

Stratford Preparatory School

Behaviour, Sanctions and Learning Policy

Policy Statement

It's the primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly. We are a very caring community whose values are built on mutual trust and respect for all. The school's behaviour policy is designed to support, the way in which, all members of the school, including Early Years Foundation Stage (EYFS), can live and work together. It aims to promote an environment where everyone feels happy, safe and secure.

The school rewards good behaviour and fosters a sense of responsibility, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour not merely deter anti-social behaviour.

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all members of our school community, students, parents and staff. It requires a consistency of practice across the school to ensure that students know the standard of behaviour that is expected of them.

Our Behaviour, Sanctions and Learning Policy invites all members of the school community to actively participate in enabling all our children to strive to reach their full potential.

Following the policy assists Stratford Preparatory School in offering all students an education of the highest quality as an essential preparation for life and to enable each student to develop their talents to the full, both as an individual, and as a member of the wider community.

If all members of the school community are to develop and achieve their best then they must be free to learn and teach in an environment that is caring and respectful, open and welcoming, culturally affirming and equitable.

High expectations and a broad view of supporting children contribute to their wider wellbeing through:

- Providing challenging and enjoyable learning experiences
- Having high expectations of everyone
- Developing confident, ambitious and determined learners who take pride in their work and everything they do
- Ensuring that everyone feels safe, secure and happy to be at school
- Promoting the acquisition of life skills and self confidence to attempt challenges
- Valuing and celebrating each individual's progress and effort
- Supporting, guiding and inspiring each individual in order to maximise their potential

- Expecting personal responsibility and respect for others
- Engaging and helping parents to actively support their children's learning and development

General Principles

The emphasis is on good order and respect for the individual thus enabling high quality teaching and learning for all members of our school. It is our belief that if our approach to behaviour management is consistent and applied by all it will make a significant difference to our ability to teach well and our students' ability to learn effectively. We recognise that the vast majority of students want to behave well and want to learn. With positive behaviour management we can help them to achieve to the best of their ability.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not use or threaten any form of corporal punishment. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Aims

The Headmaster and all school staff have set out in this Behaviour and Learning policy the following:

- To promote good behaviour, self-discipline and respect.
- To prevent bullying.
- To ensure that children complete homework.
- To regulate the conduct of our children in the school (section 89 (1) of the Education and Inspections Act 2006).

Further aims of the Policy

- To maximise the effect of the school to positively influence behaviour.
- To raise levels of self-esteem so that children feel good about themselves and achieve their full potential.
- To clearly identify what is meant by good and bad behaviour.
- To ensure that the application of rewards and sanctions is consistent.
- To give school staff and children a sense of direction.
- To ensure children's attitudes and behaviour are consistently positive toward learning in a range of different teaching groups and towards a range of staff including administration.
- To support children to make an exceptional contribution to a safe, positive learning environment where they make every effort to ensure others learn and thrive.

- To produce children with high levels of engagement, courtesy, collaboration and co-operation with excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption.
- To create children who are highly adept at managing their own behaviour.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback will help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear learning objectives, understood by the children.

Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. It is essential that children complete all work set and that teacher mark all work set in order to provide effective feedback to move forward.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, access to resources and classroom displays all have a bearing on the way students behave. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays such as our WOW boards, should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the student to work in co-operation with others. Praise should be used to encourage self-belief. Criticism should be a private matter between teacher and child to avoid resentment.

Responsibilities

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school - parents, staff, and children - to ensure good behaviour. Children's responsibilities have an essential part to play in relation to the policy. Children are to show respect for and co-operate with all members of the school community, who work among them and have charge over them.

Staff responsibilities are to:

- Model leadership.
- Provide a role model respecting the children and expecting the same in return.

- Seek to raise the self-esteem of all children and develop their full potential.
- Work in close co-operation with parents in matters of behaviour management and to encourage children to take responsibility for their own behaviour.
- Recognise and celebrate children's achievements.
- Create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and secure.

Children's Responsibilities are to:

- Work to the best of their ability and allow others to do the same.
- Treat others with respect.
- Follow the instructions of school staff.
- Take care of property and the school environment.
- Co-operate with other children and adults.
- Work together to prevent bullying of all kinds.
- Complete all homework to the best of their ability.
- Wear uniform correctly at all times during the school day.
- Children should arrive and depart correctly dressed and attend school and arrive on time.

Parents, Guardians and Carers have responsibilities as role models for our young people and they have an essential part to play in relation to the Behaviour and Learning Policy. The policy cannot be seen in isolation from the parent's task as being primarily and principally responsible for their child's education. Under the policy, parents are expected to co-operate with Stratford Preparatory School and work with teachers and other members of staff to help their child develop to their full potential.

Parents / carers' responsibilities are to:

- Support the Behaviour and Learning Policy
- Share concerns about their child's education, welfare and behaviour with the school.
- Take an interest in their child's work and achievements
- Help their child with their work
- Attend Parents' evenings and support school functions
- Support the school in achieving an outstanding attendance rate for their child
- Inform the school of any absence
- Ensure their child arrives at school on time
- Ensure their child is in full school uniform and wears that uniform correctly
- Ensure their child completes homework to the best of their ability.
- Acceptable behaviour can be defined;
- Includes respecting others; o includes listening to and responding to teachers;
- Includes avoiding conflict with others.

Above all it means our children accepting responsibility for their own actions and their own learning and ensuring that they do not affect the education of others by poor behaviour. It is part of our policy at Stratford Preparatory School that every child

will be taught, in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, our Behaviour and Learning Policy has been developed which contains Classroom Rules and Corridor Rules - each student is entitled to be taught in classrooms free from disruption and to be able to walk about school free from harassment.

The foundations of our Behaviour and Learning Policy at Stratford Preparatory School are the following elements.

Achievement We always strive to be the best that we can.

Support We work together to help one another

Perseverance We never give up, we are open and honest in everything that we do

Respect We care for ourselves, each other and the environment around us

Enrichment We make the most of a wide range of opportunities in and out of school to praising children for getting it right.

Rules of behaviour for the classroom:

- The teacher is in charge of the room and the class. Any reasonable instruction must be followed.
- No shouting out, every child puts their hand up to talk
- If the teacher is speaking, the class must listen
- If the teacher asks someone to speak, the class must listen
- Make sure that everyone has the correct equipment
- At the beginning of the lesson, every child must take their assigned seats, and quickly begin work given to them
- All homework must be handed in on time
- All work must be completed to the best of their ability
- No one is allowed to leave the room, or walk around the room without permission.
- All children should show manners to every other member of the class, and to any other guests in the room.
- All children and staff are guided to tolerance the needs of others and to respect differences.

School and Class Expectations

All staff and children are expected to behave in a way, which is respectful of other people and the school environment. Good discipline is the responsibility of all staff. It is maintained through shared expectations and consistently high standards of courtesy, behaviour, effort, presentation of work, self and punctuality.

For the majority of children positive relationships between teacher and child play a more significant role in maintaining good discipline than any fixed system.

Classrooms are places of work and there needs to be clearly understood rules and expectations which allow everybody to work safely, successfully and enjoyably.

Rewards

As a school we are committed to promoting, celebrating and rewarding achievement. It is recognised that our children possess a range of talents and abilities.

Rewards have the ability to increase student motivation, improve behaviour, attendance and achievement as well as encourage parent engagement.

Rewards include:

- Stickers for younger children.
- Prizes.
- Best of the week certificates.
- Prefect certificates for being caring and respectful.
- Public acknowledgement in class and assemblies.
- House points in Juniors.
- Good behaviour points on Junior behaviour cards.
- Becoming a prefect.
- Speech Day Prizes.
- Medal at sports day.
- Top Infant badges.

Methods of Managing Behaviour

The sensitive use of reprimands and sanctions is an effective means of stopping inappropriate behaviour.

When imposing sanctions we need to remember:

- To criticise the behaviour not the child.
- To use private rather than public reprimands wherever possible.
- To be consistent when dealing with children and when implementing the Schools Policy.
- To take into account age, aptitudes and abilities of the child
- Once a sanction has been imposed the child is made aware that the incident is over and they can make a fresh start.

The initial responsibility for dealing with the children's behaviour lies with the member of staff who witnesses the inappropriate behaviour, this includes all paid members of staff, and consistent concerns with a particular child or group should lead to consultation with relevant staff so that problems are resolved.

The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs (SEN).

Obviously, it is our expectation that all of our children will conduct themselves in a pleasant, polite and respectful manner. However, if there is an incident where behaviour and learning is not deemed to be at an acceptable level there will be a very clear system of referral/actions being followed by all staff.

The order of these referrals/actions are outlined below;

- Children will be issued with a verbal warning and reminded of the 'School Expectations'. If the learner responds in a positive way and learning continues no further action is required.
- If the behaviour continues to be deemed inappropriate then it may be necessary to impose a sanction.

Sanctions

When sanctions are applied they must be recorded in the Sanctions book, which is situated in the Staff Room. This book is inspected daily by the Headmaster who will decide if the contents of the Sanctions Book are appropriate or if the parents need to become involved. Any matters arising are discussed during the school staff meeting.

Possible sanctions include:

Poor behaviour (being disruptive during lessons, being too rough in the playground, etc)

- A verbal reprimand
- Repeating work
- Conducting additional work
- Loosing privileges
- Loosing House points
- Negative marks on behaviour cards.

Repeated poor behaviour or more serious misdemeanours (physically hurting another child, use of bad language, general disrespect for all, etc)

- Being sent to the Headmaster
- Being put on report
- Meeting with Parents
- Suspension from school
- Permanent expulsion

If a child seriously misbehaves or becomes a danger to themselves or others around them the Headmaster must be informed immediately.

Juniors

If a child is not working consistently or displays bad behaviour regularly they will be "put on report". This involves all staff members who teach the child completing a sheet to describe the child's behaviour and learning during the lesson. It is the child's responsibility to produce the sheet for each lesson and ensure it has been completed. At the end of the school day the child must take the completed sheet home to their parents and obtain their signature before returning it to school the next day.

Infants

If a child is not working or behaving as they should, staff should have a discussion with parents and offer the option of a two way communication book which is filled in daily and sent home each night.

Please also refer to our Anti-bullying and safeguarding policies.

Review

The Headmaster reviews this policy every two years. The Headmaster may, however, review the policy earlier than this, if the government introduces new regulations, or if the management Team receives recommendations on how the policy might be improved.

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