

Milbourne Lodge School

Pre-Prep Department



Milbourne Lodge

Behaviour Policy

Review Date - September 2017

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Introduction

Milbourne Lodge Pre-Prep is determined to foster high standards of behaviour in all children at all times in a happy, positive atmosphere which encourages good behaviour. Good behaviour and respect for other people will ensure emotional and physical well-being that allows individuals to feel safe and secure and to reach their full potential.

The Pre-Prep shares the ethos of the main school as being a caring, family-oriented community with a sound value-base. The school believes in rewarding good behaviour and providing encouragement in order to create a climate of consideration for others.

Manners and Courtesy of Pupils:

- Pupils should show respect to **all** members of school staff, and not only to those who teach them. Similarly, they should address one another politely, not using offensive or hurtful nicknames, or bad language.
- Good table manners are expected at all times.
- Pupils are expected to thank staff for extra-curricular activities of any kind (e.g. clubs, outings or visitors) and to use the word 'please'.
- A high standard of manners is expected from children taken out of school (e.g. on a school visit). They should be reminded on every occasion that they are ambassadors for Milbourne Lodge School.

Aims:

- Ensure pupil safety
- Protect the learning environment
- Teach pupils self-control and responsibility for their own actions
- Teach pupils that actions and choices have consequences

Roles and Responsibilities

All staff know their role in Safeguarding and promoting the welfare of children to enable all children to have the best outcomes (Keeping children safe in Education, 5 September 2016).

It is the responsibility of:

- All staff for ensuring that the policy and procedures are followed, and are consistently and fairly applied.
- The Head of Pre-Prep (Sarah Jones) is responsible for implementation and day-to-day management of the policy and procedures.
- All staff to have a duty of care to every child to implement this policy, therefore creating a high quality learning environment.
- The Head of the Pre-Prep to take a lead role in monitoring and reviewing this policy
- All staff that they must not threaten corporal punishment or any form of punishment which could adversely affect a child's well-being. Staff are forbidden to threaten or use corporal punishment or any form of punishment which could adversely harm/affect a child's well-being.
- The Head of the Pre-Prep for ensuring that reasonable steps are taken to prevent corporal punishment being given to a child by a member of staff.
- All Staff to ensure there is a fair application of the policy with no discrimination of any form, ethnic or national origin, cultural, religious, gender, disability or sexuality. It is essential that the concerns of pupils are listened to and appropriately addressed. A degree of common sense also needs to be applied, taking into consideration the

child's current circumstances. The child's class teacher must be informed of all incidents because it is their responsibility to collate all information.

- Pupils to abide by the policy and take responsibility for their own behaviour. They are made aware of the school policy, procedure and expectations.
- Pupils must report incidents of disruption, violence, bullying and any form of harassment to a member of staff immediately or as soon as possible after the incident.
- The Head of Pre-Prep to communicate the policy to the Pre-Prep school community (parents, pupils and staff).

Safety and Welfare

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

Where physical intervention is used a written record will be made in the pupils' notes and parents/carers are informed on the same day.

In the Pre-Prep Department children are encouraged to behave well and respect others in the school community.

This is carried out through the following positive methods:

- Ensuring the children have a clear understanding of what is acceptable and unacceptable behaviour.
- Discussion with the children of simple class and school rules and boundaries - Children involved in drawing up codes of conduct.
- The development of a caring ethos in the school community.
- Positive reinforcement of good behaviour, effort and work through the Plus Reward System and the Star Chart System.
- Continually increasing moral awareness and thinking of others through reflection time, assemblies and teaching of RE/PSHE.

Links with Other Policies:

Child Protection & Safeguarding Policy, Anti-Bullying Policy, Health & Safety Policy, Teaching and Learning Policy, SEN Policy, Physical Restraint Policy, Supervision policy, Equality and Diversity Policy, Accidents & Incidents Recording & Reporting, Equality & Diversity, RE/PHSE Policy, Marking and Feedback Policy, Allegations of Abuse Against Teachers & Other Staff.

Rewards and Sanctions

Rewards

First and foremost, we aim to reinforce positive behaviour in a variety of ways. These include:-

- Verbal praise
- Written praise on pupils' work, in the Newsletter/other School publications
- Display of pupils' work
- Mention in assemblies (Pre-Prep star of the week, individuals who uphold the weekly value, showing good behaviour, effort and work)
- Use of certificates and awards, including termly and yearly prizes
- Use of Plus Charts/start chart system and stickers

Sanctions

Poor Behaviour is dealt with on an individual basis and through a stage by stage approach (see Intervention Guide below: Stages 1-5). However on occasion, due to the nature of an incident it may be necessary to pursue sanctions at a stage beyond the initial Stage 1.

Intervention guide to correct unacceptable behaviour is as follows by:

Stage	Behaviour	Appropriate Sanctions	Comments
Stage 1	<u>Aggravations</u>		Not recorded
	Calling out	Eye contact	
	Wandering about the classroom	Reminders	Teachers & TAs on duty deal with playground incidents
	Not putting hand up to talk	Positive reinforcement of appropriate behaviour	
	Interrupting others		
	Ignoring minor instructions	Explaining the behaviour is not acceptable and why and the consequences for repeating it	No other staff members involved
	Silly noises/Annoyances/		
	Pushing/overtaking in the line		
	Talking during silent work/quiet times	Change of seating	After 3 repetitions within a small time frame then move to Stage 2
	Minor playground incidents	Asked to stand behind chair temporarily Name written on board	
	5 minute playground cool down period on bench		
	No acknowledgement of behaviour (ignore)		
	Loss of pluses		

Stage	Behaviour	Appropriate Sanctions	Comments
Stage 2	Less Serious	Explaining the behaviour is not acceptable and why and the consequences for repeating it	TA/Teacher to report incident to class teacher
	Repeated stage 1 behaviour		
	Refusal to work/unacceptable output	Separation from the rest of class within classroom	Repeated incidents in the playground
	Deliberate disruption		- Time out on bench
	Accidental damage through carelessness	Writing a letter of apology during playtime/lunchtime	
	Rudeness	Child to sit on bench apart from friends 5+ minutes	Repeated incidents within a short time frame to be reported to Head of Pre-Prep/SENCo for discussion
	Minor challenge to authority	Keep in during lunchtime/playtime to complete unfinished work	
	Minor non directed use of bad language	Repair/clean up of damage	
	Repeatedly annoying other children	Consider a chart according to child's needs	
Playground skirmish			
Spitting			

Stage	Behaviour	Appropriate Sanctions	Comments
Stage 3	<u>More Serious</u>		
	Repeated Stage 2 behaviour	Informal contact with parents by class teacher	Incidents recorded in Pupil Notes
	Behaviour which causes a frequent distraction to others learning, or teaching time becomes disproportional in dealing with the child	Separation from the rest of the class – external from classroom	Alert members of staff/mention in staff meeting as necessary
	Deliberately throwing object with the intention to harm/break them	Completion of work at playtime/sent home	Repeated incidents at play refer to bench for Time Out - notify teacher
	Harming someone		Informal conversation with parents informing parents about persistent behaviour
	Damage to school/pupil property	Writing a letter of apology during play time/break time	
	Leaving class without permission		
	Repeated refusal to do set tasks	A behaviour chart monitored	
	Deliberate rudeness to staff/adults	by Deputy Head copy sent home at the end of day to parent	Repeated incidents reported to Head of Pre-Prep/SENCo
	Harmful/offensive name calling/directed bad language to another child	Playground exclusion	
Bullying			
Fighting			

Stage	Behaviour	Appropriate Sanctions	Comments
Stage 4	<p><u>Very Serious</u></p> <p>Repeated Stage 3 behaviour</p> <p>More serious playground incidents/fighting</p> <p>Fighting with intention to harm others: Biting Hitting Pushing kicking</p> <p>Throwing large dangerous objects</p> <p>Serious challenge to authority</p> <p>Verbal abuse /bad language to staff or parent</p> <p>Stealing</p> <p>Persistent bullying</p>	<p>Formal telephone call/contact/letter/meeting with parents.</p> <p>Possible recompense for damaged property from parent</p> <p>A behaviour chart monitored by Deputy Head copy sent home at end of week</p> <p>Daily home/school behaviour book</p> <p>Internal exclusion</p> <p>Possible exclusion</p>	<p>Requires immediate involvement of Head of Pre-Prep/ Head of school</p> <p>If persistent place on SEN register (possible advice/ involvement of outside agencies)</p> <p>Incidents recorded and kept on file</p> <p>Parental contact recorded and kept on file</p>
Stage	Behaviour	Appropriate Sanctions	Comments

Stage 5	<p><u>Extremely Serious</u></p> <p>Repeated Stage 4 behaviour</p> <p>Extreme danger or violence</p> <p>Very serious challenge to authority</p> <p>Verbal/physical abuse to any staff</p>	<p>Immediate exclusion (internal, fixed term or permanent)</p>	<p>Requires immediate involvement of Head/Deputy Head</p>
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Exclusions are used as a last resort after many other behavior strategies have been tried.

Internal exclusion requires a pupil to be excluded from peers during break times, lunch times or lessons and to be supervised within the classroom.

Involvement of Parents

Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. Parents will be involved in discipline cases as appropriate.

Any staff needing help or advice in dealing with a particular incident or child should speak to the Deputy Head of Pre-Prep in the first instance before the Headmaster.

Policy to be reviewed annually

Reviewed: September 2016

Next review: September 2017