



PRINCE'S MEAD

Behaviour Policy

September 2021



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Overview

This policy is written with reference to Non-statutory advice Behaviour and Discipline in Schools (2014). This document applies to all parts of Prince's Mead School including the Early Years Foundation Stage.

Associated Policies

Anti-Bullying Policy

The Prince's Mead Vision

To be a thriving and successful 21st century school

Our Purpose

To provide the highest standard of education delivering academic rigour in an enriched environment, empowering each child to fulfil their potential.

Aims

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.

- To create a positive learning environment for all pupils.
- For pupils to take responsibility for their actions and behaviour.
- Developing good relations based upon respect.
- To produce a consistent approach to both rewards and sanctions.

A collective approach

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.

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.



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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 logged onto Engage with a written explanation about the incident and how it was dealt with 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.



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Unacceptable Behaviour

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

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

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.
- Assertive discipline – promote the positive behaviour over the negative behaviour in the class.

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.
- Quiet pupils must be given a chance to speak by more verbose pupils.



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- 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 misdemeanors promptly to the form teacher – either verbally, with a written note or an email.

Monitoring Card

From time to time, pupils will be placed on a Monitoring Card with the intention of improving an aspect of their performance and or behaviour. The pupil will bring the card with them to each lesson and each teacher will be required to comment on the aspect of performance under scrutiny. This usually lasts a week.

Liaison with Parents and other Agencies

Liaison with parents is key to addressing behavioural concerns and staff should foster our home – school partnership.

Pupils' Transitions

Management of transitions across the school are important in addressing any behavioural concerns. Most notably from Year 2 to 3, Year 4 to 5 and Year 6 to 7. Any issues relating to behavioural expectations are addressed through Transition Days, the Parent Handbook, and staff handovers.

Pupils receiving Learning Support or on our Referral List

There are various duties under the Equality Act 2010 related to pupils with SEN and the School must ensure reasonable adjustment is made for these pupils. Further guidance should be sought from the Head of Learning Support and may be found in reference to the SEND Policy.

Consideration should be given as to whether poor behaviour could be the result of an unresolved special educational need or disability. Where this might be the case, the appropriate policy should be followed.

- 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



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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.
- 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.

BREAK TIMES

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



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- 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 six pupils on the log swing when it is in motion.

When any disciplinary concerns arise, the Head of Pastoral Care should be kept informed.

Behaviour Management at Break times

- Children displaying any of a range of poor behaviour 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 bell is rung, all children in Years 5 and 6 will walk into school whilst children in Years 1-4 will line up in the forms on the playground. 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 bell. 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. 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.
- Our Playground guidance has been written by all classes. This guidance is displayed in the classroom. Staff must keep referring to the guidance so that pupils are clear about what is and is not acceptable.



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SANCTIONS

Whilst trying to create a positive atmosphere to the business of school life it is recognised that staff need guidelines as to what school policy is when it comes to operating sanctions on pupils. All sanctions should be proportional to the circumstances of the case. In assessing the proportionate nature of the case, the teacher should give regard to the offence committed, the age of the pupil, any religious requirements affecting the pupil, any special educational need or disability that they may have, and any outstanding pastoral or home-life issues.

Prohibited Sanctions

Any form of corporal punishment or repetitive lines is not permitted by members of staff.

Physical Intervention

The Section 93 of the Education and Inspection Act 2006 confirms that: where necessary, reasonable force can be used to control or restrain pupils. Physical intervention is only allowable to avert extreme situations and should be the minimum force that could be reasonably expected to avoid such injuries.

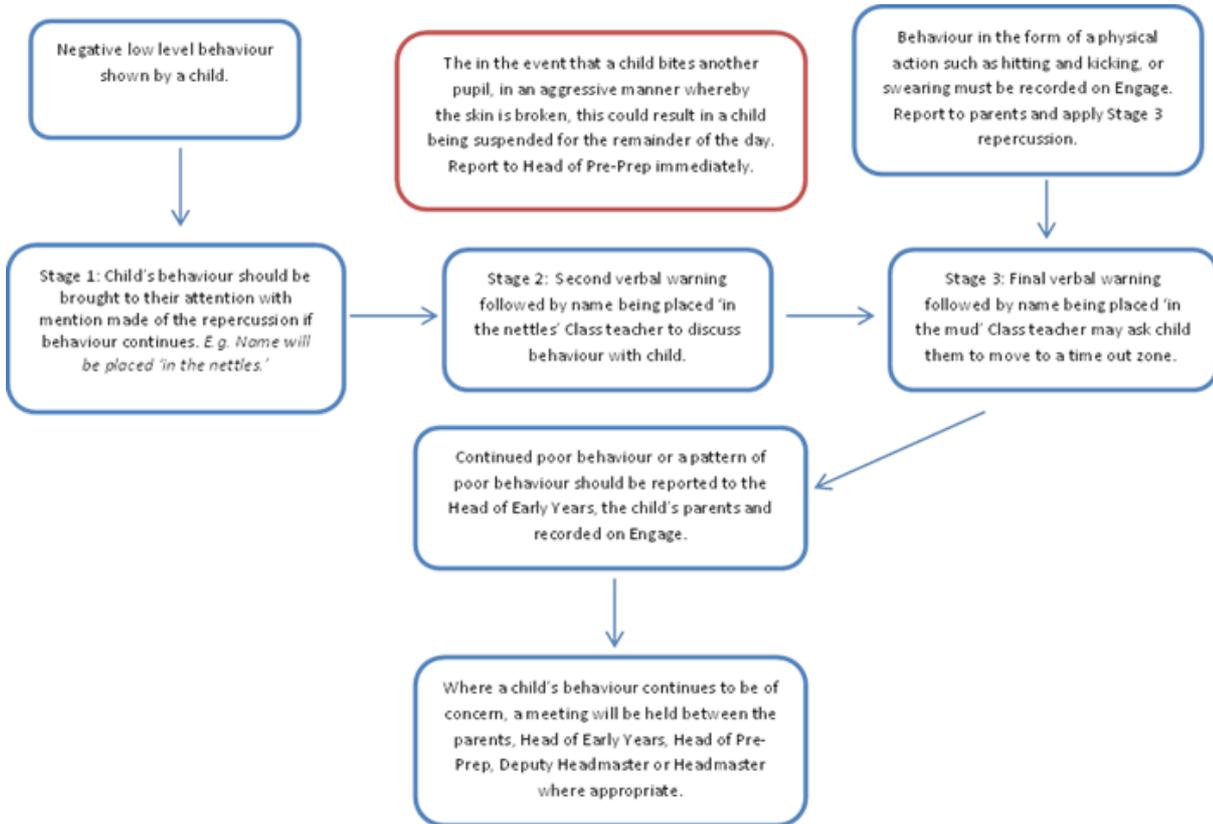
Sanctions for Nursery and Reception (EYFS)

Behaviour charts displayed in classrooms reflect positive behaviour as well as sanctions. Each child begins their day on a branch of a tree. Positive behaviour results in pupils moving up to the cloud and onto the sun.

Sanctions imposed on pupils are not shared with other parents.



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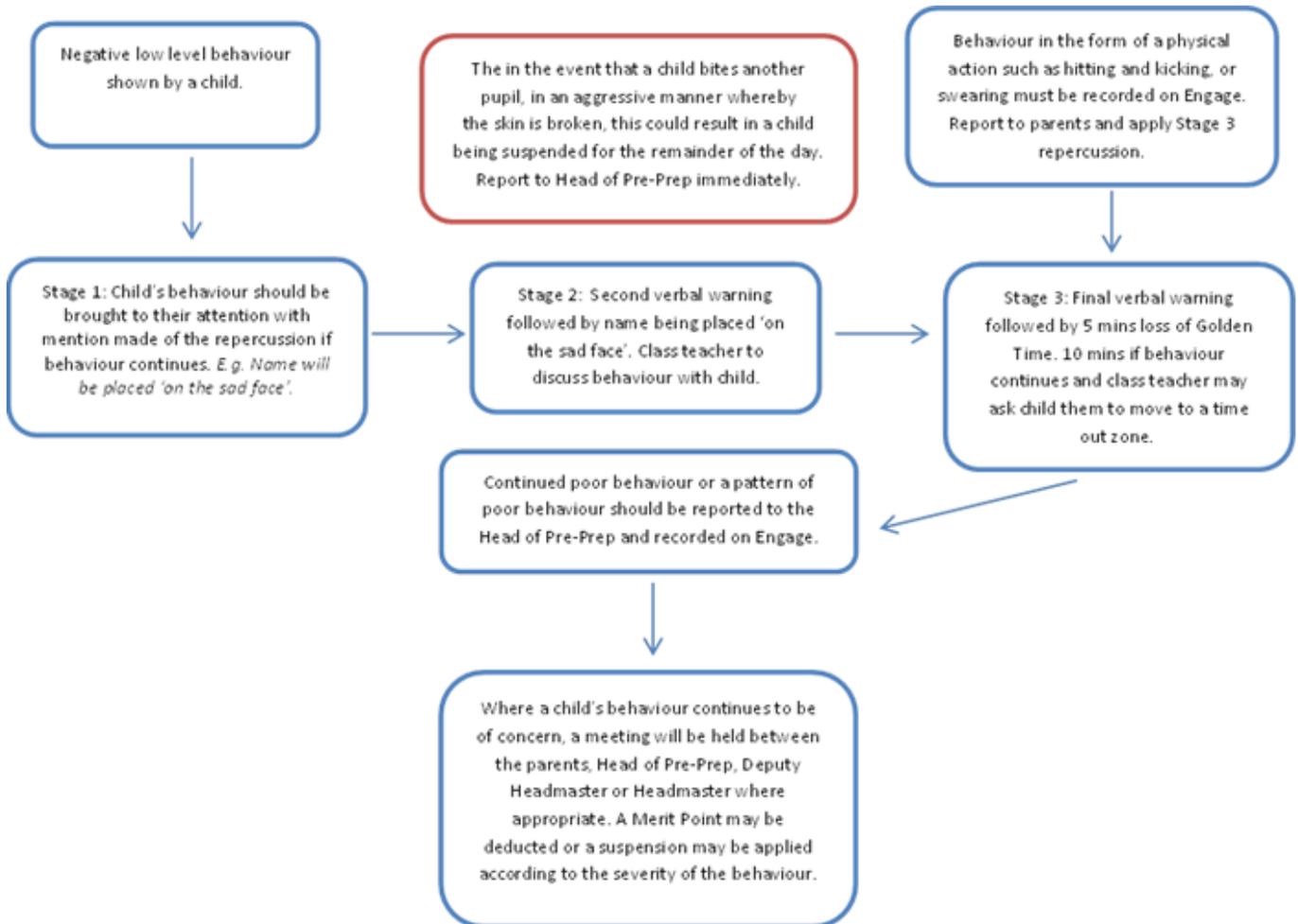




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Sanctions for Years 1 and Year 2:

Sanctions imposed on pupils are not shared with other parents.



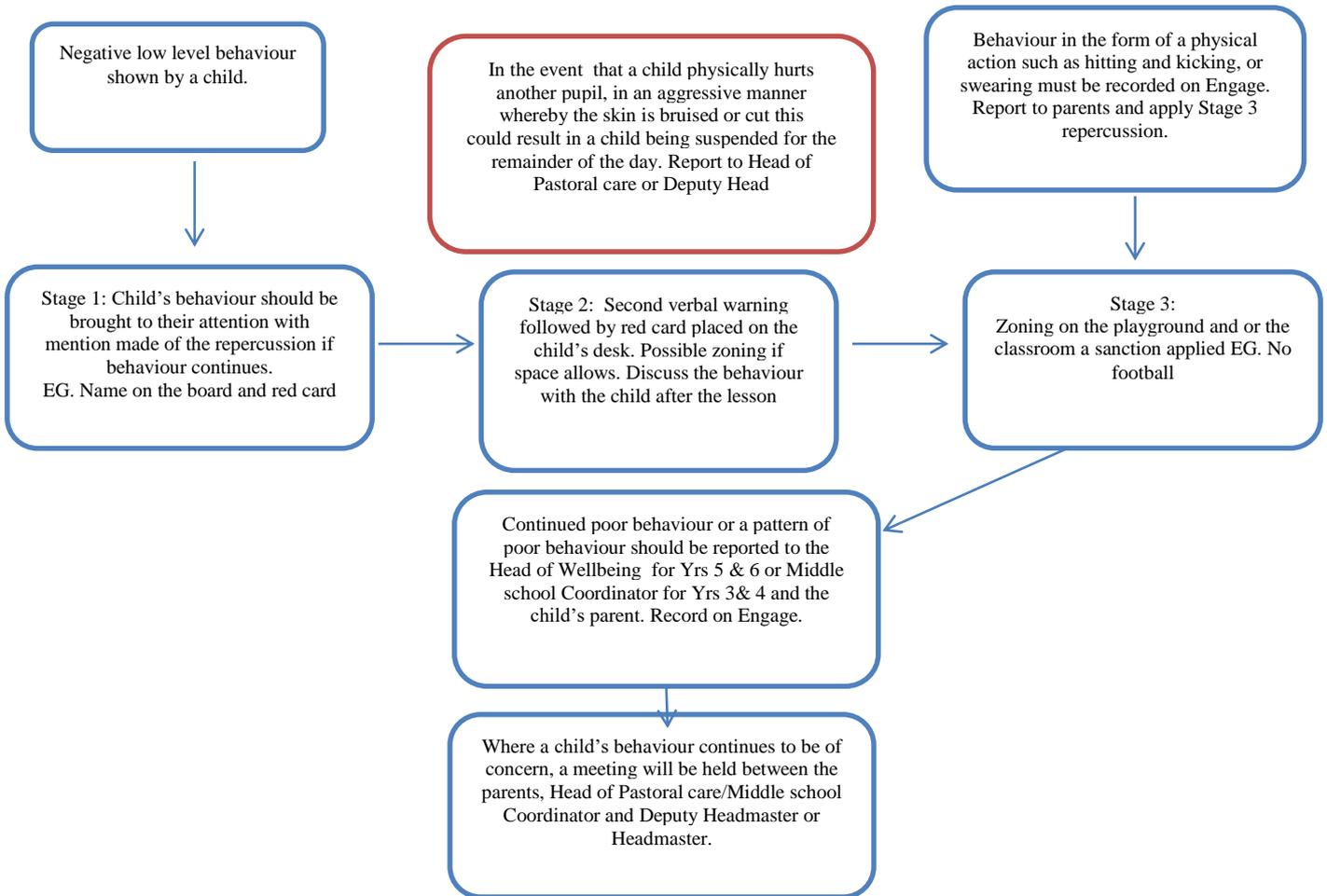


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Sanctions - Key Stage Two: Year 3 to Year 6

Sanctions imposed on pupils are not shared with other parents.

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





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Verbal warning	Poor behaviour requiring a reprimand for one off, but minor, incidents (e.g. running indoors, shirt hanging out, thoughtless behaviour, occasional lateness for lessons, or forgetting books etc.) Explain to the pupil what will happen if the behaviour continues.
Final verbal warning	<p>Repeated examples of the above in a short period of time (e.g. late for a subject lesson three times in succession OR one-off incidents of anti-social behaviour)</p> <p>Final verbal warning, followed by name on the board or a red card placed on the child's desk.</p> <p>Class teacher to discuss behaviour with child.</p> <p>Possible Zoning.</p> <p>Infringement should always be recorded and logged on Engage:</p>
Continued poor behaviour	<p>Repeated incidents of anti-social behaviour or one off serious incident:</p> <ul style="list-style-type: none">i) Verbal Abuse with offensive languageii) Racist Abuseiii) Violent incidents and incidents requiring further investigationiv) Knowingly breaking school rules with safety implicationsv) Acting in a way that harms the reputation of the school <p>Year 3 – 4. Depending on seriousness of incident, the matter should be referred to the Middle School Leader or Head of Pastoral Care if behaviour continues. Period of loss of privilege, loss of free time, pastoral detention, internal exclusion. Parents to be contacted.</p> <p>Year 5 – 6. Depending on seriousness of incident, the matter should be referred to the Head of Pastoral Care, followed by the Deputy Head if the behaviour continues. Period of loss of privilege, loss of free time, pastoral detention, internal exclusion. Parents to be contacted.</p>



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	<p>At this stage, parents should be informed of the child's behaviour. It may be decided to consider one of the following punishments, depending on the severity of the offence:</p> <ul style="list-style-type: none">• 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 Deputy Head or a Saturday morning with the Headmaster. Parents to be made aware.• Parent meeting with the Headmaster that may lead to suspension or exclusion.
Serious incident	<p>Failure to correct previous behaviour in a positive manner, stealing, bullying, cyber incident.</p> <p>Report to Head of Pastoral Care who will meet with Deputy Head and Headmaster. Sanctions will be imposed on an individual basis. Parents will be contacted as a matter of course</p>

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 Head of Pastoral Care and the Deputy Head.

The Headmaster holds the register of sanctions imposed for serious misbehaviour as an exemplar. Staff must keep a record of emails appertaining to misbehaviour as additional evidence for the year the child is in their class and all incidents of behaviour are to be logged onto Engage and reviewed in weekly Senior Leadership meetings.