



PRINCE'S  
-MEAD-

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PRINCE'S MEAD SCHOOL

# BEHAVIOUR POLICY





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

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.
- The school is aware of its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils.
- The school will liaise closely with parents and other agencies.
- 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. The Senior Master and the Deputy Head play an active role within this area of school life and work with a representative for EYFS pupils. In the case of greater concern with regard to the behaviour of a pupil within the school, irrespective of age, the Headmistress is actively involved and parents may be required to attend meetings to discuss behaviour issues.



A number of sanctions are used for poor behaviour from Year 1 - 6 including the issuing of a discipline point (removal of a House Point), Monday Break Detention run by the Senior Master, zoning on the playground during playtimes, suspension from school and, ultimately, if the pupil concerned does not portray the expected behaviour patterns after consultation with parents and a number of written warnings being made, the pupil may be expelled.

### **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.

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 accordingly 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 Headmistress 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
- 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 or with a written note. If necessary share issues with other staff by writing in the 'behaviour book' in the staff room

### **Tools for Improving Pupils' Behaviour and Learning**

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 Headmistress. 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 LS, Matron and/or the Headmistress. A 'Positive Way Forward Plan' can be written and a draft given to the Headmistress. 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 Headmistress and the Form Teacher and sometimes with the Head of LS and Matron. Parents will be given a copy of the '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 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 without delay about the issue. This can be done more effectively using e-mail and the Headmistress 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 times and Lunchtimes**

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 off” point just inside the building. This is echoed 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 in classes who do not stand facing the front in silence should be made to stand instead 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 civilised fashion.

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.

#### **Play Ground Guidance:**

- Always be polite to adults, visitors and each other
- Be extra careful when playing near young children
- Treat others as you would wish to be treated
- Respect people sitting at the friendship bench
- If you see somebody on their own, invite them to play with you
- Always look where you are going when you are running



- Keep your hands and feet to yourself
- Ask before fetching a ball from outside the playground
- Keep away from the school windows when lessons or clubs are taking place

All teachers moving around the school should take note of behaviour in the building and ensure good behaviour is maintained - it is our 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.

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 Headmistress to discuss general behaviour, ideas and suggestions.

### **Golden Time at Prince's Mead**

Golden Time operates for the pupils in EYFS to Year 2.

It is based on the class rules agreed in the first PSHEE lesson of the year but loosely based on the Golden Rules: - Do be kind, do be helpful, do be honest, do work hard, do be gentle, do look after property, do look after people.

Pupils know that Golden Time occurs for thirty minutes each week at a set time. We believe the introduction of Golden Time has greatly improved the pupils' social skills and behaviour. The pupils like it because they know it will be the same for all pupils throughout EYFS and Key Stage One and they like the continuity of approach. They know once they have lost time they cannot get it back, it is non-negotiable and they all respect it. To lose Golden Time they are generally given two verbal warnings and if they continue with the behaviour or do something else which breaks the class rules, they lose time. They really dislike losing time!

Some of the activities on offer may be:- colouring from photocopied sheets, home corner, pony club, dinosaurs, Babies and Action Man, book box, construction, toy box, playdough, board games, dressing up. In the summer and when the weather is better they may be able to engage in outdoor activities.

Each class has a unique way of recording Golden Time. It might be a golden cardboard circle on the wall. Every pupil has a peg with their name on it attached around the circle. They start the week with 30 minutes of Golden Time and they can lose 5 or 10 minutes a week. If they lose time, their peg is pinned onto a cloud under the golden circle and this is called 'Peg Off', they hate it when this happens. Another class may use a picture of a toy box or a castle with the names of all pupils inside. As the week progresses, some pupils may find themselves on the toy shelf, drawbridge or rampart, this represents lost time. Staff keep a record of how much Golden Time is lost.



## Range of Sanctions - EYFS - Year 6

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

There are a range of sanctions which are available to Staff of which some are listed below:-

1. Verbal comment made by teacher
2. Last verbal warning followed by name on the board (or any similar system employed by the teacher, including loss of Golden Time)
3. Parents informed of child's on-going bad behaviour as well as the Senior Master for Years 5 - 6, the Deputy Head for Years 2 - 4 and Francesca Watts for Reception and Year 1.
4. Merit Point deduction (the Headmistress is to be made aware and parents are to be informed as soon as is practicably possible).
5. Detention - this may be a Monday Morning with the Senior Master or a Saturday morning with the Headmistress, depending on the severity of the offence. Parents to be made aware.
6. Parent meeting with the Headmistress 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 Headmistress, 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.