



Behaviour Policy

Behaviour Policy

Newcastle Preparatory School (NPS) provides an environment that is safe and stimulating for all children in our school. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all children in school.

There is a separate age-appropriate Behaviour and Sanctions Policy for the EYFS.

Our code of Conduct sets out, in general terms, how we expect our pupils to behave in school and on visits. The Code of Conduct is 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.

Aims

- To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment (See also Buddy System Policy).
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon. (See also Anti-Bullying Policy and Buddy System Policy).
- To resolve behavioural problems, in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Code of Conduct

- All members of the school community should respect one another.
- All children should listen to, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- NPS expects children to be well-behaved, well-mannered and attentive.
- Children should walk (not run) within the school.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language should never be used.
- Children are expected to be punctual to lessons and to assemblies.
- Children should not bring sharp or dangerous instruments to school.
- Children should wear the correct school uniform. Jewellery and trainers should not be worn.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Incentive Scheme

Various rewards are used to reinforce positive behaviour.

Examples of rewards used by teachers are:

- Giving a child a position of responsibility
- Mention of good behaviour to a senior member of staff or parents
- Rewards of stars or smiley faces on work or on charts
- Use of certificates, special stickers for such things as listening, being kind, helpful and so on
- Commenting on a child's good behaviour to other children/other classes
- Showing achievements in Assembly
- Use of merits/dojo points

By using a positive system of rewards and reinforcing good behaviour, NPS fosters children's positive self-esteem.

Sanctions

There will be times when children behave unacceptably. They will find these boundaries, a key skill for life. Pupils need to be able to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour.

The class teacher deals with minor breaches of discipline in a caring, supportive and fair manner, having regard to the age of the child. Incidents are recorded on the ‘incident log’ on the shared drive, and the Head Teacher and Deputy Head Teacher are emailed to inform them of the updated record.

The class teacher has autonomy to handle low levels of unacceptable behaviour as they see fit, such as stern words or moving seats. The next step is to warn the child that their behaviour, if it continues, will lead to them being sent to ‘reflection room’. This is a nominated classroom at any time in the day, to which a teacher is timetabled. Teachers have a referral form to use, that documents up to 3 warnings. In the unusual event that 3 warnings are needed the child is taken to referral room with details of what task should be undertaken. An exemplar reflection room referral form is added as **Appendix 1**. On the form, the outcome of reflection room is also recorded. All reflection room referral forms are then given to the Deputy Head Teacher who keeps them on file.

Corporal punishment must not be used or threatened under any circumstances.

If the unacceptable behaviour is persistent or recurring and following monitoring by the Head Teacher or Deputy Head Teacher, parents become involved. Children might then be placed on a daily or weekly support system, with parents’ agreement, to monitor their behaviour. This takes the form of a “Behaviour Contract”, which the child, the class teacher and the parents agree to and sign.

Serious behaviour incidents are defined as physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and persistent disruptive behaviour in class. NPS has a standard procedure for serious breaches of discipline. The Head Teacher should be informed and will deal with the incident which will be logged in the serious behaviour log.

This type of behaviour is rare at NPS and it is the duty of the Deputy Head Teacher or the Head Teacher to deal with it promptly.

Procedures for Dealing with Major Breaches of Discipline

- An oral warning by the Deputy Head Teacher or Head Teacher. Discuss this with the child to find if there is an underlying issue to explain their behaviour and try to put in place practical measures to and an action plan to help the child make better choices.
- Withdrawal from the classroom for the rest of the day, supervised by a classroom assistant in a quiet area.
- A phone call followed by a letter to parents informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the Governing Body.
- A case conference with parents and support agencies.
- Permanent exclusion, after consultation with the Governing Body.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

Break Time Supervision

At morning break and lunchtime pupils are supervised by members of the teaching and support staff. Staff members should maintain order; usually by reminding children of the standard of behaviour expected. Repeated minor problems might result in the child being asked to complete a task, such as tidying up equipment, or to take some "Time Out" at the side of the playground. This should defuse the situation. The teachers on duty keep note of children who misbehave persistently and refer misbehaviour to the class teachers and then to the Head Teacher/Deputy Head Teacher if necessary.

In line with our core values, children must show respect to all adults and peers. Verbal or physical abuse is not tolerated.

Serious misbehaviour or repeated disobedience at break time is brought to the attention of the Head Teacher. This results in loss of privileges and break times. Parents will be informed if there is no improvement in behaviour and the child will be placed on a Behaviour Contract.

At NPS we also make use of a playground “Buddy Squad” system (See Buddy System Policy).

Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, staff and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Care and Control of Children

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

Staff should always promote good behaviour through praise and rewards.

If there is a need for sanctions, the following may be invoked, depending on circumstances:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class
- Move the child from the group to work on his/her own
- Repeat work
- Miss break time (but must be supervised). This may be outside.
- Use of referral room as described above
- Parental involvement
- Daily report (Behaviour Contract or Choices Booklet)

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. The child is removed and taken to the Deputy Head or Head Teacher, who contacts the child's parents.

An action plan will be created to meet that child's and the school's needs.

Behaviour Modification Policy

At NPS, the majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our Behaviour Policy, all staff use behaviour modification strategies to improve an individual child's behaviour.

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

At NPS we recognise that it is important that staff communicate well with each other to ensure a consistent 'whole school' approach. Therefore, staff are able to discuss any behaviour issues with the Deputy Head or the Head Teacher and the use of Teams allows staff to discuss any pupils or areas which would benefit from school wide monitoring. Other meetings take place where required.

Reviewed September 2021

Appendix 1 – Reflection Room Referral Form

	Date: ___/___/___	Time: ___:___								
<h1>Reflection Room</h1> <h2>Referral Form</h2>										
Child's Name: _____		Class: _____								
Referral Teacher: _____		Lesson: _____								
<table border="1"><thead><tr><th colspan="2">Reason</th></tr></thead><tbody><tr><td>Warning 1</td><td>_____</td></tr><tr><td>Warning 2</td><td>_____</td></tr><tr><td>Referral</td><td>_____</td></tr></tbody></table>			Reason		Warning 1	_____	Warning 2	_____	Referral	_____
Reason										
Warning 1	_____									
Warning 2	_____									
Referral	_____									
Suggested Reflection Room Use:										
<input type="checkbox"/> Continue with task <input type="checkbox"/> Discussion <input type="checkbox"/> Quiet time										
<input type="checkbox"/> Other _____										
Reflection Room Outcome		RR Teacher: _____								
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