



Behaviour Policy (including rewards and consequences)

MISSION:

Eversfield offers an outstanding, broad education within a safe, caring, happy, family atmosphere where the talents of every child are valued and nurtured. We achieve excellent results in a school where the Christian principles of mutual care, respect and encouragement underpin everything that we do.

AIMS:

- To promote high moral standards through clear and relevant Christian teaching.
- To provide a wide breadth of experiences and opportunities for all our children to discover and develop their individual talents.
- To support our children in becoming valued members of society so that they may develop self-confidence, ask questions, seek new experiences, not be afraid to make mistakes, express themselves confidently and modestly and develop team and leadership skills.
- To provide a safe, supportive, healthy educational environment, with buildings, facilities and staff that enable our children to learn and develop.
- To ensure that our children receive excellent pastoral care.

INTRODUCTION

This policy has been drawn up after consultation with staff and should be read in conjunction with the School Rules and Code of Conduct.

The Headmaster has responsibility for maintaining discipline in the school, which includes making rules and provision for enforcing them. The Headmaster, Senior Leadership Team and staff draw up and review periodically a positive and constructive set of school rules that:

- Promote self-discipline.
- Encourage good behaviour and respect for others, and prevent all forms of bullying among pupils.
- Ensure pupils' standards of behaviour are acceptable.

AIMS OF THE POLICY

At Eversfield we aim:

- To establish and maintain approaches to behaviour management that are consistent throughout the school.
- To ensure that behaviour within the classrooms facilitates the delivery of the school's curricular aims and the development of positive attitudes.
- To ensure that every member of the school behaves with consideration and concern for others.
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

OBJECTIVES

At Eversfield we aim:

- To observe the high standards of behaviour of all adults working in the school.
- To understand the need to move around the school safely and quietly.
- To be considerate of the needs of other people.
- To encourage children to develop a sense of responsibility for their own behaviour.
- To give children ownership of their behaviour by giving them the opportunity to contribute towards the drawing up of rules/codes of conduct for their own classes.

- To reward positive behaviour so that children appreciate it is valued.

This policy has been agreed after taking due regard to advice found in:

Behaviour and discipline in schools (DfE 2016)

Preventing and tackling bullying (DfE Oct 2014)

Cyberbullying: Advice for headteachers and school staff (2014)

ASSERTIVE DISCIPLINE

The school aims to follow a model for assertive discipline.

Eversfield Preparatory School believes that no pupil should prevent a member of staff from teaching or keep another pupil from learning, because of poor behaviour. Compliance with agreed rules is imperative in creating and maintaining an effective and efficient learning environment. To accomplish this goal, teachers react assertively, as opposed to aggressively or non-assertively.

Assertive teachers react confidently and quickly in situations that require behaviour management. They have a few clearly stated classroom rules and give firm, clear, concise directions to pupils who are in need of outside control. Pupils who comply are reinforced, whereas those who disobey rules and directions receive negative consequences.

As a result of well managed assertive discipline, assertive teachers:

- Build positive, trusting relationships with their pupils.
- Teach appropriate classroom behaviour (via direct instruction...describing, modelling, practising, reviewing, encouraging and rewarding) to those who do not show it.
- Are demanding, yet warm in interaction, supportive of the pupils, and respectful when addressing misbehaviour.
- Listen carefully to what their pupils have to say, speak respectfully to them, and treat everyone fairly.

USING ASSERTIVE DISCIPLINE

In establishing a model for assertive discipline, staff have agreed they will:

- Implement rules for each class/form that are specific and easily understood by the children. (Normally no more than five).
- Discuss and agree the rules with each class/form.
- Determine negative consequences for non-compliance.
- Determine rewards for appropriate behaviour for both individuals and groups of children (be it by table/group or class).
- Review the rules set for each class/form periodically.

More information on implementation, rule setting, positive rewards and negative consequences for Assertive Discipline can be found in the Staff Handbook.

EXPECTATIONS

Expectations of behaviour of children at certain times during the school day have been agreed with staff and are laid out in the Staff Guidebook. These are reviewed annually. As a school committed to equality and inclusion we acknowledge the strengths and weaknesses of different children and the varying degrees of difficulty they have in compliance with rules and expected behaviour. Adjustment and support is always made where it is seen as fair according to any special educational needs or disabilities certain children may have. Understanding and allowances are also given to pupils who are going through difficult circumstances at home or at school such as family deaths, illnesses, separation, divorce etc., or through changes such as transition from another school, knowing they are leaving or a sibling moving on. We recognise that there are many factors that influence a child's behaviour.

REWARDS AND CONSEQUENCES

At Eversfield School, we believe that praise is the most effective way of rewarding effort and appropriate behaviour. Where consequences are necessary, it is important for all staff to be fair and consistent. Children themselves will not be criticised, but when needs must, their behaviour will be.

Rewards

Wherever possible, staff use their own reward systems to encourage good behaviour and good attitudes to learning. The rewards used by the school are:

- Verbal praise
- House points/pluses
- Stickers
- Merit badges (Lower School)
- Smiley faces for playground behaviour (Lower School)
- A note in prep diary to parent/mention in assembly
- Whole class points/table points
- Class stars
- Headmaster's Commendation
- Star badges (Lower School)
- Bronze, Silver, Gold and Platinum Headmaster's Commendations and badges (Upper School)
- Prizes, awards and cups

There may be other approved rewards used in classes.

Once positive rewards have been awarded, they are never taken away.

Consequences

Consequences are needed to discourage unacceptable behaviour and to ensure safety of other children and staff. Consequences are applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. All staff seek to ensure that punishments are proportionate to the offence, that they enable pupils to make reparation and are constructive. These might include:

- 'time-out'
- completion of work at home or extra work (in school or at home) / loss of lunchtime in order to complete a piece of work
- carrying out useful tasks to help the school
- removal from the group/class or particular lesson
- withdrawal of break or lunchtime privileges
- withholding participation in educational visits or sports events, not essential to the curriculum
- a minus
- a detention for 5 minuses in one week
- 'clouds', 'sad faces' etc (Lower School)
- referral to an appropriate member of the SLT.
- report card
- a note to parents in prep diaries, or a letter to parents or a meeting with parents
- referral to Headmaster
- suspension from school
- fixed or permanent exclusion.

There may be other approved consequences used in classes

Detailed information on House Points and Pluses and Minuses can be found in the Staff Handbook.

Records of serious misconduct and the sanctions imposed are recorded . on the school management system.



CORPORAL PUNISHMENT

In accordance with the law there is no corporal punishment allowed by the school. However, teaching staff may have to use reasonable force in the circumstances listed below, to prevent a pupil from:

- committing an offence;
- causing personal injury or damage (including to themselves)
- engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

PUPILS WHO MAKE MALICIOUS ACCUSATIONS AGAINST STAFF

Any allegations made by pupils against staff will be taken seriously and Local Safeguarding Procedures will be strictly followed. If an allegation is found to be unsubstantiated and is deemed malicious in its nature then it will be viewed as serious misbehaviour. Consequences for this will depend on the nature of the accusation and the implications on staff.

SUPPORT SYSTEMS

When children are in need of support to manage their behaviour, effective programmes to help address their problems will be drawn up in liaison with parents/pupils/Form/Class Teacher and when appropriate, the Director of Pastoral Care, Deputy Head or Headmaster and the Inclusion Manager.

INVOLVEMENT OF PARENTS

Parents are involved in disciplinary matters as is most appropriate. Individual staff inform the Director of Pastoral Care, the Deputy Head, or the Headmaster, when parents are involved. Parents are also encouraged to support good behaviour and positive habits in their children through discussions with staff.

ANTI-BULLYING POLICY

The anti-bullying policy sets out expectations to prevent and deal with any incidents of bullying in all its forms and should be read in conjunction with this policy.

EQUAL OPPORTUNITIES

We are committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle.

We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to emphasise equal opportunities for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy.

MONITORING AND REVIEW

This Policy is monitored by the Governing Body and will be reviewed every two years or earlier, if deemed appropriate.

May 2019 Director of Pastoral Care

APPENDIX A

Behaviour Management Strategy

Reception

Rewards

- Children earn plus points for exhibiting compassion, aspiration, respect and endeavour. These points count towards their house total, encouraging a community spirit.
- Children also earn rainbow stickers, certificates and merit badges. These achievements are publicly recognised in assemblies.

Sanctions

- Children are placed on the grey cloud as a warning.
- Failure to heed the warning results in a thundercloud which means that a portion of playtime is missed. Parents are informed at home time.
- 3 thunderclouds in one week results in the child being spoken to by Mrs Phillips.
- If there is no improvement and the thundercloud is required during the following week, the form teacher and Mrs Phillips will meet with parents to discuss a suitable intervention/ behaviour plan.
- Continued unacceptable behaviour after interventions, will lead to exclusion from the school.

Pre-Prep and Upper School

Pluses

- Pluses are recorded on a plus card from Form 1 upwards. These can be given for many reasons to include exhibiting the qualities in our School Code of Conduct. Children receive a commendation for each full card; these count towards their house total.
- Lower School work towards coloured star badges.
- Upper School work towards their Bronze, Silver, Gold and Platinum awards.

Minuses

- Minuses are recorded on an individual minus card. This will be kept in the planner so that parents can see it at any time. Form teachers may discuss minuses with parents at any time.
- Staff will use codes (shown on the reverse of the card) to record the reason for the minus.
- Children will receive a new minus card every half term, allowing a fresh start.

Next steps

Where a child fails to use a minus as a reminder to correct unacceptable behaviour, the following outlines our strategy to deal with this:

Lower School

- 5 minuses in one week results in a detention (in a classroom for up to two breaktimes). Parents would be informed of the detention.
- 2 detentions in the same term results in a meeting between parents, the form teacher and Mrs Sliney to discuss a specific intervention targeted at the root cause of the problem behaviour.
- Following on from the intervention, improvement is expected. If the behaviour continues and the child reaches a further two detentions (within the same school year) parents will be required to meet with the Headmaster.
- Continued unacceptable behaviour after interventions will lead to exclusion from the school.

Upper School

- 5 minuses in one week results in a detention (sitting outside the staff room for up to four breaktimes). Parents would be informed of the detention.
- 2 detentions in the same term results in a meeting between parents, the form teacher and Mrs Sliney to discuss a specific intervention targeted at the root cause of the problem behaviour.
- Following on from the intervention, improvement is expected. If the behaviour continues and the child reaches a further two detentions (within the same school year) parents will be required to meet with the Headmaster.
- Continued unacceptable behaviour after interventions will lead to exclusion from the school.

The Headmaster has discretion to escalate the consequences if there is a serious act of misbehaviour.

Note that any differences between Lower and Upper School are to ensure that consequences are appropriate to the age of the children.