



Leicester Preparatory School

*Behaviour and Discipline
Policy*

Last Reviewed: Sept 2017

Next Review Due: Sept 2018

Behaviour and Discipline Policy

Introduction

This document is a statement of the aims, principles and strategies for behaviour at Leicester Preparatory School.

Purpose of the Policy

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. We believe that every child has the right to learn and no child has the right to disrupt the learning of others.

Aims

Our aims for behaviour are that all children will:

- be tolerant and understanding with consideration for the rights, views and property of others;
- develop a responsible and co-operative attitude towards work and towards their roles in society;
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- take a pride and responsible interest in caring for their environment.

Responsibilities

All members of the school community (teaching and non-teaching staff, parents and pupils) work towards the school's aims by:

- treating children and adults as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviour and attitude to work;
- reacting promptly and appropriately to incidents involving bullying or harassment;
- caring for, and taking a pride in, the physical environment of the school;
- working as a team, supporting and encouraging one another.

TEACHERS work towards the school's aims by:

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement;
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude;
- enabling children to take increasing responsibility for their own learning and conduct;
- ensuring that learning is progressive and continuous;
- being good role models - punctual, well prepared and organised;
- taking quick, firm action to prevent any one child inhibiting another's progress;

- developing strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently;
- providing opportunities for children to discuss appropriate behaviour;
- working collaboratively with a shared philosophy and commonality of practice.

PUPILS work toward the school's aims by:

- attending school in good health maintained by adequate diet, exercise and sleep;
- attending school regularly;
- being punctual and ready to begin lessons on time;
- being organised - bringing necessary kit and equipment, taking letters home promptly, returning books efficiently;
- contributing to the development of the school's code of behaviour;
- conducting themselves in an orderly manner in line with this code;
- taking growing responsibility for their environment and for their own learning and conduct.

PARENTS work toward the school's aims by:

- ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time) and providing prompt notes to explain all absences. (See Attendance Policy);
- providing support for the discipline within the school and for the teacher's role;
- offering encouragement and praise for best effort and good behavior;
- participating in discussions concerning their children's progress and attainments;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- always providing their children with the necessary equipment and games kit;
- taking an active interest in children's learning by supporting work appropriately, giving due importance to homework, hearing reading, assisting in the learning of tables and spellings and signing prep books;
- allowing children to take increasing personal and social responsibility as they progress through the school.

Procedures

School staff

For ensuring involvement of all members of the school community, include:

- regular staff meetings to review behaviour issues;
- a planned programme of professional development for teachers, teaching assistants and administrative staff.

Parents

For developing good partnership with parents, include:

- regular informal contact with teachers who are accessible to parents before and after school;
 - good communication channels;
- termly parents' evenings;
- opportunities for parents to take part in the life of the School through attending/participating in assemblies, productions, functions, fundraising events;
- welcoming parental contributions such as accompanying educational visits giving talks to children;

- a clear policy for children with special needs which involves parents. (See Support Policy)

Pupils

For providing children with opportunities to discuss appropriate behaviour, include:

- circle time and tutor time;
- programmes of Religious and Personal Social and Health Education which includes ethical and moral issues as well as British values;
- the compilation of a set of Class Rules to begin the School Year by each class which are consistent with the behaviour policy.

For promoting desirable behaviour include:

- staff acting as role models;
- staff offering guidance to children including praise and encouragement;
- staff offering a safe place for children to learn where bullying behaviour is unacceptable in any form (see Anti-bullying Policy)
- the provision of a curriculum designed to stretch and engage each child;
- classroom organisation which facilitates independent working;
- the encouragement and appreciation of children who act as positive role models;
- collaborative work within classes and across year groups which helps to develop good relationships;
- a merit award system (Class Dojo)

Rewards

- Positive verbal comments
- Positive written comments
- Merit marks
- Recognition of positive actions/good work in assemblies
- Increased responsibility
- Sharing praise of a child with another member of staff
- Sharing good work with the rest of the class
- 'Golden Time'

Sanctions

- Sanctions required for each situation will be judged individually. These may vary between classes but will be appropriate for the age of the child.
- Constructive discussion between relevant class teachers and pupils will take place and, if necessary, the Headmaster will be informed.
- Parents may be invited to discuss the matter with the Headmaster, class teacher and child concerned.
- If a more formal reminder to the child is required then they may be asked to carry a report card for a week.
- In more serious cases children may be suspended or ultimately required to leave.

Progression of sanctions by Key Stage

Early Years

- Child is removed from the situation for a short time

- Talk to the child about the incident
- Discuss with whole class during circle time

Lower School (Years 1-2)

- Removal from situation
- Miss a few minutes of playtime
- Refer to Head of Early Years or Headmaster
- Time to discuss how pupil could have behaved differently
- Asked to apologise to other pupil/staff as appropriate
- Discussion with parents
- Behaviour charts - if appropriate
- Warn parents/child of possible suspension
- Suspend
- Asked to leave

Upper Prep (Years 3-6)

- Removal from situation
- Discussion with class teacher
- Demerit and teacher's detention
- Asked to apologise to other pupil/staff as appropriate
- Time to discuss how pupil could have behaved differently
- Loss of privileges including responsibility roles dependent on severity
- Use of report cards – Headmaster to inform parents and monitor alongside Class teacher for between 1-3 weeks
- Discussion with parents
- Warn parents/child of possible suspension
- Suspend
- Asked to leave

Merits

Merits or House Points are awarded to pupils for good effort and achievement in all subjects, including sport and music. They may also be awarded for a helpful or polite attitude out of class e.g. setting up of hall for assembly.

Merits (positive and negative) are entered by staff onto the child's story using Class Dojo, which also notifies the parent. These merits equate to House points and will be totalled each half term. Awards/certificates will be given from these totals.

Playtime/Lunchtime

Lunchtime supervisors will remove children who are misbehaving. During lunch they will be asked to sit elsewhere. In the playground they will be asked to remain seated on a bench. If behaviour persists teachers will be involved.

Restraint

Physical punishment is not accepted in this setting. However, where children are unruly to the extent that they may harm others, they should be removed from the situation and staff should attempt to calm them down and distract them. Only when they may cause physical harm to themselves or others should they be restrained.