



# BIRKENHEAD SCHOOL

## **A Guide to Discipline and the Promotion of Good Behaviour in Prep**

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

This policy is not about enforcing rules; instead it aims to promote good relationships so that people can work together in an effective and considerate way as a supportive community.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. The school does not use, or threaten to use, physical (corporal) punishment.

The policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

### **Rewards and Sanctions**

We praise and reward children for good behaviour in a variety of ways:

- Teaching staff congratulate/thank children for displaying good behaviour
- Teaching staff give children house/team points or award badges for good behaviour
- In Little School, Good Manners Awards are presented at the weekly Celebration Assembly
- In Junior Prep, pupils can receive a “Green” Day Book entry for outstanding conduct and behaviour. Pupils receive recognition and a badge during assemblies to acknowledge their good behaviour

- Also in Junior Prep, each class from Years 3 to 5 prepares and performs a class assembly and these assemblies often contain key moral messages to reinforce our high expectations of attitude and behaviour

We constantly promote good behaviour in order to ensure a safe and positive learning environment and the primary method for promoting good behaviour is positive reinforcement. There are, however, times when sanctions for poor behaviour are required. Before giving a sanction, we take into consideration any issues pertaining to pupils with SEND.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to re-do a task. In cases where children's work/behaviour is consistently poor (this is very rare) the child may be put on report and teachers are then asked to sign the report with their comments after each lesson.
- If a child is disruptive in class, the teacher reprimands him/her. If a child misbehaves repeatedly the child may need to have time out from the lesson with another member of the teaching staff or a member of the Prep Senior Management Team until he/she has adopted the appropriate attitude to participate sensibly in the lesson.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity or lesson in order to deal with the situation; it may be that the child in question has to be excluded from the activity or lesson, in which case the help of another member of the teaching staff or a member of the Prep Senior Management Team would be enlisted.
- If a child has allegedly threatened, hurt another pupil, the class teacher investigates what has happened and talks to any pupils concerned to try and resolve the matter quickly, sanctioning where appropriate. If necessary, the teacher liaises with the Deputy Head of Prep or the Senior Teacher in charge of Key Stage 1 and Reception. Records of the incident are kept. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation with a view to improving the behaviour of the child.
- In Junior Prep, teachers may use withdrawal of privileges as sanctions and they may also ask a child to report to the supervised Work Room during lunch break. Pupils may receive a 'Red' entry in the Day Book for particularly poor behaviour. This is a record of behaviour on the School's information system.
- Teachers may refer pupils to the Deputy Head of Prep and he in turn may refer to the Head of Prep, which is considered a serious measure.
- In KS1 we have adopted the 'Good to be green' approach to managing behaviour. All the children start on green at the beginning of the week and they can work their way up to 'gold' for consistent behaviour of the highest standards; conversely, for persistent occurrences of bad behaviour, they can be moved to 'amber' and then, if necessary, to 'red'. All children have the opportunity to work their way back up the ladder to 'green' and, ultimately, to 'gold'.
- In Reception, we also follow the 'Good to be green' approach but the children just have three levels as opposed to five, with the aim being to stay on 'green' all week and not go below this level.
- KS1 children can also earn the 'Star of the week' award for good behaviour.

- At Playtime the children's behaviour is monitored closely by those on duty in Little School. If a child has to be spoken to twice for undesirable behaviour, their name will be written on a yellow card. If they are spoken to on two or more separate occasions, they will go onto the red card and have some time out. If their name appears on the red card more than twice in one week they will go to see the Senior Teacher in charge of Reception and KS1 during Friday lunchtime.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules. In this way, every child in the school knows the standard of behaviour expected. If there are incidents of poor behaviour or anti-social behaviour, the class teacher discusses these with the individual concerned and/or the whole class, if appropriate to do so.

The school does not tolerate bullying of any kind. If we discover that bullying or intimidation has taken place, we act swiftly to stop any further occurrences of such behaviour (see anti-bullying policy).

All members of staff follow the guidance in "Keeping Children Safe in Education (Part 1)" and all members of staff are familiar with the suite of policies in the Safeguarding section of the Staff Handbook.

It is the responsibility of the class teacher to ensure that the school rules are followed by the children in their class and that their class behaves in a responsible manner.

The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and encourages each child to follow the classroom code consistently. The teacher treats all children in their class with care and respect.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. The class teacher deals with incidents him/herself in accordance with this policy and, if misbehaviour continues, may seek the help and advice of the Senior Teacher in charge of Key Stage 1 and Reception or the Deputy Head of Prep. If problems persist, then referral to the Head of Prep may be necessary.

## **Bullying and Unkindness**

As pupils make their way through Little School and Junior Prep, they are constantly learning and developing their understanding of what constitutes unkind or bullying behaviour. As children develop at varying rates, their grasp of what bullying is, is not always a clear one. Often, children accuse others of bullying with little consideration for how bullying is defined. Such accusations are taken seriously, but often the reality is the incident has been an exchange of unkind words or a disagreement between two children. We actively promote kindness throughout Prep through form and circle time, themed assemblies and PSHE; however, children are at a key developmental stage in their understanding of managing relationships and, at times, they can find consistent application of kind behaviour challenging.

When a child reports that another pupil has been unkind to them, form teachers will carefully look into the issue and discuss what has occurred with the relevant children involved and any others who may be able to offer further insight. They may also seek further guidance from the Deputy Head of Prep, but the majority of these issues are either one-off incidents or examples of thoughtlessness. The children are given guidance on how to work together to resolve any differences and parents may be informed, if necessary. These incidents are logged on pupil pastoral files and the 'Record of Unkindness' which is kept centrally by the Deputy Head of Prep.

As children's interpretation of incidents and behaviour can vary greatly between one another, ascertaining a clear and definitive picture of what has happened can be difficult. For parents, it can be equally challenging to grasp a full understanding of events when they only hear one perspective. In these instances, we encourage parents to seek further clarification from School before any judgements are made or conclusions drawn. We place significant emphasis on the need for honesty from all involved and look to draw out the learning opportunities that these incidents can offer.

When it is clear that a child has been subject to behaviour that has gone beyond unkindness or disagreement and can be defined as bullying, the matter is taken very seriously. The Deputy Head of Prep will work with form teachers to investigate the allegation, recording and keeping all records centrally. The parents of those involved are met with to discuss the issue with appropriate sanction(s) put in place and support offered to the relevant children. Whilst it is important to be clear with the child who has been bullying that their behaviour is unacceptable, it is also important to gather further insight into the motivation behind their behaviour and any underlying difficulties they may be experiencing. One-to-one pastoral support sessions are provided with Nurse Rennie as part of the rehabilitation process. Support for the child who has been the victim of bullying is paramount as the effects of bullying can be long lasting and detrimental.

## **The Role of the Head of Prep**

The Head of Prep is expected:

- To determine, in accordance with School policies, measures to be taken to promote the good behaviour of pupils, to make such measures generally known with the School, and to ensure that they are implemented
- To ensure good order and discipline at all times when pupils are present on the School premises and whenever the pupils are engaged in authorised school activities, whether on School premises or elsewhere

- To comply at all times with the School's policy on the discipline or exclusion of pupils provided that no pupil shall be excluded permanently by the Head of Prep without prior consultation with the Headmaster
- To ensure that records of serious incidents of misbehaviour are kept and that appropriate liaison with parents is arranged

### **School and Home**

Good communication between School and home is essential. The School works collaboratively with parents and it is hoped that children will receive consistent messages about how to behave. We try to build a supportive dialogue between home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour (this contact is usually made by the Form Teacher).

If the school has to use reasonable sanctions, parents are expected to support the actions of the school. If parents have any concerns about a behaviour or disciplinary matter, they should contact the Form Teacher in the first instance. If, having consulted the Form Teacher, parents wish to contact a member of the leadership team about their concerns, their first port of call should be either the Senior Teacher in charge of Reception and Key Stage 1 or the Deputy Head of Prep. Thereafter (if the need arises) they may wish to contact the Head of Prep.

**HRF 1<sup>st</sup> December 2021. To be reviewed September 2022.**