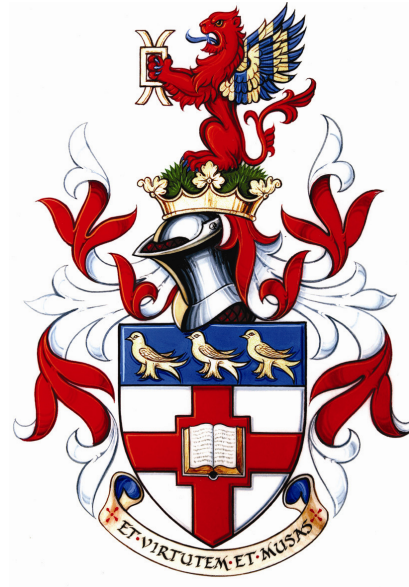


GRIMSDELL

MILL HILL PRE-PREPARATORY SCHOOL



BEHAVIOUR POLICY

Revised and amended Autumn 2009
To be reviewed Summer Term 2011

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 apply positive policies to create a caring, family atmosphere in which teaching and learning can take place and to provide a safe and happy environment.
- 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.

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 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 and Year Group smiley faces are awarded regularly. In addition, each class teacher gives verbal or written praise 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 and on class display boards around the school.

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. (See Appendix 1).

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.

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**

An A4 sized poster is displayed in every classroom 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 Discipline and 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 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.

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. Sitting out for part of any session, but the child is to remain in the room.
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.

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 members 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 informal contacts with the school so that they become aware that learning and teaching cannot take place without sound discipline. It is our aim to develop a spirit of cooperation with parents.

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 back of 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.
- 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. When appropriate, adults will be made aware of Special Needs after consultation with the Head/Deputy Head. Any serious breaches of discipline should be reported to the Head, who will take appropriate action.

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.

BULLYING

See Anti Bullying Policy

Appendix 1

Appendix to the Behaviour and Discipline Policy.

GRIMSDELL PRE-PREPARATORY SCHOOL

PUPIL RESTRAINT PROCEDURE



On some occasions it may be necessary, in the interests of all children and for the safety of all children, to physically restrain a child who is in danger of hurting himself/herself or others. This policy is in line with Government guidelines.

All members of staff who may have to intervene physically with pupils must clearly understand the options and strategies open to them. They must know what is acceptable and what is not. The Governing Body, parents and pupils also need to know that. DfEE

Knowing when to take action

Although it is the right of pupils in school not to be touched, the school has a duty to safeguard the welfare of all children and a member of staff might be deemed negligent if no action was taken, e.g. not intervening when a child runs out onto the road. Therefore a member of staff must use his/her judgement, depending on individual circumstances when deciding whether restraint is appropriate.

Reasonable force will be used

- In self defence, where risk of injury is imminent;
- Where there is a developing risk of injury to the pupil (himself/herself) or others.

Where physical restraint is used, staff must exercise the utmost care; prevention of physical harm should be the primary consideration.

- Physical restraint should always be the last resort and pupils should be warned orally, that physical restraint will be used unless he/she desists.

- A risk assessment must be made each time.
- The pupil must be told the action being taken is for the good of the child; trying to keep him/her safe.
- The pupil must be assured that the restraint is not a punishment.
- Other children must never be used in the restraint.
- Restraint should be maintained for the minimum time necessary to calm the situation.

Staff should not act in a way that could be expected to cause injury, for example

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground;
- touching or holding a pupil in a way that might be considered indecent.

After the incident:

The Head must be informed immediately.

The incident should be followed up with time for the adult and child to talk about the situation.

The circumstances must be recorded as soon as possible stating the time, duration, details of hold used, injuries, witnesses and further actions or events.

Parents will be informed of any incident where it has been necessary to restrain their child.