



BEAUDESERT PARK SCHOOL

BEHAVIOUR POLICY

This is a whole school policy, including the EYFS.

INTRODUCTION

At Beauesert Park School (the “School”) we promote good behaviour at all times to ensure the best possible environment for pupils both inside and outside the classroom. We will always look to reward good behaviour primarily through verbal praise and positive feedback, as well as using the formal methods outlined in this policy. We also recognise that in order to create and maintain a school environment where pupils can feel safe and happy, we need to work to prevent and stop bad behaviour, imposing sanctions where necessary.

This policy applies to pupils at all times when they are representing the School, including trips, matches and on transport arranged by the School.

This policy is linked to, and should be used in conjunction with, the following School policies:

- Promoting Welfare and Safeguarding
- Staff Behaviour
- Anti-Bullying
- Acceptable Use Policy for ICT
- Personal Development and PSHCE

PREP SCHOOL

1. Code of Conduct

Our Code of Conduct is used widely to ensure all children (and staff) are aware of what is expected of them:

At all times the children are expected to:

- Behave sensibly and co-operatively.
- Be well-mannered and courteous.
- Be friendly, kind and considerate, and respect the feelings of others.

- Take and accept full responsibility for your own actions.
- Take a pride in your appearance.
- Take care of your possessions.
- Take care of school property.
- Respect and take care of other people's belongings and property.
- Remember that bullying and anti-social behaviour will never be tolerated.
- Try not to retaliate at the failure of others to abide by this Code of Conduct.

Take a pride in yourself and your actions:

- In all you do, try your hardest.
- Treat others as you would wish to be treated yourself.
- Be honest at all times.
- Never use foul language.

2. Rewards

- 2.1 Credits are recorded by staff in iSAMS, the school database system for children in Years 4-8. Credits are given by staff for positive or helpful behaviour. This can include classroom behaviour but also positive behaviour around the school, such as opening doors or being kind to their peers, and are added to the Rewards and Conduct module on iSAMS. They are also included in the House Points System.
- 2.2 Credits are totalled up for each child by their form teacher during the term and will go towards earning certificates from the Headmaster. 10 credits are rewarded with a certificate in assembly.
- 2.3 Pluses are awarded for good academic work and recorded in homework diaries and added to the Rewards and Conduct module on iSAMS. They are also included in the House Points System. Certificates are awarded in assembly when children reach 25, 50, 75 or 100.
- 2.4 Year 3 are not part of the Credit system and operate a system of tickets, leading to rewards in their assembly on a Monday.
- 2.5 Headmaster's Prizes for each form at the end of term reward pupils for their overall positive contribution to School life.

3. Sanctions

- 3.1 Alongside credits, debits are recorded when pupils in Year 5 to 8 fail to meet the standards of behaviour in the Code of Conduct. These are put into iSAMS in the Rewards and Conduct module by the teacher who gave the sanction. These are not part of the House Points system. Children in Years 3 will not receive debits but the member of staff will decide on a suitable punishment. Debits are introduced into Year 4 in the Spring or Summer Term. This is always in consultation with the Form Tutor, Head of Year and Deputy Head,

Pastoral and/or Deputy Head. The parents of the child will be informed. This would be overseen by the Head of Year 4.

- 3.2 Debits are 'worked off' by doing helpful jobs organised by the Senior Master or the duty staff. The member of staff then ticks the debit off on the printed weekly debit sheet.
- 3.3 Form Tutors monitor Homework Diaries weekly to see any behaviour patterns that need to be addressed. Concerns should be raised in the pastoral meeting, or be taken to the Assistant Head Pastoral who will pass on anything serious on to the Deputy Headmaster.
- 3.4 If a Form Tutor feels that too many debits are being accrued, then a lunchtime detention can be given. They will inform the Deputy Head and staff member who is taking that day's detention.
- 3.5 If a teacher feels that a child's behaviour needs close monitoring, a Satis Sheet (to measure satisfactory effort and behaviour) will be introduced (Appendix 1). This is a supportive measure where a child will take their Satis to lessons and each teacher will write a comment. Individual targets are placed at the top of the page to aid both the child and teacher. If the child's behaviour has improved after at least several days, the Satis will be removed. The Form Tutor will meet with the child after each day to discuss the comments made by the teachers and write a daily overview. The child's progress will also be brought up at the weekly pastoral meeting.
- 3.6 **Detentions**
More serious offences can be given a detention. These are graded as follows: lunchtime detentions take place during the school day at 1pm. For more serious offences, school detentions take place at 4.30pm on Wednesday afternoons. Parents will be informed if this is taking place. The Deputy Head, along with the Assistant Head Pastoral will decide if an offense is serious enough to earn a Wednesday detention with consultation with the Headmaster.

Central records are kept of all detentions, using iSAMS, and are signed into homework diaries.
- 3.7 The Form Tutor will be the first person to manage sanctions on a daily basis. If the problems persist or develop, he/she will involve the Assistant Head Pastoral, who works closely with the Deputy Head.
- 3.8 When necessary, we will have close contact with parents regarding pupils' discipline. This might involve emails, phone-calls or meetings. Meetings and plans of action will be recorded by Form Tutors and then kept in the child's personal file in the front office.

PRE PREP

1. Code of Conduct

In the Pre-prep the Code of Conduct takes the form of ‘The Golden Rules’:

1. Be friendly, kind and helpful.
2. Be a good listener.
3. Always try your best.
4. Look after property.
5. Be honest and polite at all times.

2. The Merit System

These are logged in the children’s Merit Charts which are kept by the children. Merits are given by staff for positive or helpful behaviour. Once a Merit Chart is complete, children progress to the next colour of chart, and receive a reward from the Head of Pre-prep.

3. EYFS

Physical intervention should only be used to manage a child’s behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child’s behaviour should be recorded and parents should be informed about it on the same day.

The Head of the Pre-prep is responsible for behaviour management issues in the Pre-prep, with support from the Deputy Head of Pre-prep as directed to aid sequential escalation of rewards and sanctions as required.

GENERAL

Children who consistently infringe the Code of Conduct or commit a serious offence at School may be excluded from the School for a limited time. The Head reserves the right to exclude and ultimately dismiss children from the School (parents will always be informed and consulted in these matters). Any such action will be taken only after consultation with the Chair of Governors.

Staff should abide by the School’s restraint Guidelines when dealing with children’s behaviour.

Staff should also be aware of children who may have special educational needs or any disabilities when administering the Behaviour Policy.

The School keeps a record of sanctions administered for serious misbehaviour.

On no occasion will corporal punishment be exercised at the School.

This policy can be made available in large print or other accessible format if required.

COVID-19

Children continue to adhere to the behavioural and hygiene procedures set in place during COVID. These are displayed in the classrooms and other school areas, as appropriate.

Children must not use COVID as a way of scaring and intimidating children in the school. If a child, or group of children, are found doing this, they will be spoken to by the Deputy Head and their parents will be informed of their actions.

Where contingency plans are reinstated, when a staff member is talking to the children, they will adhere to the strict protocols that are in place for social distancing and similar risk assessed procedures.

All behavioural protocols including COVID-19 related protocols will be discussed at the beginning of term. Form Tutors/ Class Teachers will discuss the protocols with their Tutees/ children.

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|--------------------------------------------|------------------------------------------------------------------------------------|
| Authorised by | A Melvin <u>Chair of Boarding, Pastoral & Safeguarding Committee</u> |
| Date 23 rd November 2021 | |
| Approved by | M Pyper <u>Chair of Governors</u> |
| Date 23 rd November 2021 | |
| Last Reviewed | November 2020 |
| Next Review | November 2022 |

Appendix 1 - SATIS Sheet for Academic Work

FOCUS:

Name: _____ Form: _____

Day: _____ Date: _____

| Lesson | Subject | Comment | Signature |
|--------|---------|---------|-----------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| Act | | | |
| | | | |

| Daily Overview | Comments | Signature |
|----------------|----------|-----------|
| Form Teacher | | |