



**PRINCE'S MEAD**

# Behaviour Policy

FEBRUARY 2021



This policy is written with reference to Non-statutory advice Behaviour and Discipline in Schools (2014).

### **AN OVERVIEW**

At Prince's Mead we believe that good behaviour, from the Early Years Foundation Stage through to Year 6, is founded on certain principles which form our aims and objectives:-

We aim:-

- To promote a positive and caring environment in which pupils feel valued and secure, where positive behaviour is celebrated and effort and achievement are valued and rewarded. Where negative behaviour is displayed it is our duty to try to change this behaviour to a more positive approach.
- To ensure that pupils are positively motivated in order that they may develop a sense of purpose in all aspects of school life.
- To create a community in which pupils are considerate and courteous, relating well to each other and to adults.
- To encourage pupils to be responsible for and realise the consequences of their actions within a secure framework which encourages independence and individuality.
- To ensure that all adults show a consistency of approach to behaviour, rewards and sanctions throughout the school and that pupils are made aware of this consistency by reinforcement during lunch and play-times.
- To ensure that agreed rules, rewards and sanctions are communicated clearly to all concerned and that expectations, boundaries, responsibilities and rules are clearly understood.
- To make the school aware of its duties under the Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/> contents), including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils.
- To ensure that the school will liaise closely with parents and other agencies.
- To ensure that the school will take appropriate disciplinary action against pupils who are found to have made malicious accusations against staff.

We believe that within this framework, all staff will find support and a comprehensive and usable structure with which to enable pupils to develop self-esteem, self-discipline and adhere to standards of behaviour, which contribute to effective learning and a sense of community.

Form teachers from EYFS to Year 6 are responsible for the behaviour of the pupils in their care. All teachers moving around the school should take note of behaviour in the building and ensure good behaviour is maintained – it is their responsibility. In order to ensure lessons can commence effectively at any time during the day, it is very important that teachers leave rooms as they found them, this is a vital discipline for the pupils to learn. In the case of greater concern with regard to the behaviour of a pupil within the school, irrespective of age, the Headmaster is actively involved and parents may be required to attend meetings to discuss behaviour issues.

Corporal punishment is prohibited at Prince's Mead

Physical intervention is only allowable to avert extreme situations and should be the minimum force that could be reasonably expected to avoid such injuries.



# PRINCE'S MEAD

---

Extreme situations may include:

- Committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise, including absconding and leaving the school premises or designated area.

The most usual circumstance in which reasonable force might be used is where a student's behaviour is causing or is likely to cause personal injury. School staff are advised to be very cautious about the use of reasonable force where there are not concerns about possible injury or damage to property and it should occur only in exceptional circumstances.

The main aim of restrictive physical intervention is usually to maintain or restore safety. It is acknowledged that there may be times when restrictive physical intervention may be justified as a reasonable and proportional response to prevent damage to property or to maintain good order and discipline at the school.

However, school staff are advised to be particularly careful to consider all other options available before using restrictive physical intervention to achieve either of these goals. Restrictive physical intervention should only be used where a member of staff judges that its use is likely to achieve one of these aims, and crucially, only where it is consistent with the principles outlined in section 3. Remembering that restrictive physical intervention is used as the 'last resort' is paramount.

The procedure for recording any such occasions is a written entry in the Incident Book kept in Matron's Room and a verbal explanation given to the intervening member of staff's line manager. They will help to decide upon the line of action to then be taken, including the requirement to inform parents of children involved on the same day or as soon as is reasonably practicable. In any case, the Headmaster is to be informed during this procedure as soon as can be reasonably expected, and, if not already involved, will also aid in the decision making process of the subsequent action to be taken.

## **UNACCEPTABLE BEHAVIOUR**

At Prince's Mead we find the following behaviour unacceptable.

- Bullying of any kind
- Physical abuse
- Verbal abuse
- Disobedience
- Disrespectful behaviour
- Vandalism

## **Useful Strategies for Dealing with Behavioural Issues in Class**

- Deliver clear, organised lessons/tasks. Ensure the lesson addresses the different learning styles of the pupils.
- Set firm yet fair class rules – e.g. pupils must raise their hand when they wish to speak. Rules should be displayed in the form of a class charter.



## PRINCE'S MEAD

---

- Quiet pupils must be given a chance to speak by more verbose pupils.
- Set sufficient, appropriately differentiated work.
- Don't allow 'slack' periods of time within a lesson – all pupils should be focused and occupied.
- Separate some pupils from each other if necessary.
- If necessary, have a set seating plan for specific classes – pupils should not necessarily choose where they sit.
- Report misdemeanours promptly to the form teacher – either verbally, with a written note or an email.

### **Tools for Promoting Pupils' Behaviour**

The following are techniques to be considered when dealing with all children, but they are also appropriate for the disruptive pupil and seek to create a positive work and play ethic. They are useful to consider when working in the classroom environment.

- Descriptive Praise - How we speak affects how pupils learn.
- Using Rules - Consider alternatives to repeating, reminding and nagging.
- Reflective Listening - Respond to pupils in a calm way so they can focus on solutions.
- Rewards – these are integral to the day-to-day management of the class and may include stickers, behaviour boards, House Points, Courtesy Badges and Golden time (see below). This is by no means an exhaustive list. Consider how rewards and sanctions are used.
- Routines and Rituals - Consider ways to foster self-reliance and strong work habits.
- Differentiating - Simplifying/enriching work so that pupils can cope and really learn to succeed.
- Teaming Techniques for working with others to ensure consistency and persistence.

### **Useful Strategies for Dealing with Behavioural Issues relating to Pupils on our Referral List or those receiving Learning Support**

This section relates in the main to pupils who receive either one to one support or who have been identified as requiring intervention. However, the guidance contained here is not solely for these pupils and therefore it is vital that all staff are conversant with the following procedure.

- At no time, during informal discussions with parents should staff suggest that pupils are dyslexic, dyspraxic or need Educational Psychology reports. This is the responsibility of the Learning Support Department and Headmaster. Making such statements to parents can cause undue stress and anxiety.
- Whenever an incident occurs, Form Teachers should keep a record of negative and positive comments and actions. This information should include the location where the event took place, in which lesson and with which teacher, and at what time – for instance it might be when moving from one room to another.
- Form Teachers should refer to the 'Pupils Tested List' which is compiled by the Head of Learning Support. This list contains information appertaining to the various documents associated with a specific pupil, such as Assessments, IEPs, and medical concerns. It may at this stage, be necessary to set up an informal meeting with Head of Learning Support, Matron and/or the Headmaster. A Positive Way Forward Plan can be written and a draft given to the Headmaster. This plan will be shared with staff at a staff meeting. All staff involved in the teaching of the named pupil must be informed of this.



## PRINCE'S MEAD

---

- If necessary the parents will be called in for a meeting with the Headmaster and the Form Teacher and sometimes with the Head of Learning Support and Matron. Parents will be given a copy of the Positive Way Forward Plan and this might take the form of a behaviour contract, list of targets or an IEP. Parents may be asked to sign this document to register their support and agreement.
- The IEP and/or a Behaviour Chart will be reviewed regularly, at an agreed time. A Behaviour Chart must be sent home every week and the targets will change as appropriate. Review meetings with parents will be scheduled and especially if no improvement is noted, parents will be called in for discussion. At this stage, the involvement of outside agencies, such as Educational Psychologists, may be discussed.
- Form Teachers experiencing problems with individual pupils should inform the Head of Learning Support about the issue, without delay. This can be done more effectively using e-mail and the Headmaster should be copied into all communication.
- Within our school we have much expertise with regard to dealing with behavioural issues and no one should feel they are isolated or unsupported.

### **Behaviour Modification Techniques for Break and Lunch times.**

- Children displaying any of a range of poor behavior in the playground at playtimes may be sent to the Zoning Area in the corner of the playground for an appropriate length of time for a period of calm reflection.
- Just before the end of break a whistle is blown twice (one to signal for the children to stop where they are, and the second as a signal for the children to line up). When they line up the columns should be close together and near to the gate end of the playground. The columns are then to be controlled by two members of staff while one other stands at the gate and another at the Boot Room entrance, just inside the building. This is mirrored in the Early Years playground as the children are gathered on the sound of the two whistles (usually with verbal reminders from the staff on duty). The children line up quietly and are encouraged to move into the school in a calm and orderly fashion.
- Pupils should line up in silence and the staff must wait until this is achieved before allowing the pupils in. This is an ideal opportunity for the children to attend to laces, socks, shirt tails, ties, top buttons, sleeves, hair and any other aspect of their attire that may have become untidy during their play time.
- Any pupils who do not stand facing the front in silence should instead be made to stand next to the netball post and then walked in with the last member of staff, if they have disobeyed the initial request to be silent.
- Pupils walk in quietly back to their classrooms so that they are ready to start the next lesson in a calm attitude.
- The duty staff are to send pupils who cannot go in quietly back to the member of staff still in the playground. These pupils will then walk in with the teacher. Our playground code has been written by all the classes. This code is discussed at house meetings, in form assemblies and in PSHEE lessons and is displayed in the classrooms. Staff must keep referring to the code so that pupils are clear about what is and is not acceptable.
- The Head Boy, Head Girl, Prefects and House Captains are used to set an example to the children and are positioned in strategic points, both inside and outside the building to ensure good behaviour is maintained. As a group, they form the School Council and meet regularly with the Headmaster to discuss general behaviour, ideas and suggestions.



# PRINCE'S MEAD

---

## Playground Guidance

Children should

- Always be polite to adults, visitors and each other.
- Be extra careful when playing near young children.
- Treat others as they would wish to be treated.
- Respect people sitting at the friendship bench.
- Invite somebody on their own to play with them.
- Always look where they are going when they are running.
- Keep their hands and feet to themselves.
- Ask before fetching a ball from outside the playground.
- Keep away from the school windows when lessons or clubs are taking place.
- Ensure there are no more than 6 pupils on the log swing when it is in motion.
- Avoid playing with sticks.

## Range of Sanctions for EYFS, Year 1 and Year 2:

When any disciplinary concerns arise, the Headmaster, who is Head of Pastoral Care, wishes to be kept informed at all times.

There is a progression of sanctions which are available to Staff:

- First, a child's behaviour should be brought to their attention with mention made of the next repercussion if behaviour continues. E.g. Name will be placed on the 'sad face'.
- Last verbal warning followed by E.g. Name on the sad face/thunder cloud/whichever pictorial representation is used in the class. Class teacher to discuss behaviour with child and may ask them to move to a different zone. Please note that any names on the 'sad face' or equivalent should be removed at the end of each day.
- Continued poor behaviour will result in the loss of 5 minutes Golden Time followed by a further 5 minutes if the behaviour continues. No more than 10 minutes of Golden Time may be removed.
- A pattern of poor behaviour or a significant incident (E.g. kicking/aggressive pushing) in which another child is injured or distressed would involve The Head of Pre-Prep. At this stage form teachers are advised to inform parents of their child's bad behaviour. It may be decided to consider one of the following punishments, depending on the severity of the offence:
  - Reporting to the Deputy Headmaster.
  - Merit Point deduction (the Headmaster is to be made aware and parents are to be informed as soon as is practicably possible).
  - Parent meeting with the Headmaster that may lead to suspension or exclusion.
  - Suspension from school for the remainder of the day if an incident involved biting.



# PRINCE'S MEAD

---

## **Range of Sanctions - Key Stage Two: Year 3 to Year 6**

When any disciplinary concerns arise, the Headmaster, who is Head of Pastoral Care, wishes to be kept informed at all times.

There is a progression of sanctions which are available to Staff:

- Verbal comment made by teacher.
- Last verbal warning followed by name on the board. Class teacher to discuss behaviour with child. Possible Zoning.
- Continued poor behaviour, a pattern of poor behaviour or an incident of significantly poor behaviour would involve either the Senior Master for Years 5 – 6 or the Deputy Head for Years 3 – 4. At this stage, it may be advised to inform parents of the child's bad behaviour. It may be decided to consider one of the following punishments, depending on the severity of the offence:
  - Merit Point deduction (the Headmaster is to be made aware and parents are to be informed as soon as is practicably possible).
  - Detention – this may be a Monday Morning with the Senior Master or a Saturday morning with the Headmaster. Parents to be made aware.
  - Parent meeting with the Headmaster that may lead to suspension or exclusion.

It must be understood that this is for guidance only and in some incidences, depending on the severity of the offence, more stringent sanctions may be applied earlier in the process. This would take place in consultation with those involved which could include the Headmaster, Parents, the Form Teacher, the Senior Master and the Deputy Head.

It is useful to read this policy in tandem with the Anti-Bullying Policy where some procedural cross-over can be noted.

The Head has a file which contains a register of sanctions imposed for serious misbehaviour as an exemplar. Staff keep a record of emails appertaining to misbehaviour as additional evidence for the year the child is in their class.

## **In Conclusion**

Prince's Mead is a school where good behaviour is expected and serious misdemeanours are infrequent. Our philosophy is one of positive reinforcement where children are given appropriate strategies to improve and much support from dedicated, caring staff and supportive families when a problem arises.