

BEHAVIOUR AND DISCIPLINE POLICY.



At Kelly Prep. we have high expectations of behaviour both inside and outside the classroom. We believe that these expectations of acceptable behaviour are promoted by a clear approach to discipline where good behaviour is recognised, encouraged and rewarded and unacceptable behaviour is discouraged and dealt with promptly and fairly.

The behavioural expectations are formed from the following fundamental rights that we encourage within our school community;

Children have the right to learn in a safe environment where they are valued and respected as individuals.

All staff have the right to teach and work in an environment free from disruption caused by children's unacceptable behaviour.

Parents and guardians are entitled to be notified early of any behaviour problems and to be given the opportunity to help the school to address their child's behaviour.

The Aims of this policy are:

- To define behaviour and standards we expect throughout our school community.
- To clearly set out our procedures to ensure this happens.
- To detail ways of acknowledging positive behaviour.
- To describe the consequences that may be incurred as a result of unacceptable behaviour.

Objectives:

Like any other community Kelly College Prep School requires accepted codes of conduct and procedure aiming to foster constructive relationships within the community. These relationships should be characterised by mutual respect, friendliness, trust and tolerance. **Good behaviour is an essential condition for effective teaching and learning to take place.**

We expect everyone to have the self-discipline and common sense to behave in a positive, constructive and responsible way. All members of the school community, from Nursery and Reception through to Year 6 pupils, staff and parents alike are responsible for maintaining good behaviour. All staff are responsible for using the rewards, guidelines and sanctions clearly and consistently and for working with parents, encouraging involvement and co-operation.

We aim

- To encourage a calm, purposeful and happy atmosphere in and around school.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his or her own behaviour.
- To ensure all adults in school have a consistent and shared approach.

- To work with parents and encourage involvement and co-operation.
- To ensure that boundaries of acceptable behaviour are clear to all concerned.
- To help all staff, pupils and parents to have a shared sense of direction and common purpose.
- To foster feelings of institutional pride and a secure sense of belonging.

The School Community believes everyone should have the following rights:

- To be able to learn and to enjoy doing so
- To be treated with dignity and respect
- To feel safe, physically and emotionally

Our Objectives have been produced to support the following school values:-

- **Treat others as we expect to be treated.**
- **Forgive**
- **Share**
- **Listen**
- **Be honest with ourselves and others**
- **Be kind and helpful**
- **Do our best to be our best**
- We do not have a definitive list of school rules. Instead we prefer a code that was devised by the children in their houses. The Kelly Code summarises our school rules into a user friendly guide. The code is an acronym of the word CARE and stands for;

Common sense – use it!

Aim high – always do your best

Respect – treat others as you would be treated yourself

Enjoy – and appreciate what you have.

- Children's conduct is measured against this standard.
- We aim to always encourage and reward good behaviour.
- We employ a system of sanctions that deal sympathetically with behaviour that falls below our expectations. We aim to apply these sanctions consistently, fairly and in a calm and controlled manner.
- We seek an active partnership between school and home in applying more serious sanctions.

Through this promotion of positive behaviour it is our aim to maintain a happy school where children and adults flourish.

In addition, Kelly College Prep School clearly and explicitly forbids the expression, whether spoken or written, of discrimination on the grounds of race, culture, religion, gender, sexual orientation and ability/disability.

We believe bullying is unacceptable in any circumstances. (See Anti-Bullying Policy).

Success Criteria:

This policy will be considered successful if the majority of staff, parents and pupils considers that the behaviour within the school community is generally of a high standard and that there are clear expectations and effective ways of dealing with digression.

Methodology

In order to encourage positive behaviour, we must make clear our expectations of good behaviour and encourage children to take responsibility for their own actions.

Rewards Procedure

The school's system for rewards is reviewed regularly and may vary across year groups. Details of the systems that we use are below;

Reward systems at Kelly

Foundation systems

Verbal praise.

House points.

Certificates.

Direct communication with parents, including via 'Pupil Planner and Homework Diary', the playground/car park (daily contact points with parents) and telephone calls.

Golden foils.

Sports Colours.

School Colours.

Supplementary systems

Marbles (pre-prep).

Golden stars (pre-prep).

Stickers.

Written comments home (including via the Pupil Planner and Homework Diary').

Prizes and awards.

Special privileges (golden time).

Raffles.

House Points

House points are distinguished into two categories. They can be awarded for academic work (an **academic house point**) or good behaviour (a **behavioural house point**).

House points may be awarded by all staff throughout the week. The child in each form/house with the most behaviour based house points is recognised with a 'citizenship award' in assembly each half term. House points contribute towards the house team score whether they are for behaviour or academia. Individual high achievers may be acknowledged in assembly when team scores are announced. There is also a series of competitions i.e. house spelling, sports, quiz etc that contribute towards the grand total. House point certificates may be awarded for individual achievements.

Behavioural house points

These are a reward for positive citizenship i.e. kindness, manners, thoughtfulness. Examples of acts that warrant a merit would be; holding doors for others, helping younger children, volunteering, letting others take a turn before you, lending someone equipment, good table manners and helping a new pupil. These examples are encouraged as normal behaviour, but the giving of House Points can act as positive reinforcement.

Verbal praise

Sometimes a 'well done' or similar positive comment can mean more than an award.

Certificates and colours

Certificates may be awarded for a variety of personal achievements. Examples are reading stars, player of the match, house points and achievements outside of school. Colours are awarded by the PE department for sport.

Stickers

Stickers tend to be awarded to younger children as a reward. Staff may issue stickers for a variety of reasons.

Written comments home

Staff may write a note and send it home either in book bags or through the post to commend good behaviour to a parent. Staff may ask the children to design the front of a postcard that can be sent home when the child achieves an appropriate target. This gives the child a personalised incentive.

Telling parents directly

Regular communication between staff and parents is encouraged. Staff will endeavour to talk to the parents of each child in their form as regularly as possible.

Marbles (pre-prep)

Children work towards marbles by collecting stickers for their reading. They can also get one for outstanding work or effort. When the pot is full the whole class get a reward.

Golden stars

Golden stars are awarded to pre-prep children in pre-prep assembly for excellent work.

Special privileges

Form tutors may decide that a special privilege is appropriate. There are certain jobs that children enjoy doing that could be utilised i.e. operating the OHP in assembly (this

is thought through on an individual basis). Whole class privileges may be awarded such as golden time at the end of the day in the pre-prep.

Raffles

Raffle tickets can be awarded to children over a specified period of time. For example a tutor may announce that anyone in the class who receives a behaviour house point in the next fortnight will receive a raffle ticket. At the end of the fortnight the tickets will be drawn and the winner will receive a prize. This reward tends to be used sparingly.

Sanctions Procedure - Consequences of Unacceptable Behaviour

We intend consequences to be related to the misdemeanour, so that children gain an understanding of cause and consequence. They will be reasonable and fair. We believe in positive correction, which includes the application of sanctions when necessary. For repeated bad behaviour the Deputy Head or Headmaster may be involved.

This policy is in place to provide clear guidance to staff, pupils and parents regarding the use of sanctions.

The system of sanctions is progressive and should be unwanted by the pupils. Sanctions are in place to cover serious one off indiscretions as well as accumulated offences.

Teachers endeavour to use their own classroom strategies to deal with low level disruption. In reality the vast majority of indiscretions are low level and are to be dealt with by the teacher on the spot who uses a low level strategy such as a verbal warning, rule reminder etc.

Sanctions must be age related and always be behaviour focused. Sanctions are delivered within the spirit of restitution and resolution (helping the child to choose a better course of action if there is a next time) and in a calm and controlled manner that enables the pupil to retain their dignity. Children should always be given the opportunity to explain their actions and to seek solutions. Use of the 4 Ws system may help structure these conversations – What, in your words was the problem? What part of the school code was affected, and in what way? Why do you think this problem occurred? What can you do to fix the problem?

All incidents of unacceptable behaviour are logged on the ‘incidents book’ in the staffroom, in the Form Teacher’s file and also in the Deputy Head’s file.

Sanctions that may be employed are detailed below;

Level One – Verbal Reprimand and warning.

Level Two - Issuing of a ‘sanction’.

A sanction will be issued if behaviour has not improved after a warning. A sanction may also be issued for behaviour that warrants a move straight to this level.

Because children in the prep school are taught by different teachers and not just a form teacher a communication system is in place to ensure that all relevant staff are aware that a sanction has been issued. The issuing teacher may fill in a **behavioural concern slip** (a.k.a. yellow memo) which details the reason for the sanction and the

type of sanction. This slip is passed to the form tutor who keeps it on file. A copy is also taken by the Deputy Head who keeps a record.

Appropriate sanctions – parents may be informed about the behaviour concern at the discretion of the form tutor.

Staying behind at the end of lesson

Loss of playtime – still supervised by a member of staff.

Zoned – restricted play areas.

Menial jobs – possibly relating to their misdemeanour.

Time out – the teacher may choose to instruct a disruptive child to move to another seat in the class during the lesson.

For more serious misdemeanours the pupil may miss a lunchtime play (supervised by the Deputy Head). A log will be kept for these sanctions and the child's form tutor will contact the parents to keep them informed.

The teacher involved will decide the level of the sanction necessary.

Level Three – Referral to the Deputy Head.

Persistent behaviour that falls beneath the levels of expectation may require a more serious sanction.

The form tutor may refer the pupil at this stage to the Deputy Head if that pupil has collected three concern forms throughout a term. At this stage a monitoring card may be issued. The monitoring card is intended to be a positive sanction where points are awarded for achieving targeted behaviour. Parents are informed by the Deputy Head and asked to comment in the appropriate section of the monitoring card at the end of each day. The form tutor will also comment at the end of each day.

At the end of the week the Deputy Head reassesses the effectiveness of the card and decides whether to continue for another week. The card can run for a maximum of 2 or 3 weeks.

An individual behaviour programme may be devised with specifically targeted behaviour. Positive targets will also be set at this stage.

Pupils may also be **referred straight to this level** for a serious breach of the Kelly Code such as violence, stealing, aggressive defiance etc. The Deputy Head may consider an **after school detention** having spoken to the parents.

Level Four – Referral to the Headmaster.

If level four has proved unsuccessful the Deputy Head may refer the child to the Headmaster. He may consider **suspension** from school (varying lengths). The child must be collected from school that day and a letter explaining why this sanction has been taken will be sent home. A **final warning** may be issued.

On the occasion that all previous sanctions have not been successful it may be necessary for the Headmaster to permanently exclude a pupil, (*see Exclusions Policy and Exclusion Procedures*). If this is the case parents have access to the complaints procedure.

The Headmaster reserves the right to intervene at any stage of these procedures.

Other Support Systems:

Exit/Assistance Procedures

Should a member of staff find themselves needing assistance, because a pupil is grossly disobedient or for any other reason they should:

- Stay with their class
- Write a brief note requesting help
- Choose a reliable pupil to take it
- Instruct them to take it to the Headmaster's secretary.

The Head's secretary will then locate the Deputy Head and pass the request on to him. Should he be unobtainable another member of the Senior Management Team will be notified. The Deputy Head or delegate will offer the necessary assistance as soon as possible and carry out an investigation into the incident.

Physical Force

Under normal circumstances teachers should not touch the pupils as part of a disciplinary sanction. However there are occasions where reasonable force may be necessary, to control or restrain a pupil. They will fall into two broad categories;

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury or significant damage to property.

Examples of behaviour that fall within one of these two categories are;

- A pupil attacks a member of staff or another pupil.
- Pupils are fighting.
- A pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.

In any case where such intervention has been necessary to manage a child's behaviour, this should be recorded and parents informed on the same day.

Corporal Punishment Policy

There is no corporal punishment at the School. This includes implied or threatened corporal punishment. Any member of staff who fails to comply with this, is committing an offence.

Monitoring and Evaluation:

The Deputy Head is ultimately responsible for monitoring the standard of behaviour in the school and therefore the evaluation of this policy. However, the SMT and the rest of the staff support him in this. Their views, together with those of the pupils and parents, as assessed through discussion and via confidential annual parental and pupil questionnaires, are of great value.

Last reviewed: June 2009

Next Review: June 2010