

# PREPARATORY SCHOOL BEHAVIOUR MANAGEMENT (DISCIPLINE) POLICY

## Introduction

This document contains a statement of the aims, principles and strategies for ensuring that discipline is maintained consistently across the Early Years Foundation Stage and the Preparatory School.

Promoting good behaviour amongst pupils is essential. Broad, interesting and challenging educational experiences encourage positive responses and positive interaction.

Beechwood Preparatory School aims to encourage pupils to adopt high standards of behaviour. Fostering the emotional well-being of all of our pupils is key to their development. The School aims to promote trust and mutual respect within, and beyond, the school community.

Beechwood is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person and equip them to make a positive contribution in their future lives.

## Aims and Values

To encourage self-discipline and appropriate behaviour, the Prep School strives to embed the school motto, *'Calm amidst the waves'* into the daily routines.

As a school our aims are:

- To be a vibrant, caring school, providing an education rooted in our Catholic Christian faith and in the Sacred Heart tradition where each person is known and loved.
- To enable all who study here to discover their strengths and make the most of their talents within a nurturing and supportive community.
- To foster spiritual and personal development and a sense of social responsibility.
- To create an educational environment that nurtures creativity, encourages flexibility and embraces independence of thought
- To equip our pupils with the values, skills, and habits of mind that will help shape their future in a wider world.

These stem from our Sacred Heart Goals: *Faith, Character, Intellect, Community, Social Awareness*.

At Beechwood, we recognise that we are all unique individuals. However, together we strive to share these common values. These are the corner-stones of our discipline practices and our code of conduct.

## Code of Conduct

Our aim is that Beechwood Sacred Heart values should underpin the way in which all members of the school community behave.

We believe that encouraging positive behaviour is a collaborative task involving all: staff, parents, pupils and governors.

We aim to develop *Growth Mindsets* which will raise the aspirations of all our pupils; we aim to help them to appreciate that there are no barriers to their potential achievements either inside or outside the classroom.

Pupils are encouraged to take responsibility for their own learning. The School's teaching staff offer every child a high level of individual attention together with consistent and helpful advice. In return, the School expects every pupil to co-operate and to work hard.

Pupils are expected to adhere to the Beechwood Code. We aim to promote and reward good behaviour and self-discipline through praise and encouragement and by fostering a spirit of mutual respect: this is supported by the rewards and sanctions system.

Staff aim to act as positive role models for the pupils: we equally expect pupils to treat staff and each other with consideration and good manners.

Harassment and bullying will not be tolerated: the school's policy for the prevention of bullying is accessible via the school website or on request from the School Office.

The School is strongly committed to promoting equal opportunities for all, regardless of race, gender, physical disability or learning difficulty.

We expect pupils to be ready to learn and to participate in the wide variety of activities and opportunities available at Beechwood. They should attend school and lessons punctually with the right equipment and follow the School's attendance and uniform policy.

We expect all pupils to show respect for the school buildings, grounds, equipment and furniture.

We expect pupils to be safety-conscious, whether in or out of the building. This will involve observing any safety practices (*for example in the science laboratories*), moving around the School calmly, (with an awareness of others), and using any equipment carefully and sensibly. This will also apply on any school trips or outings where pupils will be expected to listen to any instructions given by staff.

Children need to be aware of the needs of others and to understand that they live in a community, which follows rules for the benefit of all.

To this end we aim to provide a well-ordered environment within the school.

### **Involvement of Pupils**

Our experience shows that the ethos of, and respect for, the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, particularly via the Prep School Council which meets regularly, but also via daily contact with the Form Tutors and the House structure: House Meetings are held fortnightly.

### **Involvement of Parents and Guardians**

Parents and Guardians undertake, when signing the Parent Contract and receiving the Beechwood Code, to support the authority of the Head of Prep and the Headmaster in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the community as a whole. They will support the school's values and code of conduct in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extracurricular activities and homework/private study.

The Head of Preparatory School undertakes to ensure that sanctions are applied fairly throughout the school and, where appropriate, after due investigation has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity: at no time, and not for any reason, will a member of staff administer any form of corporal punishment.

### **School Rules**

Our aim is to reward and encourage good behaviour, while sanctions help us to set boundaries, to deter and to manage unacceptable behaviour. In this way, our intention is to help pupils understand what is expected of them, see that they can make choices and understand why sanctions may be imposed for inconsiderate and unacceptable behaviour.

It is not possible to set out every rule which must be obeyed and they are subject to change from time to time. Consequently, pupils at Beechwood Prep School are encouraged to use common sense at all times and to behave in a way which reflects our Aims, Values and the best interests of the whole community. Broad rules therefore include:

- Respect yourself, each other and the school environment.
- Follow the directions/instructions of all adults in school.
- Use quiet voices inside school and no voices when it is time to listen.
- Keep hands feet and unkind words to yourself.
- Play kindly with each other and include people in playground games.
- Walk in school.
- Be kind, polite and well mannered. Support each other in class.
- Give your best in all that you undertake and use your time positively.

The Head of Prep oversees the behaviour policy in the Preparatory School, in consultation with the Headmaster, members of SLT, Heads of Department, Form Teachers and other members of staff. The sanctions available for breaches of school discipline will vary according to the severity of the incident.

### **Principles for the Maintenance of Discipline**

Children deserve structure. Children need limits and boundaries. There is perhaps nothing more harmful that we can do to children than allow them to disrupt or misbehave without showing them we care enough to let them know their behaviour is not acceptable. Pupils need to learn that inappropriate behaviour carries with it very real consequences.

At Beechwood we aim to help children develop their own strategies for self-discipline in order that they might become self-motivated independent learners.

An effective approach to discipline should involve fair, consistent and transparent **Rewards** for positive behaviour and fair, consistent and transparent **Sanctions** to deter unacceptable behaviour.

The children must know it is the behaviour that is unacceptable not the child.

### **Strategies for Maintaining Discipline**

As much as possible, members of staff should be ready in the classroom before their classes arrive. Teachers must encourage clear routines for the start and end of the lesson and follow the 'Classroom Management Code' (*issued Aut '15 pg*) so there is clarity and consistency, which benefits all pupils. At the end of the lesson, a teacher should ensure that the classroom is tidied to his/her satisfaction before dismissing the pupils in an orderly manner so that they proceed calmly to their next lesson.

Teachers must encourage pupils to behave appropriately in lessons through the use of positive reinforcement of good behaviour, through the provision of stimulating lessons that engage the interests of the pupils and through the creation of an atmosphere of courtesy and mutual respect. However, where an individual pupil's behaviour is disrupting the learning environment for others, appropriate measures should be taken by the teacher according to the strategies below.

The School has introduced an Assertive Discipline Policy using the following strategies and techniques.

Assertive Response Style as opposed to non-assertive or hostile.

*Classroom Discipline Plan*

- Classroom Management Code
- Discuss, Agree and Display: Classroom rules & Learning Behaviours
- ‘15 outstanding teaching strategies/habits’
- Rewards – positive learning behaviours
- Sanctions

#### *Promoting On-Task Behaviour*

- Positive repetition
- Constant praise
- Rewards
- Scanning by the teacher
- Circulating around the class

#### *Re-Directing Off-Task Behaviour*

- The look
- The name
- Physical proximity
- Proximity praise

#### *Correcting Off-Task Disruptive Behaviour*

- Moving in and out
- Warning
- Low-level sanction
- Use of Sanction Hierarchy

Rewards are given for effort, behaviour and achievement. The whole class may be awarded a marble. Once the class have been awarded fifty marbles they are allowed to choose an activity for Golden Time.

Individual effort, behaviour and achievement are rewarded with House Points. Certificates are awarded for gaining 25, 50, 75 and 100 House Points. House totals are also kept and the house which gains the most House Points at the end of each term receives an award. The pupils with the most House Points at the end of each half-term receive a small prize.

Praise and celebration are recognised in Displays, Assembly, Prize-Giving, Newsletters, Articles and Awards Ceremonies.

Stickers and Badges motivate individuals and special treats, visits or experiences are rewards for group endeavours.

Individual achievement in other areas is also recognised by Headteacher Awards.

Pastoral support provides opportunities to discuss situations, learn from mistakes and move forward following reprimands. Positive progress, certificates and commendations are recorded and tracked by the Form Tutor. Incidents, reprimands, relationship issues and any cause for concern are also tracked in a *Pastoral Folder* by the Form Tutor. This enables children to develop positive strategies, early intervention by adults and positive dialogue between pupils, teachers and parents.

Sanctions are used sparingly and follow a sequence:

- **Reprimand**
- Verbal warning
- Final warning
- **Minus Mark** (*deducts 2 House Points from the child's total*)

- Three minus marks from any teacher in one half-term results in the loss of free time - to be spent with the Form Tutor.
- **Order Marks** (*deducts 5 House Points from the child's total*). These are given after three minus marks in one half term from any teacher
- **Detention After School:** with Director of Studies (*given after 3 order marks in one half term*)
- Other sanctions can include: Loss of privileges; Temporary removal of Responsibility; Tasks reflecting the incident - used as appropriate and proportionate.

*Parents must be aware of the process and their child's path along this sequence so that support is in place throughout and all circumstances or emotional triggers are known to the Form Tutor.*

## **EYFS**

In line with the Values and Ethos in the Whole School Policy, Early Years has developed its own age appropriate Rewards and Sanctions policy.

### **EYFS Practitioners responsible for behaviour management:**

Victoria Wright and Judith Conlin

Policy Updated January 2017  
Review Date: September 2017