

GRIMSDELL

MILL HILL PRE-PREPARATORY SCHOOL



BEHAVIOUR POLICY

Revised and amended Autumn Term 2011
To be reviewed Autumn Term 2012

AIMS

- To develop a school 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 create a caring, safe and happy environment in which teaching and learning can take place and children's emotional well-being is supported.
- Staff to lead by example to maintain a high standard of behaviour for the children to follow. All staff to be consistent in their attitude and approach to the children.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner by acknowledging the child's feelings in the hope of achieving an improvement in behaviour
- To ensure the health and safety, general well being, happiness and security of the children.
- To follow 'The Grimsdell Way' (Appendix 1)

CODE OF CONDUCT

- All members of the school community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be well-behaved, well-mannered and attentive.
- Children should walk quietly (not run) when moving around the school. Class groups are expected to move around the school silently.
- If a child is upset or hurt by another child, she/he will be encouraged to report the incident to a member of staff who will deal with the matter appropriately.
- Children are encouraged to be tolerant and to resist the temptation to retaliate if hurt.
- Children are expected to be punctual. Persistent lateness will be discussed with the parents.

- Children should wear the correct school uniform. Jewellery or trainers should not be worn. Sensible watches can be worn in Year 2. Hair attire should be simple and in school colours.

INCENTIVE SCHEMES

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward.

The Grimsdell scheme is based on merit awards through which children can be rewarded for good academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Smiley faces, awarded by the Head, are available for everyone, apart from the Nursery. These are shared with the whole school at a weekly Assembly. Whole class smiley faces are awarded occasionally. In addition, each class teacher has a reward system and verbal or written praise is given as often as possible.

Good playground behaviour is rewarded by Playground Stickers and Certificates. The stickers are awarded during Lunch Play to children designated by the Teachers and Assistants on duty. One child in each Year Group is awarded a Playground Certificate weekly at the whole school Friday Assembly.

Children are encouraged to display their achievements in and out of school, in Assemblies, on class display boards around the school and in the monthly Newsletter.

A 'Toffee Bear' postcard is sent home by the class teacher, no more than once a week, to a child in the class who has achieved something significant.

Children are elected by their peers to the School Council and are expected to set a good example.

Most children respond to this positive approach where their efforts are seen to be valued and make considerable efforts to improve their work and, where necessary, their behaviour.

THE GRIMSDELL WAY

The behaviour at Grimsdell is generally good. **The Grimsdell Way** has been introduced to enable children to exercise more self discipline and to become more aware of the effect of their behaviour on other people.

At the beginning of each Autumn Term each child from Reception onwards will take home two A5 cards with the rules that we are teaching the children in school through assemblies, Circle Time and PSHE lessons. The child and parents are asked to sign both cards and return one to school. The other is kept at home as a source of reference.

Each child will have Golden Time for twenty minutes per week in Reception, Years 1 and 2. During this time the children will be able to play with special Golden Time toys and games.

If a child does not follow the Grimsdell Way she/he will get a warning and if unacceptable behaviour continues they will lose one minute of Golden Time. During any lost time, the children will sit in silence away from Golden Time activities. Every child must have at least the last five minutes of Golden Time.

The Grimsdell Way

At Grimsdell we:

- **Treat other people as we would like to be treated**
- **Forgive**
- **Share**
- **Are honest**
- **Listen to each other**
- **Are kind and helpful**
- **Are cooperative**
- **Do our best to be our best**

There are visible displays of 'The Grimsdell Way' in classrooms and in public areas around the school.

SANCTIONS

Sadly, there will be times when children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is part of growing up. A Behaviour Policy must state these boundaries firmly and clearly.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of free time such as playtime, moving away from the situation, sending work home, verbal and written apologies.

Parents will be involved at the earliest possible stage, if problems are persistent or recurring. Children may then be placed on a daily or weekly report system to monitor their behaviour, with the parents' support.

Breaches of discipline include hurting another child (physically or verbally), deliberate damage to property, stealing, and disruptive behaviour.

In the first instance the Teacher involved will deal with any discipline matters concerning children in the class. At Playtimes and Lunchtimes it will be the responsibility of the adult/adults on duty inside or outside the building. When appropriate, misbehaviour should be reported to the class teacher. Loss of Golden Time minutes can be given by all members of staff.

Any serious sanctions are recorded in the Grimsdell 'Record of Sanctions for Serious Disciplinary Offences' Book, which is held in the Headteacher's office. Where incidents are recorded in this Book the details must include the nature of the offence, the date and the punishment. At Grimsdell sanctions for serious offences include Exclusions and Disciplinary Meetings involving parents.

Acceptable Sanctions

Children need to be made aware of the reasons for sanctions being imposed.

1. Losing occasional playtimes. The child must be supervised by the teacher involved in their room.
2. Being given time out during a session, when appropriate, under supervision.
3. Occasionally sending home unfinished work, with the full cooperation of the parent.
4. Sitting out for part of playtimes if playground behaviour has been unacceptable.
5. Loss of Golden Time minutes
6. Where there is continuous disruptive classroom and playground behaviour the child should be sent to the Head or Deputy Head.
7. For very serious breaches of discipline a child will be suspended for a day or half a day, authorised by the Head or Deputy Head. Such incidents would be recorded in the Grimsdell 'Record of Sanctions for Serious Disciplinary Offences' Book.

Unacceptable Sanctions

1. Leaving children unattended anywhere, at any time.
2. No child should be belittled or humiliated in any way at any time, particularly by being inappropriately reprimanded in front of a group of children or adults. If the person administering the sanction is unable to do so in privacy at a particular time, then they must wait until such a time becomes available.
3. Adults should refrain from shouting at children, especially in a pejorative way. It is usually more effective to speak quietly and calmly to individual children or groups.
4. No forms of physical punishment including corporal punishment are used at Grimsdell.

EXCLUSION

A Pupil may be formally expelled from the School if it is proved on the balance of probabilities that the Pupil has committed a very grave breach of School discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Head shall act with procedural fairness in all such cases.

Parents may be required, during or at the end of a term, to remove the Pupil, temporarily or permanently, from the School if, after consultation with a Parent, the Head is of the opinion that the Pupil's conduct or progress has been unsatisfactory or if the Pupil, in the judgement of the Head, is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School or if a Parent has treated the School or member of its staff unreasonably. (In line with our Terms and Conditions).

PARENTS

An effective school behaviour policy requires close partnership between parents, teachers and children. Parents are encouraged to attend Parents' Evenings and Parents' functions to develop contacts with the school so that they become aware that learning and teaching cannot take place without sound discipline. It is our aim to maintain a spirit of cooperation with parents. Any meetings with parents regarding behaviour are recorded on the Parent Communication Form (**Appendix 2**) and stored in child's Individual Record File.

CARE AND CONTROL OF CHILDREN

At all times staff should encourage good behaviour through praise and appropriate rewards. No member of staff must in any way physically chastise a child or handle children roughly.

When moving around the school staff must encourage the children to move in an orderly fashion. They should ensure that the children are always in their sight by stopping occasionally. A child will need to open the door for all the class and join the line.

If there is a need for sanctions then the following may be used depending on each child's needs:

- Redirect to another activity.
- Talk to the child – discuss what has happened.
- Discussion in groups or whole class, if the group or class is involved in the sanction.
- Move the child from the group to work on his/her own.
- Repeat work, if necessary, depending on the misdemeanour.
- Miss playtime (but must be supervised).

- Behaviour modification programme, i.e. setting targets and smiley face charts/books for children who find difficulty in conforming to the standards of behaviour set by the school. Once completed these are placed in the child's Individual Record File.
- Remove child from the class – place with the Head or Deputy Head or in another class – this should only be necessary in exceptional circumstances.
- Parental involvement.

Serious incidents are recorded in the child's Individual Record File, which teachers keep in their classroom. Any serious breaches of discipline should be reported to the Head, who will take appropriate action and record such breaches in the Grimsdell 'Record of Sanctions' Book.

When appropriate, adults will be made aware of Learning Disabilities or Difficulties after consultation with the Head/Deputy Head should these relate to any misbehaviour.

BEHAVIOUR MODIFICATION

At Grimsdell, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of strategies are used to reinforce positive behaviour. These can include:

- Change in classroom organisation.
- Using different resources.
- Using a system whereby tiny steps are devised for each child (e.g. sitting on a chair for a given length of time, putting a hand up to answer questions).
- If in place, teacher's own reward system for work/behaviour in class.
- Rewards of smiley faces on charts and in special books.
- Sharing good behaviour with other children/other classes.
- Involving parents at an early stage to make an action plan together.
- Use of Circle/Golden Time.

By using a positive system of rewards and reinforcing good behaviour we help children to feel good about themselves.

Appendix to the Behaviour Policy.

The Grimsdell Way

At Grimsdell we:

- Treat other people as we would like to be treated
- Forgive
- Share
- Are honest
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- Are co-operative
- Do our best to be our best

Child.....

Parent.....

School.....

Appendix 2

Parent Communication Form

Pupil Name:	Date of communication:
Staff Member	Parent's Name:
Reason for Communication:	
Outcome:	
Further action if any:	
Notes:	
Registered as: (Delete as appropriate)	Concern Complaint
Signed:	Date:

The person completing this form should ensure it is placed in the pupil's file in the class record box. A copy should then be passed to the Head and Deputy Head, if necessary.