaving well
- g) let parents know about their children's successes

**Good behaviour** is recognised through awards and privileges. These may include:

- stickers, house points
- special responsibilities (e.g. taking messages)
- showing work to the Headmaster and/or other staff
- other children applauding work (instant recognition of success)
- comments in books
- it is important that all staff use the house conduct point system to reward and punish. Children will then be given a social awareness as regards to their behaviour.

## **HOW WE DISCOURAGE INAPPROPRIATE BEHAVIOUR**

Children do at times forget our aims for good discipline and are inconsiderate towards others or let themselves down. We try to prevent this from happening by:

- a) reminding pupils of the rules
- b) noticing good behaviour as it occurs
- c) ignoring slight misdemeanours as far as possible

Sometimes this may not be enough and depending upon the situation, it may be necessary to deal with persistent misbehaviour in one of a combination of the following ways.

- i) Placing the pupil on special measures.
- ii) Giving reprimands and reminders of appropriate behaviour, removal of house points, conduct or courtesy points.
- iii) Separating the pupil within the class, after second offence then removal from class and sent to the Deputy Head.
- iv) Communicating with parents through meetings and reports to inform them of their child's behaviour and to discuss ways of helping the child to improve his/her behaviour.
- v) Devising an 'individual behaviour' programme which will help the child to learn the appropriate behaviour in school (parents contacted to explain what is happening).
- vi) In very rare cases it may be necessary to suspend or exclude a pupil. This is only considered after all other avenues have been explored.
- vii) Bullying must not be tolerated. It is an extreme form of unkindness. Every effort must be made to establish the cause of such behaviour. Strong home-school links are vital so that the bully and the bullied can be effectively supported.

At the swimming pool: Swimming teachers must impose the necessary behaviour to ensure everyone's safety. Behaviour in changing rooms and on the bus is the responsibility of duty staff and sanctions must be discussed with the Headmaster.

The importance of good behaviour cannot be over-estimated. Parents, staff and pupils enjoy a happy, positive atmosphere in which to work and play. We hope that this will be achieved.

GOOD BEHAVIOUR is at the heart of a happy, secure school. We hope we achieve this at Forest Prep.

It is not the policy of the Askew Group to permit corporal punishment in any form to be administered in their schools.

## **SPECIAL MEASURES**

If a child's behaviour proves to be a consistent cause for concern either in the classroom or outside, or if a child might be a threat to the safety of another child or member of staff they may be placed on 'Special Measures.' Should this happen the following procedure will take place:

- Firstly, a child will be warned that unless their behaviour improves they will be placed on SM. Parents of that child will be called in for a meeting to be informed that unless the behaviour of their child improves he/she will be placed on SM.
- A letter will be sent home to inform the parents that their child is to be placed on SM.
- From then on if the child is sent out of class for poor behaviour or sent up to the Headmaster as a cause for concern THREE TIMES, he/she will be excluded for a period of one week.
- Should the child return to school after the exclusion week and continue to misbehave, he/she will be excluded permanently.

A CHILD WILL BE ON SM FOR A PERIOD OF ONE TERM ONLY, FOLLOWING THAT HE/SHE WILL START THE NEW TERM WITH A CLEAN SHEET. THE HEADMASTER WILL INFORM THE PARENTS BY LETTER WHEN THE CHILD'S BEHAVIOUR HAS MERITED HIS/HER REMOVAL FROM SPECIAL MEASURES. IT IS THE HEADMASTER AND DIRECTORS PREROGATIVE TO OVER-RIDE SPECIAL MEASURES AND EXCLUDE A CHILD SHOULD HE/SHE SERIOUSLY HARM OR THREATEN ANY OTHER CHILDREN OR STAFF AT FOREST PREPARATORY SCHOOL.

Offences likely to lead to exclusion are:

- Violent or aggressive behaviour of a child or his parent.
- If a child or parent poses a risk to other children, staff or parents.
- Failure to pay school fees.
- Behaviour that is likely to bring the school into disrepute.
- Drug or alcohol abuse.
- Inappropriate sexual behaviour.
- Swearing at and disrespectful behaviour to staff.
- Continual disregard or stealing of property belonging to others.

### **Agreed standards of conduct**

The whole school community contributes to the development of agreed standards.

### **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.

### **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, designed to spread awareness about the school playground that 'such behaviour is not acceptable'.

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 peoples' 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 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 bell is rung
- listen carefully to the lunchtime supervisors

***Everyone at Forest Prep School has agreed to:***

- Recognise and highlight good behaviour as it occurs
- 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