

# **KING HENRY VIII PREPARATORY** **SCHOOL**

## **Behaviour, Rewards and Discipline Policy** **(including the EYFS)**

This document makes reference to the non-statutory advice Behaviour and Discipline in School advice for Headteachers and school staff (January 2016)

### **Aims and expectations**

The aims of King Henry VIII Preparatory School are to provide an environment where everyone feels valued and respected and where people can feel safe and secure. Values are built upon mutual trust and respect. The school's behaviour policy reflects this. It aims to create a positive environment where people behave reasonably, showing respect for others and their property and where pupils are treated fairly and consistently; all differing needs and talents should be respected. Under the Equality Act 2010, issues related to pupils with special educational needs/disabilities are met with accordingly. It also aims to develop awareness, self-discipline and integrity amongst pupils, supporting the transition stages during their school life and leading to good behaviour beyond school.

**Code of Conduct:** In keeping with the Ethos of the School we should aim to create a happy working environment, offering every possibility for pupils to reach their potential, living and working in harmony with each other.

### **The School aims to:-**

- Treat others as we would like to be treated.
- Show respect and courtesy in what we say, what we do and in recognising the needs of others and show an understanding of various faiths, cultures and beliefs.
- Aim for academic fulfilment and excellence.
- Create a good learning environment through our attitude and care of the school.
- Keep the school and grounds litter free and take account of environmental issues.
- Be silent and reflective when required.
- Move calmly throughout the school.
- Show tolerance, forgiveness and understanding towards people from different faiths, races and backgrounds.
- Always do our best in everything we do.
- Be ready to think independently.
- Create a perfect triangle, liaising closely between parents and pupils.
- Run a strong PSHEE programme, themed assemblies to promote good behaviour, hold circle time sessions to discuss particular problems and involve the pupils in setting classroom rules where appropriate

## **1. The role of pupils**

1. Pupils are expected to be clean, neat and tidy and to have the appropriate uniform or clothing for certain subjects or activities.
2. Pupils are expected to arrive promptly for registration and for all lessons and activities, ensuring they have all the necessary books and equipment.
3. In the interests of good order and discipline, older pupils should be prepared to help and support younger pupils on occasions.
4. Pupils are expected to keep form rooms and cloakrooms tidy and to have respect for furniture and school property as well as for one another. All personal property should be clearly marked with the pupil's name. In particular, pupils take responsibility for their own form rooms and surrounding area. Litter should be placed in waste bins.
5. When moving around the school between lessons, pupils are expected to walk quietly, and on the Hales site keep to the left and in single file.
6. The following items may not be brought into school:-
  - a) Any dangerous items, matches, fireworks, knives, fireworks, screwdrivers, aerosols, etc.
  - b) Chewing gum, bubble gum, sweets, chocolate, fizzy drinks or nuts

The following may be brought in but handed in to the appropriate adult (office/form tutor)

  - c) Mobile phones (year 6 only), valuable articles, money (in a named purser or envelope) and electronic items such as an E reader.
7. Whilst in school uniform, behaviour is expected to be exemplary (including outside school).

Pupils should know who to turn to if they need advice or to talk. All classrooms make use of a 'Worry Box' as an extra means for children to communicate.

## **2. The role of staff**

Staff will play a key role in ensuring the policy is implemented and in creating a positive atmosphere, based on mutual respect, tolerance and care, setting clear guidelines about expectations. Staff should take advantage of any opportunity to praise and encourage the children. Staff should follow the procedure for rewards and discipline and remain consistent in their approach.

Staff are aware of the need for effective, considerate and pro active supervision of pupils throughout the school day.

Staff set an excellent example to children, by dressing appropriately and by arriving to lessons on time and well prepared.

The consistent application of clear, agreed standards enables staff to deal with problems quickly and sensitively.

Procedures for positive behaviour management are followed and staff take responsibility for advising the Deputy Heads and Headteacher of the effectiveness of the policy and procedures.

In the classroom, staff will endeavour to make learning interesting, stimulating and challenging, using a variety of teaching methods, so that pupils can achieve their personal best. The school has adopted the programme Achieve and all staff have received Inset training to deliver this whole school positive approach.

Staff expect to establish good working relationships with pupils, using the children's names and showing an interest in them.

Staff set achievable targets for pupils, and the focus is on rewarding positive behaviour rather than on punishments, this may be achieved through the use of stickers, certificates, praise and the displaying of work.

Problems are dealt with on an individual or small group basis and difficulties may be discussed with experienced colleagues. The class teacher liaises with the Deputy Head Pastoral and Head of Pastoral Care who may involve external agencies, as necessary such as Children and Families First and Time For You, a Coventry children's counselling service.

The Head of Pastoral Care and Deputy Head Pastoral can work with groups of children needing help to work through disagreements or with a child 1:1 to promote resilience and emotional intelligence.

All members of staff are aware of the government guidelines on the use of force to restrain pupils. Teachers at King Henry's Preparatory School do not hit, slap or push pupils. Staff only intervene physically to restrain children to prevent injury to a child, to prevent pupils committing an offence, to damage to property and to maintain good order and discipline in the classroom. The actions taken are in line with government guidelines on the restraint of children. Further details may be found in the Physical Intervention Policy.

The School does not use or threaten Corporal Punishment.

Form teachers should be supported and advised by Heads of Year, Pastoral Head Hales and the Deputy Head Pastoral.

School Rules, Anti Bullying Policy and Code of Conduct will be shared with pupils at the start of each year. Identification of expected good behaviour and attitudes will be communicated during Form Periods, Assemblies as well as during lessons. Specific procedures for rewards and sanctions are referred to later.

The Behaviour Policy, School Rules, Anti Bullying Policy and Code of Conduct will be discussed with all staff at the end of every summer term and then updated; staff will receive training during a staff meeting in order to address changes and to remind themselves of correct procedures. All new staff will be guided through the policy as a matter of course during their induction.

A budget will be available for Inset and training.

### **3. The role of parents**

King Henry VIII Preparatory School has an active partnership with parents. Parents are always welcomed into the school at specific times, see Parents' Handbook and there is good communication between parents and the school, including parents' early involvement in disciplinary matters when they arise.

Parents can encourage their child to behave appropriately both in and out of school, ensuring they have the correct school uniform and equipment and prompting their children to arrive on time, having completed the prescribed homework assignments.

Parents can demonstrate good sporting behaviour at school events (Sports Days / Prize Giving) and should be supportive and encouraging when children have done their best.

Parents are encouraged to feed back to the school by telephone, in person, through the use of diaries, email, and through the parents' reply slips on pupil reports.

### **4. Racial, gender and sexual harassment:-**

- a) All staff should be aware of signs of racial, gender and sexual harassment and deal firmly with such behaviour.
- b) Form teachers, Pastoral Heads, Deputy Heads should be informed of the above issues and appropriate sanctions imposed.

### **5. Rewards and Sanctions**

#### **Rewards**

Children are praised and rewarded for good behaviour in a variety of ways:

- a) Teachers should send pupils to each other for praise and include notes of congratulation in diaries.
- b) Teachers congratulate children.
- c) Teachers give children stars and stickers (EY) house points (KS1 and KS2), which are recorded and totalled weekly by the Form Teachers.
  - After 25 house points REC, KS1 and KS2 receive a 'Well Done' sticker in class.
  - 50 house points = a bronze certificate and badge
  - 100 = a silver certificate and badge
  - 150 = a gold certificate and a gold badge REC, KS1 and Year 3,  
a gold certificate and a gold badge Years 4-6

- d) Certificates and rewards for House points are given during a special Celebration assembly every 3 weeks. Reception classes have a weekly assembly that celebrates good work, endeavour and exemplary behaviour. Children are rewarded with a special sticker.
- e) Efforts and achievements both in and out of school are acknowledged.
- f) Children may sometimes be given privileges eg. A reward at the end of a week for the pupil who has made a good impression within the class or the class who lined up the best and gained points over the week.
- g) A Headteacher's reward is given for outstanding work/contributions
- h) Academic, Artistic, Sporting and Creative talents and successes should be highlighted and celebrated in class, during 'celebration' Assemblies, and in the School Newsletter.
- i) 'Star of the week' Reception and KS1 (Star Award in Nursery). A pupil may be given a 'Special mention' by the form teacher and this will equate to a HP or a Star, 'Star of the Week' equates to 3 stars or House Points. Pupils in Nursery receive a Star Award certificate, stickers and praise.
- j) Positive and encouraging comments are made by staff in exercise books.
- k) Parents are informed when their child has been particularly well behaved or when they have completed some good work.
- l) Colours are presented for Sporting Achievements.
- m) 'Helper' hats are worn for children acting as Playground Pals. School council representatives receive a badge, along with school prefects, house prefects and the Head boy and Head girl
- n) Work is displayed throughout the School reflecting the pupils' achievements.
- o) Swallows have a pastoral display – children displaying good manners or who do something special for someone have the reason and their name displayed creatively by the Deputy Head Pastoral. At the end of the year success is celebrated at Speech Day and Prize Giving.

The School prides itself on providing the pupils with a range of rewards and for creating strategies to help them overcome specific problems.

## **Sanctions**

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment for all its pupils.

Minor infringements with regard to dress, behaviour, homework will normally be dealt with by the Form Teacher.

With more serious or repeated infringements, the Head of Pastoral Care and then the Dep Head Pastoral are informed.

The following sanctions may be used, depending on the nature of the infringement. The Form Teacher is always consulted.

## **Early Years**

It is central to the philosophy of the Foundation stage that all staff should be very positive at all times towards the children and towards each other. Any issues or problems arising with children, other members of staff or parents should be discussed in private with the Head of Early Years.

Parents are informed either on the same day or as soon as reasonably practicable about any occasions when physical intervention has been necessary. (see Physical Intervention policy)

Corporal punishment is not used or threatened.

Any incidents of a significant nature are recorded on an incident form and reported to parents. (A parent's signature is required).

Unacceptable behaviour will be dealt with by all practitioners by:-

- An immediate verbal response to the action and a gentle explanation to the child as to why the behaviour was unacceptable.
- A second verbal warning may be necessary.
- Any aggressive behaviour should be recorded in the appropriate Incident Book.
- If unacceptable behaviour persists or any behaviour is deemed serious, the child will be withdrawn from the activity/group for a short period or there may be a loss of privilege.
- If necessary a child may be asked to sit on the thinking chair or may be taken to another room to calm down.
- A meeting with the Head of Early Years may be called at this stage.
- Parents will be informed if we feel that a child's behaviour is particularly worrying.
- Early years staff and parents will work together to promote appropriate behaviour. A home/school behaviour ('reward') book may be started where positive behaviour is recorded. Inappropriate behaviour will be recorded separately and given to parents (on an orange card) so that the child has a fresh start with the reward book each day.
- Referral to Deputy Head Pastoral.
- Meeting between parents and Headteacher.
- Temporary and permanent exclusion may follow.
- Everybody, staff and parents, will be consistent in their approach to behaviour management.
- Staff give praise and encouragement to all children, rewarding stickers and stars as appropriate.

We will follow these procedures in a way that is appropriate to the maturity of the child and misdemeanour.

See also Parents' Handbook Nursery and Reception

## **Year 1**

- a) Verbal Warning issued for minor misdemeanours, first offence.

- b) Second Verbal Warning issued for repeated minor offence.
- c) Loss of Privilege issued for third minor offence or a single serious offence.
- d) Meeting with Head of Pastoral Care for Hales or the Deputy Head Pastoral for Swallows issued for consistent poor behaviour, loss of privilege for several minor offences or a more serious offence.
- e) Meeting with parents, to discuss behaviour if not improving.
- f) Home/School Behaviour Book, may be used to monitor behaviour – all positive and negative behaviour is recorded.
- g) Referral to Deputy Head Pastoral, continued poor behaviour and inability to respond to requests for good behaviour, major incident.
- h) Meeting with parents and Headteacher, discuss possible outcomes and strategies to improve behaviour, consider using Multi agencies.
- i) Temporary Exclusion, extreme behaviour towards another pupil/teacher/adult, poor behaviour over a sustained period, behaviour which is damaging to the education of others.
- j) Permanent Exclusion, extreme serious offence, ultimate sanction for all of above.

### **The Penalty Point System (KS2 and Yr 2 only)**

It should be noted that few pupils receive Detentions.

All children misbehave from time to time and most will learn from their mistakes. One or two Penalty Points should not be seen as horrendous. Staff will endeavour to be consistent in their use of the Penalty Point System.

Penalty Points are generally given one at a time for minor misdemeanours.

These might be:

- a) talking when told not to:   in a lesson  
  in Assembly  
  when lining up outside  
  in Before care/Aftercare
- b) Rudeness
- c) Answering back/not following instructions
- d) Running in the school building
- e) Inappropriate behaviour
- f) Forgetting Duties
- g) Disobedience
- h) No excuse given for not doing homework/persistently not doing homework
- i) Poor effort/attitude

- j) Untidy uniform
- k) Use of bad language

A record of Penalty Points is kept in the 'Penalty Point' file electronically at Swallows and in a Penalty Point Book at Hales. Staff initial and date the box next to the pupil's name and give a brief explanation. A weekly check is made on the number of Penalty Points and the frequency of offenders by both the Head of Pastoral Care and Deputy Head Pastoral and patterns tracked.

Consultation between the Head of Pastoral Care, Form Teacher, pupil and parents will take place and the pupil may be placed on Form Report for consistently poor work/behaviour. A Form Report card is used to track the behaviour of the pupil in and/or out of the classroom.

Pupils in Years 2,3 and 4 start with a 'clean penalty point sheet' at the beginning of the second half term.

Pupils in Years 5 and 6 start with a 'clean penalty point sheet' at the beginning of a new term.

Physical contact in the form of hitting, biting, pushing, scratching, kicking etc will not be tolerated and punishment for such behaviour will be dealt with on an individual basis. Both victim and perpetrator will be supported to find resilience and understanding of the consequences of their actions.

It must be noted that in unusual situations the nature of a child's misdemeanour may necessitate a detention or exclusion even if the child has not received 5 Penalty Points. Such decisions will be made at the discretion of the Headteacher and/or Senior Managers.

### **Year 2 and Key Stage 2 Penalty Point Procedure**

- a) Verbal rebuke and discussion of unacceptable behaviour. Warning given.
- b) After a second warning a Penalty Point is given.
- c) On some occasions a Penalty Point may be given straight away.
- d) 3 penalty Points, letter home from Head of Pastoral Care/Deputy Head Pastoral
- e) 5 Penalty Points, a detention after school overseen by the Head of Pastoral Care/Deputy Head Pastoral
- f) Repeat 5 Penalty Points in a term, Saturday detention with either the Head or Deputy Head Pastoral Care
- g) At the discretion of the Deputy Head and/or Headteacher, a Report Card may be issued.
- h) Temporary exclusion; Extreme behaviour towards another pupil/teacher/adult, poor behaviour over a sustained period, behaviour which is damaging to the education of others. The Headteacher will be involved
- i) Permanent exclusion as a final resort. Extremely rare; serious offence, ultimate sanction for all above. The Headteacher will be involved.

Sanctions should be reported to parents by the Form Teacher in the first instance; the Heads of Pastoral care should be informed of persistent difficulties and should intervene after consultation with the Form Teacher.

The Deputy Head should be kept informed of pupil behaviour at regular meetings with the Head of Pastoral Care.

### **Exclusion of pupils**

Only the Headteacher has the power to exclude a pupil from the school. The Headteacher may exclude a pupil for one or more fixed periods or, in very rare instances, permanently from the school. The exclusion should be reported to the Governors.

### **Policy Review**

Teachers and Senior Managers continually monitor the effectiveness of this policy, making recommendations for further improvements as necessary. The Deputy Head should communicate any alterations to the staff and is responsible for providing support for teaching and non teaching staff when required.

The policy will be reviewed regularly, giving due consideration to its effectiveness, or in the event of the introduction of new government initiatives or regulations.

Reviewed Feb 2016 Caroline Soan

Next review date July 2016 or before if necessary