

Notting Hill Preparatory School

Policy for School Behaviour and Discipline (EYFS & KS1-3)

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POLICY FOR SCHOOL BEHAVIOUR AND DISCIPLINE

At Notting Hill Prep we wish to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have worked together to develop a policy with set procedures to create a calm, secure and happy working environment for all. We understand the need for the whole school community to contribute to a policy about behaviour in school.

The Staff meets every morning before school and any incidents or concerns relating to behaviour arising from the previous day are discussed. Provision is made for incidents, issues and the school disciplinary procedure to be discussed regularly, and in more depth, at the weekly staff meetings.

Aims

- ◆ To develop a Behaviour Policy, supported and followed by the whole school community - parents, teachers, children and other adults in the school - based on a sense of community and shared values.
- ◆ To foster a caring, friendly, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- ◆ To foster in children tolerance and understanding of the feelings and needs of others
- ◆ Through the School Curriculum (particularly in PSHE and Citizenship), to teach moral values and attitudes as well as knowledge and skills. We hope that this will promote responsible behaviour, self-discipline, self-respect and respect for other people and property.
- ◆ To help children to develop an awareness of right and wrong and to differentiate between acceptable and unacceptable behaviour
- ◆ To develop respect for all members of the school community and promote courteous behaviour towards them
- ◆ To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- ◆ To lead children to an understanding of the role and need for discipline as a positive part of school life
- ◆ To make clear to children the distinction between what the school views as minor misdemeanours and serious misbehaviour, and to give a clear indication of the sanctions that will follow any misbehaviour.
- ◆ To encourage children to understand that they can affect change (for the better) in their own behaviour.

Code of Conduct (to be considered in conjunction with the PSHE Policy)

Our Code of Conduct sets out, in general terms, how we expect our pupils to behave in school. The Policy for Educational Visits covers in considerable detail the Code of Conduct for children when they are out of school. This Code of Conduct is discussed and agreed with the children at the beginning of each school year and periodically throughout the year. All pupils are expected to behave according to the guidelines set out in the Code.

Our Code of Conduct has been formulated with the safety and well being of all children in mind. It is also there to enable the school to function efficiently as a place of excellence in learning.

- ◆ All members of Notting Hill Prep's school community should respect one another.
- ◆ Children should show regard for their fellow pupils and make a sincere effort to create a friendly school ethos.
- ◆ All children should consistently acknowledge the authority of their teachers and other adults and show them due respect.
- ◆ All children should be well-behaved, well-mannered and attentive in class.
- ◆ All children should respect their own and other people's property.
- ◆ Children should take care of books and equipment.
- ◆ Children should not bring sharp or dangerous instruments to school.
- ◆ Children should always wear the correct school uniform. (The only jewellery allowed is a small pair of stud earrings and/or a religious symbol on a plain chain.)
- ◆ Children should walk (not run) within the school.
- ◆ The school hours are to be respected and children are expected to be punctual. This is to help the school day run smoothly.
- ◆ If a child has a problem in his/her relations with another child, it should be reported to a member of staff, who will sensitively take appropriate action. The staff may mediate between the children or involve buddies or senior children to help resolve the situation.
- ◆ Good expressive language skills are encouraged and appreciated. However foul or abusive language should never be used. This includes language that may intimidate or offend another child due to racist or sexist content.
- ◆ Incidents involving physical violence or retaliation are unacceptable. Staff will make every effort to ensure that children are equipped with the strategies and language skills to deal with these situations.

The code of conduct is set out in the staff handbook and also in a more child-friendly version in the home-school link book (under the heading 'how to be happy at NHP'). It is also in the KS2/KS3 year handbooks for parents under the heading 'A message from your teacher'.

All members of the school community must be familiar with expectations of behaviour and uphold these consistently.

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents are encouraged to discuss the school rules with their child (expectations are detailed in the back of the home-link book), emphasising that they support the rules. Learning and teaching cannot take place without clear expectations and we hope that parents will appreciate that staff will deal with behaviour problems sympathetically, professionally and positively.

We believe that most children will respond to a positive approach where their efforts to improve their work and, when necessary, their behaviour are acknowledged and valued. Each member of staff will endeavour to give as much verbal and written praise as possible.

This might take the form of:

- A quiet word or 'pat on the back'
- An exercise book comment explaining the particular ideas or skills that have been shown to satisfy the criteria required for reward
- A public word of praise in front of a group, class or, by arrangement with the Headmistress, the whole school
- Use of school report to praise and acknowledge a pupil's achievement
- Display of work of particularly high quality either in the classroom or in one of the designated display areas

To supplement this approach, a system of rewards and sanctions is in place, differentiated to meet the needs of the EYFS, the middle school (KS1 & 2) and the upper school (KS3).

Rewards and Incentives

- A house point reward system operates for all children throughout the school. Children are allocated to a House when they arrive at the school (Arundel, Blenheim, Lansdowne, Elgin) and can be rewarded with House Points for academic and non-academic achievements: for effort, for being caring, and for all aspects of good work and behaviour. The points for each House are totalled at the end of the week and announced in the Monday assembly. The running total is given every half term and the winning house is announced at the end of term. We hope that each member of a House will feel a sense of collective responsibility to others in their House and also urge the others to try their best in every aspect of school life. Siblings are placed in the same House.
- Five house points gain a merit and five merits gain a Commendation certificate, presented in assembly.

- Student of the week certificates are awarded in assembly for extremely good or kind behaviour as well as for academic excellence and progress.
- The 'Laudatio' cup and certificate is awarded to pupils in Year 5 and above for exceptionally good or considerate behaviour or outstanding academic contribution. The pupil will keep the cup for one week.
- Penmanship certificates are awarded in assembly when handwriting is deemed to be of a consistently high standard
- Mindlab certificates are awarded to children in Years 3 and 4 for achievement in the Mindlab lessons
- Sports certificates and colours are awarded as appropriate
- Music practice prizes may be awarded
- Children may display their achievements, both in and out of school, in assemblies and in the classroom.
- An exceptional piece of work may be rewarded by the pupil being sent to the Headmistress for an 'HM' stamp in their exercise book.
- Teachers have their own class incentives, eg stickers of the day, popcorn party.
- Incentive stickers or stamped incentive comments are used, particularly in the Early Years where children enjoy wearing a sticker on their school uniform. The threshold for incentives changes slightly between Key Stage 1 and Key Stage 2. In Key Stage 1, incentive stickers and stamped comments will be given with greater frequency.
- We recognise that each child is unique so we investigate the cause of any misbehaviour and develop appropriate behaviour modification strategies. In order to support and encourage positive behaviour, an 'individual behaviour plan' (IBP) may be implemented.

Rewards and incentives EYFS

The Reception class uses all the incentive schemes used by the rest of the school (house points, students of the week, stickers, visits to the Headmistress for a Headmistress's commendation for good work) but in addition they have their own special class award.

Every Friday afternoon one or two children are chosen for having shown focus on their own personal targets. Examples might be coping bravely with separation from a parent, improving their behaviour in the playground or achieving a specific target in an area of the curriculum.

They are awarded the title of 'Bear of the Week' (a bear being the symbol for the class) and their photograph is put on display for the following week to remind them of their achievement and to encourage them to continue with the commendable behaviour.

The teacher ensures that all children receive the title during the course of the term so that all are encouraged to continue to work hard on their individual goals.

Sanctions

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline will be dealt with by the class teacher or the subject teacher, in a caring, supportive and fair manner, having regard to the age of the child. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences. We recognise the importance of consistency in expectations of behaviour and in the use of sanctions amongst the staff. The Behaviour Policy is frequently discussed at staff meetings, so that the Senior Management Team can ensure that all staff are consistent in its application.

Normal sanctions in the classroom might include:

- An oral reprimand and reminder of expected behaviour
- Occasionally a member of staff may arrange for a child to sit without a partner in class, in order for him/her to complete his/her work without distracting others.
- A sanction may involve the temporary loss of a responsibility, eg form monitor

These are temporary measures to reinforce the merit and value of working well within the classroom.

Sanctions may be applied to pupils who transgress in terms of behaviour and organisation. As pupils progress to the upper years of the school they will be expected to take more responsibility for their own organisation, timekeeping and equipment. Staff will 'train' the children sympathetically to become better organised.

Sanctions – KS2 (Years 4-6) & KS3 (Years 7-8)

Culpa/Repara system

In KS2 and 3 the Culpa/Repara system operates in the classroom.

KS2

Unacceptable behaviour in the classroom (such as calling out, distracting other children, answering back, etc) may incur a Culpa (a Culpa will be preceded by two warnings). This is written up in the sanctions document in the shared area (it may also be noted on the white board in the classroom as a visible reminder) so that the Form Teacher may monitor his/her pupils' behaviour. Excellent behaviour for the rest of the lesson can redeem the Culpa with the award of a Rep (Repara).

Form Tutors check the document relating to their class at the end of the day, or in the morning before school, and in this way are able to monitor their pupils' behaviour, discuss how they could improve, requiring from them a period of reflection, perhaps missing play time and, if considered appropriate, arranging a meeting with parents in order to work together to effect positive change.

If the pattern continues the Form Tutor may decide to talk to the Deputy Head about putting the pupil on Daily Report or considering the issue of a White Paper (see below).

During a form period at the end of each half term the Form Tutor would commend all those pupils who have a blank column under their name (ie no culpae, therefore no reps). This achievement may be rewarded with the award of a number of House Points and a letter home from the Headmistress commending the child on excellent classroom behaviour and organisation.

KS3

In Years 7 and 8, a CULPA results in a detention during morning break. During this time children should be required to do a piece of free writing related to their areas for improvement. This punishment may be used by the Form Tutors for children in Year 6 who appear not to be making any effort to redress unacceptable behaviour.

If a subject teacher feels that a child's behaviour in class has resulted in inadequate work in class he/she may require them to stay in at break and finish their work, even if a CULPA has not been issued.

Teachers must use their discretion when giving a punishment and it is important that the pupil understands why he/she has received a punishment after being given fair warning.

If unacceptable behaviour persists, the Form Tutor may consider it necessary to speak to the Deputy Head about putting the pupil in question on Daily Report or issuing them with a White Paper.

Daily report

Daily or weekly report involves the pupil visiting the Deputy Head to talk about his/her behaviour and being given an A4 printed card which must be taken to every lesson. At the end of each lesson the member of staff will give a grade for behaviour and write an appropriate comment for the pupil and their parents to read. In this way children learn to monitor their own behaviour by receiving immediate feedback. A printed copy of the report card will be given to the child so that he/she can take it home and discuss the events of the day with his/her family.

At the end of the day/week the child has a review with the Deputy Head as to the level of improvement achieved. The Deputy Head will also discuss with the Form Teacher as to any further support that needs to be put in place and the Form Teacher will monitor the situation closely.

The completed report card is kept in the Deputy Head's Pupil File.

White paper

If the Daily Report is frequently invoked and it is felt that appropriate effort is not being made, or for an incident of unkind or unacceptable behaviour involving transgression of the Code of Behaviour, it may be deemed necessary to issue a White Paper. This is given by the Deputy Head, after consultation with the Form Teacher. The pupil concerned will go to see the Deputy Head and will be asked to explain his/her actions and give an undertaking as to how he/she will improve his/her behaviour. Older children will write their targets for improvement on the paper itself. The Headmistress will be informed of the issue of a White Paper, and in the case of any misdemeanour relating to the safety or happiness/unhappiness of a child, she will also talk to the child in question.

Green paper

For persistent white paper offences, or for incidents involving foul or abusive language, violence, bullying or behaviour that is wantonly dangerous, a Green Paper will be issued. Green Paper offences will be dealt with immediately by the Deputy Head. Parents will be contacted by telephone and a meeting will be arranged to communicate a plan of action and how to monitor a child's progress following the issue of this paper.

If the incident that necessitated the issue of the Green Paper occurred during play or free time a Report Card may be introduced for the child to take to a member of staff on duty at regular intervals during play/free time.

Sanctions - Years 1-3

Staff in these years may use their own classroom strategies or may use any of the above sanctions, at their discretion, based on the severity of the misdemeanour and the maturity of the child to respond to a more formal procedure.

Sanctions - EYFS

- Children are given three warnings to give them a chance to adapt their behaviour. After three warnings they are given time at the quiet table to sit, calm down and reflect for 5 minutes.
- In the event of more extreme behaviour, after three warnings, the consequence is to miss 5 minutes of 'golden time' on Friday afternoon
- Children are always encouraged to reflect and talk to the teacher after their 'timeout' to ensure that they understand why they have been given 'time out'.
- Positive behaviour is strongly encouraged and the majority of behaviour difficulties are easily resolved through positive praise/feedback.
- And serious concerns are immediately raised with Jane Cameron and Lisa Low (SENCO) who advise where needed.

Corporal punishment is not used at NHP.

Procedures for Dealing with Major Breaches of Discipline

Major breaches of discipline are considered to involve: physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and behaviour in class so disruptive that teaching is rendered unfeasible. The school has a standard staged procedure for serious breaches of discipline which is outlined in our **Policy for Exclusion**.

Intervention (to be read in relation to **Use of Force to Control or Restrain Pupils)**

If a child attacks another child or adult violently and refuses to calm down, then physical restraint may be necessary. As a last resort a child may be removed and taken to see the Deputy Head or a member of the Senior Management Team, who contacts the child's parents after talking to the child.

An Incident Form is completed and the situation discussed with the Headmistress. The Deputy Head will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include input from the SENCO who can devise and implement an Individual Behaviour Programme (IBP), or the involvement of other agencies as appropriate (Behavioural Psychologist, Educational Psychologist etc.).

Disciplinary records

Records will be kept by the Deputy Head of all significant disciplinary measures (all records including, and above, white papers).

Major breaches of discipline are recorded in the file "Major breaches of Discipline". This file is kept in the SMT office in JCB.

Incident Record

These incidents are classified as ones that might give rise to disciplinary or legal action or become a matter of public interest.

This is kept by the Deputy Head and is used to record:

- ◆ any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- ◆ loss, theft, or damage to property
- ◆ any other incidents or matters of a serious nature.

Further information

Useful Documents and Resources

DfES/Home Office	Social Inclusion: Pupil Support (Circular 10/99)
Stationery Office Chaired	Discipline in schools: Report of the Committee of Enquiry by Lord Elton 1989 (reprinted 1997)
DfES/ Home Office	Dealing with Troublemakers 1997
DfES	The Use of Force to Control 10/98 or Restrain Pupils
Folens Publishers	Primary Professional Development: Behaviour Management & Policy (FA6505)