



HEATH HOUSE PREPARATORY SCHOOL

Behaviour Policy

This policy applies to the following year groups at Heath House: EYFS, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6. It draws guidance from 'Behaviour and Discipline in Schools 2016' document.

Staff responsible:

Whole school - Head Teacher, Mrs Sophia Laslett

EYFS – Mrs Ellie Mallen

Heath House Prep School aims to create a welcoming, caring environment where relationships are based on respect and to develop a positive self-esteem in each child. The staff at Heath House Prep School are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well being during their time in school.

Rights, Rules and Responsibilities

RIGHTS

All children have the right to develop their potential and be safe and happy.

RULES

The rules or codes of behaviour are essential for maintaining the rights of the pupils. These are split into three areas:

- whole school;
- classroom;
- outdoor.

RESPONSIBILITIES

For their rights to be maintained, children have to take on the responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.

The following are examples of unacceptable and acceptable behaviour.

Acceptable Behaviour

At Heath House Prep School the children are encouraged to:

- Try hard to do their best;
- Be kind and speak politely to everyone in the school community;
- Respect other people, their possessions and school property;
- Be helpful;
- Ask for help or tell an adult if they are unhappy;
- Accept responsibility for the things they do.

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour. Examples of such behaviour will be praised in class, both verbally in the form of the points system and by receiving tangible rewards such as stickers and prizes for winning the points on a weekly basis. There is also the 'good to be green' reward system which is used as and when applicable. It rewards positive behavior by giving children privilege cards. Children also receive gold stars for displaying one or more of the School Values. For every seven stars they achieve for one of the 'Values' they receive a certificate in assembly in front of the whole school.

Children may also share their achievements with the Head Teacher, with certificates being awarded during the end of year awards ceremony. The Head Teacher will also award special stickers during assemblies.

Unacceptable Behaviour

- Lack of respect;
- Violence;
- Threatening behaviour including bullying/teasing;
- Deliberate disobedience;
- Discrimination;
- Deliberate vandalism of school property.

Children are taught what constitutes unacceptable behavior and are made aware of the consequences of breaking the rules.

Minor incidences will be dealt with within the classroom, by reminding the child of the rule or task, or introducing such consequences as withdrawal of privileges.

Parents will be informed verbally or in the school journal if their child has been reprimanded as a consequence of misbehaviour.

There are support systems in place for children who continually misbehave – such as behaviour charts to encourage children to behave well in order to get a gold star which then will lead to a chosen treat given by the parent at home. This is agreed with the pupil, parent and teacher as a partnership working together.

If a more serious problem occurs the Head Teacher, Mrs Sophia Laslett will be informed. In the EYFS, the person responsible is Mrs Ellie Mallen

Extremely unacceptable behaviour will be reported to the Head Teacher, or Deputy Head Teacher immediately. A note in the journal or phone call will be made to the parents the same day. For continual unacceptable behaviour, or in case of serious verbal or physical aggression, the child may be excluded internally from their class. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you'd done differently? What can you do to put it right? Is there anything I can help you with so it doesn't happen again?

Corporal punishment is not used or threatened nor is any punishment that may adversely affect a child's wellbeing.

Persistent misbehaviour will be dealt with in the following ways:

- Working with parents to produce a strategy to encourage improvements in behaviour;
- Seeking help from outside agencies such as an Educational Psychologist.

In extreme cases the Head may decide that a child must be restrained using reasonable force if the child poses a danger to others or himself/herself. In the event of physical restraint it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention an incident form should be completed. A period of exclusion may be necessary. Parents will be informed the same day or as soon as reasonably practical.

Staff Responsibilities

- To role model good behaviour and positive relationships;
- To create a positive climate with realistic expectations;
- To emphasise the importance of values and being valued;
- To provide an effective learning and teaching environment;
- To encourage positive relationships based on kindness, empathy and respect;
- To ensure fair treatment for all, adults and children alike, regardless of:

- age;
 - disability;
 - gender reassignment;
 - marriage and civil partnership;
 - pregnancy and maternity;
 - race;
 - religion or belief;
 - sex;
 - sexual orientation.
- Show appreciation of the efforts and contributions of everyone.

All teachers and support staff are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We display the school's rules, rewards and consequence systems and explain them regularly in assemblies. We have a Home/School agreement which is signed by parents on behalf of their children. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Deputy Head may then be involved, then the Head Teacher. If the concern remains, they should contact the ISA for further advice.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head Teacher.

Special Educational Needs

In the event that there is a child/children whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

Managing pupils' transition

Expectations for behaviour are different according to the child's age. Therefore children in Year 6 are expected to be better behaved than a child in the Reception class. As the children mature, they understand more fully their responsibilities and the consequences of their actions.

Disciplinary action against pupils who are found to have made malicious allegations against staff

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. A false allegation, whether it is made for frivolous or malicious reasons, can jeopardise the career of a member of staff/volunteer and cause irreparable damage. Equally, if a genuine complaint is not taken seriously, it can be damaging to the child concerned and to other children who may become future victims.

- At any stage of consideration or investigation, all unnecessary delays should be eradicated;
- In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative or where it is alleged that a crime has been committed. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons;
- Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references;
- Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Please see the Child Protection Policy for information about the school's policy on dealing with allegations of abuse made against members of staff, volunteers, Head Teacher or another pupil.

Bullying

Bullying is the persistent desire to hurt others and can be verbal, mental or physical.

At Heath House Prep School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend.

All incidents are treated seriously and appropriate action is taken to deal with the bully and help the victim.

Children are encouraged to tell someone immediately if they are being bullied.

WE ARE A 'TELLING' SCHOOL

Heath House Prep School has an Anti-Bullying Policy.

Please see the Anti-Bullying Policy and the Child Protection Policy for further information about the school's procedures for dealing with incidents of, or allegations of, bullying.

This Behaviour Policy is reviewed and updated when necessary.

Internal use only:

Last reviewed	13 March 2017
	25 February 2016
	13 March 2018
Date for review	9 March 2019