

EVERSFIELD PREPARATORY SCHOOL



BEHAVIOUR POLICY (Including rewards and consequences)

MISSION

At Eversfield Preparatory School we undertake:

- To provide a first class education for girls and boys, preparing them for entry to the leading senior schools at the age of 11.
- To offer a curriculum which values academic excellence while also retaining the breadth which nurtures the creative, sporting, technical and social skills and abilities of each child.
- To build a strong sense of community where small classes, a well ordered routine and good pastoral support help pupils to feel secure and develop their self confidence.
- To promote high moral standards and responsible attitudes based on clear and relevant Christian teaching.

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 pupil's standards of behaviour are acceptable.

AIMS

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.

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, modeling, practicing, reviewing, encouraging and rewarding) to those who don't show it.
- Are demanding, yet warm in interaction, supportive of the youngsters, and respectful when addressing misbehaviour.
- Listen carefully to what their pupils have to say, speak respectfully to them, and treat everyone fairly (although not necessarily equally).

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 Handbook. These are reviewed annually.

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 criticized, but when needs must, their behaviour will be.

Each classroom displays a behaviour management 'Rewards and Consequences Poster'.

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 (Pre-Prep)
- Smiley faces for playground behaviour (Lower School)
- A note in prep diary to parent/mention in assembly
- Whole class points/table points
- Headmaster's Commendation (Upper School)
- Bronze, Silver, Gold and Platinum Headmaster's Commendations and badges (Upper School)
- Prizes, awards and cups

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 (Upper School)
- 'clouds' (Lower School)
- referral to the Deputy Head
- 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.

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

CORPORAL PUNISHMENT

In accordance with the law there is no corporal punishment allowed by the school. However, the Headmaster has authorized all teaching staff 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.

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 Deputy Head or Headmaster.

INVOLVEMENT OF PARENTS

Parents are involved in disciplinary matters as is most appropriate. Individual staff inform the Upper School Co-ordinator, 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.

EQUAL OPPORTUNITIES

In accordance with the school's Equal Opportunities Policy, all children at Eversfield Preparatory School must be given full access to the school's curriculum. Staff will endeavour to help all children to learn and achieve and extend the boundaries of their potential, irrespective of race, gender, age or ability.

MONITORING AND REVIEW

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

*TH, Deputy Head
Updated May 2007
Revised September 2009
Approved October 2009*