



GOOD BEHAVIOUR POLICY

INTRODUCTION

This policy aims to develop frameworks within which initiative, morality, responsibility and sound relationships can flourish. It encourages pupils to develop a sense of self-worth, respect and tolerance for others and to produce an environment in which they feel safe, secure and respected. The Good Behaviour Policy also enables children to show responsibility for their learning and their environment and an independence of mind. Children also develop a sense of fairness and an understanding of the need for rules and a respect and tolerance for others' ways of life and different opinions.

AIMS & OBJECTIVES

- responsibility for their learning and their environment
- an independence of mind
- a sense of fairness
- an understanding of the need for rules
- a respect and tolerance for others' ways of life and different opinions
- non-sexist attitudes
- non-racist attitudes
- a consistent approach to tasks
- an acceptable response to bullying and abuse
- self-confidence and self-control, together with sensitivity and consideration for others.

They also learn how to take pride in themselves and their school and develop an interest in their activities (see Appendix 1 for Conduct Grade Descriptors).

IMPLEMENTATION

1. Staff

All staff:

- will treat all children equally, irrespective of gender race or religion
- play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour
- have a responsibility to model the type of behaviour felt to be acceptable
- will be alert to signs of bullying and racial harassment and will deal firmly with it and will alert other staff to such problems
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately
- will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties

Corporal punishment

Staff at Moreton Hall Prep will not give corporal punishment to a child. Staff will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working on the school premises. Any member of staff who fails to meet these requirements commits an offence.

A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken 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.

Moreton Hall Prep keeps a record of any occasion where physical intervention is used, and parents and/or carers will be informed on the same day, or as soon as reasonably practicable.

Staff will not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

Restraint

The School does not advocate the use of physical restraint on pupils. An underlying principle of this policy is to create an ethos where it should not be necessary. Only in exceptional circumstances will physical intervention be used:

- to prevent pupils from committing a criminal offence
- to prevent pupils from injuring themselves or others
- to prevent pupils from causing damage to property, including their own property
- as a last resort, when all other de-escalation strategies (including positive handling techniques) have proved ineffective in preventing a pupil from engaging in behaviour which disrupts the good order and discipline of the School.

If required to use physical intervention, staff will:

- use the minimum force necessary, proportional to the circumstances
- use the restraint as an act of care, and not as punishment.

Children

- children's achievements, academic or otherwise, will be recognised
- rewards will be accessible to all children
- assembly will be used as an opportunity to acknowledge achievements and to foster a sense of community
- children will be encouraged to share their achievement with a senior member of staff, their parents and other children
- examples of children's work and achievements will be displayed in the classrooms and around the school

2. Unacceptable Behaviour

- disobedience
- biting, spitting, hitting and kicking
- inappropriate sign language and swearing
- making unkind remarks
- damaging property
- answering back, rudeness or aggression to adults
- stealing
- truancy
- racist or sexist comments, gangs and bullying

Temper tantrums and physical disputes will be dealt with and children restrained if necessary.

2.1 Sanctions

A quiet, firm reprimand from a member of staff is expected to be sufficient to correct errant behaviour. However if this fails to correct the behaviour of a child the following procedures may be adopted:

2.2 In the classroom

- time out - removal from the scene of an incident. This may mean working at a different place, working outside the classroom, working in another classroom by arrangement with the class teacher, working under the supervision of the Headteacher.
- giving of detention. Children who lose their free time do not take part in any activities for their allotted time - either in the classroom or under the supervision of the Headteacher.

2.3 In the playground

- A verbal warning is given for any playground rules which are broken (see appendix 2)
- Children may be sent into school under the supervision of the Head / Deputy Head

3. Rewards

3.1 - In the classroom

- praise from staff
- responsibilities given
- time in the classroom when good work and good behaviour are acknowledged (e.g Circle Time)
- showing good work to Headteacher
- 'Housepoints' given for behaviour over and above the expected standard
- merit stickers - individual staff may wish to award stars for good work or behaviour and do so at their discretion

3.2 - In the playground

- Praise is for particularly commendable behaviour – this may also be mentioned in assembly.
- Stickers are given for honesty

4. Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school expects that parents will give their full support in dealing with their child's behaviour. We discuss any problems or difficulties with parents as soon as they arise and hope that they will come into school to bring any issues affecting the behaviour or happiness of their children.

We ask parents:

- to keep us informed of behaviour difficulties they may be experiencing at home
- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family
- inform us about their child's ill health and any absences connected with it

The school will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school
- giving parents regular constructive and positive comment on their child's work and behaviour
- encouraging parents to come into school on occasions other than parents' evenings
- keeping parents informed of school activities by letter, newsletter etc
- involving parents at an early stage in any disciplinary problems

5. Other Agencies

Full use will be made of outside agencies as necessary and appropriate.

6. Care of school premises and sites

Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

- staff display children's work to a high standard
- the building is expected to be kept clean and tidy
- the grounds are expected to be kept litter free and the plants well maintained.
- Children are encouraged to take a pride in their own appearance and belongings, and to accept responsibility for their own belongings.

7. Malicious Allegations

Malicious allegations concerning staff (teaching or non-teaching) will be treated as a significant breach of the school's Good Behaviour Policy and may result in the suspension or permanent exclusion of the pupil making the malicious allegation. Persistent offenders may be reported to the police if there are grounds for believing a criminal offence may have been committed. (DfE statutory guidance 10th September 2012)

All members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of the school community will be treated with the utmost seriousness.

8. Exclusions

Exclusion from Moreton Hall can either be temporary (Suspension) or permanent (Expulsion). Suspension can also be internal (the child comes to school but does not participate alongside their peers). Any form of exclusion will only be administered as a result of behaviour beyond the scope of other sanctions, or as a result of lesser sanctions consistently failing to secure a meaningful improvement in behaviour.

Exclusions can be applied to behaviour within school itself, on a school trip or in an area without any link to the school where the behaviour itself represents a threat to the school, its reputation or any of its members.

What behaviour merits exclusion? Examples of such behaviour include:

- Drug abuse
- Alcohol abuse
- Theft
- Bullying
- Physical assault
- Threatening behaviour
- Fighting
- Sexual harassment
- Racist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Leaving the school site without permission
- Misuse of fire equipment
- Parental behaviour

Whilst it is unlikely that any such behaviour would ever manifest itself at Moreton Hall, the Headmaster, Governors and staff are resolutely committed to ensuring that all of our children learn in a safe and happy environment. This policy exists to make it clear that behaviour grossly at odds with the principles of the school will be dealt with accordingly. Any such action will be as objective

as it is decisive; discussion between the Headmaster, child and parents would form part of any exclusion process.

Appendix 1

Conduct Grade Descriptors

1. Consistent embodiment of all School Colours, enhanced by extraordinary examples.
2. Consistent embodiment of all School Colours.
3. General embodiment of School Colours, but with a consistent minority of exceptions.
4. School Colours embodied more in the breach than in the observance.

Appendix 2

BREAK TIME RULES

- We do not go beyond the first oak tree.
- The woods on both sides of the field are out of bounds.
- The sandpit is out of bounds.
- If we have touched the pond water we must wash our hands afterwards.
- We are allowed to climb the apple trees, but there must never be more than two people in one tree at the same time.
- Everybody must be outside unless it is a wet break, when the member of staff on duty will tell us which classrooms we may go to for break.
- We must ask the member of staff on duty if we wish to go to the toilet or leave the field/classrooms for any reason.
- We must change into wellies or trainers for outside breaks every day after October half-term until the Easter holidays.
- We are allowed to use the football pitch near the fountain, but not the others.
- **NEW RULE!**
At the end of outdoor break the teacher on duty will blow the whistle twice - the first time we stop what we are doing straight away and stand still, and the second time we collect all our belongings and walk straight back to our classrooms.

Thank you!
Be safe and happy!