

PRENTON PREPARATORY SCHOOL

PUPIL BEHAVIOUR POLICY

Aims of the Policy

To promote good behaviour.

To provide all pupils with:

- a clear understanding of what good behaviour is
- a specific Code of Behaviour dealing with the different areas of school life
- strategies to help improve behaviour
- a secure and happy learning environment.

To provide all members of staff with:

- a clear understanding of what appropriate behaviour is
- strategies to help deal with inappropriate behaviour
- a secure and happy working environment.

To complement the Anti-Bullying Policy.

What is Good Behaviour?

General Definition: Good behaviour is that which is **respectful, honest, helpful, kind** and **obedient**. If behaviour is like this we will treat others well and others will treat us well.

Examples of Good Behaviour

Respectful: treating members of staff and other pupils with politeness and considering their feelings and rights.
e.g. If a pupil is talking to a member of staff, he/she should speak politely without being cheeky.
A pupil would only touch or use another's things if he/she had permission.

Honest: always telling the truth about what we have said or done.
e.g. if a pupil has done something he/she shouldn't have done, he/she should own up to it.
If a pupil sees or knows about something which is wrong, he/she should report it to a member of staff.

Helpful: giving assistance to members of staff and other pupils without necessarily being asked.
Seeing another pupil struggling to carry all his/her things, a pupil might offer to carry some for them.

Kind: being thoughtful to members of staff and other pupils, treating them as we would like them to treat us.
e.g. when tempted to say something nasty to another, a pupil should stop to consider how it might make the other feel.
If someone does not have many friends, a pupil might make the effort to say something nice to him.

Obedient: doing as a member of staff asks you.

Code of Behaviour

A Code of Behaviour for pupils follows this policy. It details Good Behaviour (respectful, honest, helpful, kind, obedient) in the specific areas of school life.

What is inappropriate behaviour?

General Definition: Inappropriate behaviour is that which is **disrespectful, dishonest, unhelpful, unkind and disobedient**. It is often deliberate but sometimes unintentional. Either deliberately or unintentionally, it is a failure to consider the effects it will have on other people, both members of staff and pupils.

Examples of Inappropriate Behaviour

- Disrespectful:** treating members of staff or other pupils impolitely and treating their things without care.
e.g. when being spoken to by a member of staff, a pupil continues to walk on, not stopping to listen carefully.
A pupil takes another's pen without asking and damages it.
- Dishonest:** not telling the truth about what was said or done.
e.g. being silly in a classroom, a pupil breaks a piece of furniture and refuses to admit that it was he/she who had done it.
- Unhelpful:** not being prepared to be helpful when needed or being asked to do something and failing to do it properly.
e.g. having been asked to help tidy the classroom up at the end of the day, a pupil intentionally leaves his/her chair out.
- Unkind:** not thinking of others when doing or saying something, hurting another in the process.
e.g. a pupil deliberately makes fun of another's size, not thinking that he/she is embarrassed and quietly hurt by it.
If a pupil cannot pass the football properly, another shouts out that he/she is useless.
- Disobedient:** not doing as a member of staff asks you or failing to follow rules.
e.g. having been told by a member of staff to stop being silly in class, a pupil continues to do so.

Strategies to Help Good Behaviour

Pupils behave well and appropriately when:

- they stop and think before saying or doing anything
- they remember that they are capable of being positive
- they understand that their interests are not necessarily more important than those of others
- they think about others' needs before their own
- they realise that aggression, both physical and verbal, is not how needs are met nor problems solved.

Dealing With Good Behaviour

Members of staff deal with **good behaviour** by:

- praising and thanking pupils verbally when good behaviour is displayed
- informing Form Teachers about such good behaviour
- public acknowledgement of good behaviour in Assembly - good conduct badge
- rewarding pupils with House Points, including the use of Dojo to display them, where appropriate
- noting good behaviour in school reports.

Dealing with Inappropriate Behaviour

Members of staff deal with **inappropriate behaviour** by:

- reprimanding a pupil for inappropriate behaviour and demanding that it stop immediately
- informing Form Teachers about persistent inappropriate behaviour
- informing the Headteacher about seriously inappropriate and persistent behaviour
- contacting parents about particular behaviour (in collaboration with the Headteacher)
- setting a pupil a detention over lunchtime
- removing privileges from pupils
- Physical intervention may be necessary in circumstances for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. If physical intervention is used it must be recorded and reported to the parent on the same day or as soon as is reasonably practicable. See the Staff Conduct policy for guidance in this area
- Corporal punishment is prohibited and should never be used or threatened in any form.

Pupils with SEND:

At Prenton Prep we understand that pupils with SEND may require reasonable adjustments with regards to the behaviour policy. It is recognised that behavioural difficulties can be closely linked to a failure of a child to access education and make progress.

Behavioural difficulties can also often be caused by underlying conditions, including mental health problems, underlying disabilities, and problems outside of school.

At Prenton Prep we try to look at the underlying causes of behaviour, as well as having appropriate disciplinary routes. With SEND pupils there is often a need for early intervention to assess whether the behaviour is a result of unmet learning needs.

All children identified to have SEND are placed upon an Additional Support Plan and, if a need regarding behaviour is identified, a section on how to support behavioural issues will be included. This may involve a variety of strategies such as: removing a pupil from certain situations they find difficult or additional pastoral support to ensure that every child is able to access their education.

All lessons are differentiated in order to ensure that every child has access to an appropriate curriculum and staff have received training in SEND to attempt to minimise difficulties.

Sanctions

Although we anticipate that our behavior system works well through positivity and praise there may be occasional incidents where sanctions are required to deal with poor behaviour. In the case of serious or repeated issues, including bullying, the school will discuss the appropriate sanction with parents.

- loss of red marks / house points
- loss of break / lunch time playtimes
- be isolated from other pupils
- have privileges removed
- be put on detention, with work to be completed
- be refused participation in school events, including class trips
- in the case of cyber-bullying, exclusion from the school's network (unless closely supervised in lessons)
- be excluded from school temporarily or on a permanent basis

School keeps a record of serious behavioural issues and the sanctions imposed in a file in the Headteacher's office.

In the case of exclusions parents have the right of appeal in line with the school's complaints policy, Stage 2 and 3.

Monitoring Behaviour

- good behaviour can be recorded on the weekly record of Red Marks
- good behaviour on a particular day can be noted in the pupil homework diary
- good behaviour can be noted in school reports
- inappropriate behaviour can be noted in pupil homework diaries
- inappropriate behaviour that is persistent or serious will lead to pupil going on a monitoring sheet which records behaviour every session of the day. This is sent home weekly in KS2 and daily in FS / KS1 for parent signature.

Last reviewed:	September 2021
Date of next review:	September 2022
Member of staff responsible for review	M. T. R. Jones