

*At The Belvedere Preparatory School, we endeavour to achieve
the highest possible standards.*



BELVEDERE
PREPARATORY SCHOOL

BEHAVIOUR POLICY

2020-21

Behaviour Policy

This policy applies equally and wholly to the Early Years First School notwithstanding any additions as noted in green or any exceptions as noted in red.

The establishment of a calm and orderly learning environment in school and in the classroom is the key to effective learning and teaching; it creates the context in which the teacher can challenge or support the pupil in order to facilitate high standards. Our policy is based on a positive approach towards managing behaviour and one which initiates children into sharing the responsibility for their own education. At *Belvedere Preparatory School* we seek to create an environment which reinforces a good standard of behaviour from all our pupils and one which will encourage the development of moral, self-disciplined, hardworking and caring individuals.

1. Responsibilities

1.1 The Headmistress

The Headmistress has overall responsibility for ensuring positive behaviour throughout the school.

1.2 Staff

The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour.

1.3 Parents

Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour and must agree to support the school in actions it may decide to take.

1.4 Pupils

Pupils must be responsible for their own positive behaviour and meet the expectations set out by the school.

2. Principles

2.1 All pupils have the right to learn and play free from disruption.

2.2 All teachers have the right to teach free from disruption.

2.3 Pupils are responsible for their own behaviour.

2.4 Pupils understand that it is their behaviour that is not acceptable and not they themselves qua people.

3. Rules

3.1 Are kept to a necessary minimum.

- 3.2 Are positively stated, telling the children what to do rather than what not to do.
- 3.3 Are consistently and fairly applied and enforced.
- 3.4 'School Rules' are reviewed, with pupil consultation, on an annual basis.
- 3.5 Rules are prominently displayed throughout the school.
- 3.6 Each class, in collaboration with their teacher, will negotiate and develop their own class guidelines in order to personalise more detailed ways of working together and these rules will be prominently displayed in classrooms.
- 3.7 Teachers, EYFS practitioners and other adults regularly speak to pupils about their behaviour, using age appropriate language and try to help pupils build an understanding about the behaviour that is appropriate in school.

4. Rewards

- 4.1 The most common reward is praise, to both individuals and groups, and pupils are regularly congratulated verbally or with a smile.
- 4.2 A weekly conduct certificate highlighting specific examples of good behaviour is awarded to a member of each class and read out in our whole school Celebration Assembly.
- 4.3 Class Dojo points are given to encourage and recognise good behaviour and should be tailored to suit the needs of the respective class. A Class Dojo award is presented for the child who has received the most Dojo points on a weekly basis.
- 4.4 In First School, stickers are awarded for positive behaviour. These stickers can be given by any member of staff working with the pupil.
- 4.5 Age appropriate visual displays are used to reinforce and reward positive behaviour in the classroom.

5. Sanctions

- 5.1 In an environment where respect is central, a non-verbal warning e.g. a stern look or a verbal request for the child to stop the behaviour is often sufficient.
- 5.2 Pupils should be given two warnings for inappropriate behaviour in corridors and classrooms. A third verbal request will result in the pupil missing ten minutes of their next break. This is reduced to five minutes for First School pupils. Warnings are not carried over to the next school day.
- 5.3 If a pupil behaves inappropriately in class, he/she should be moved to another place as well as receiving a verbal warning. In EYFS, visual displays are used to reinforce school rules.
- 5.4 During playtimes, if any inappropriate behaviour continues after a verbal warning, this results in a ten minute time out. This is reduced to five minutes for First School pupils.
- 5.5 If behaviour is especially inappropriate pupils are sent to a member of the SLT and their name and the details of the behaviour are recorded in the blue class file.

- 5.6 Ultimately, if inappropriate behaviour continues or a pupil is hurting other children, the class teacher, the SEN coordinator and the child's parents meet for a discussion and draw up an action plan (see 7.5).
- 5.7 Inappropriate behaviour or behaviour in which the actions involve any physical contact will not be tolerated. If deemed necessary, after the incident has been investigated, the pupil will be removed from class. At this stage, it would be usual that pupil's parents would be called and the child 'suspended' from school for at least the remainder of that day.
- 5.8 EYFS staff meet daily to discuss pupils' behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual pupils. Adults will discuss any of their concerns regarding a pupil's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENCO, Head or Deputy and Parents/ Carers.

6 Communication and Parental partnerships

- 6.1 The key professional in this process is the class teacher who has the initial responsibility for the pupil's welfare.
- 6.2 Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in school are aware of those concerns, and of the steps being taken in response.
- 6.3 The school will involve parents at an early stage if their child is persistently behaving in an unacceptable way, and given the opportunity to discuss the situation. At EYFS, any unacceptable behaviour is reported to the parents of all children concerned.
- 6.4 Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

7 SEN

- 7.1 The usual sanctions are to be applied in almost every case as all pupils need to know that there will be a sanction.
- 7.2 Adults need to show that they understand the feelings and personal circumstances which led to the event are being considered.
- 7.3 Early warning of concerns should be communicated to the SEN Coordinator so that strategies can be discussed and agreed before more formal steps are required.
- 7.4 In cases of persistent, inappropriate behaviour, individual behaviour plans (IBPs) will be drawn up to provide pupils with clear and achievable targets and which will help to identify and quantify progress with specific behaviours.
- 7.5 Parents must be informed of any repeated incidents of behaviour:
- If a pupil appears in the behaviour book 3 times in one week
 - If a pupil is to be placed on a behaviour plan
- 7.5 If the above procedures fail and the unwanted behaviour continues, exclusion will be considered as the next step (see below)

8 Monitoring and Review

- 8.1 All class teachers should keep a log of incidents of negative or inappropriate behaviour in the blue class folder.
- 8.2 All playground incidents are recorded in the Playground Incident Book by the named members of staff on duty and the appropriate class teacher informed (see playground behaviour policy)
- 8.3 The Headmistress will keep a record of the actions taken with more serious or persistent incidents of behaviour in a School Behaviour Log.
- 8.4 A weekly opportunity to discuss any incidents giving cause for concern is provided at Staff Meetings and SLT meetings under the heading of 'Care'.
- 8.5 All logs will be monitored by SLT on a weekly basis.
- 8.6 This policy will be read and reviewed by all staff on a yearly basis.

Exclusion

Each child and situation will be treated individually. We will always work with all the staff and parents to ensure the best interests of the child, only as a last resort will exclusion be considered.

Fixed Term Exclusion and Permanent Exclusions

We expect all members of the school community to act in a reasonable, supportive and in a respectful manner in ensuring the well-being of our community. Where this is compromised by the conduct of a child or parent, exclusion will be considered.

Belvedere Prep will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. The following forms of exclusion are available as an ultimate sanction

- On-site Exclusion – removal from usual activities but not from the school site, such an exclusion will last up to a full day. An internal exclusion may be the initial part of a fixed term exclusion while the school awaits the collection of the child by parents.
- Fixed Term Exclusion – the child is removed from school for set period of time at the discretion of the school.
- Permanent Exclusion – the child is removed from the school roll. This will be preceded by a fixed term exclusion to ensure proper investigation and consideration of events.

Parents are also subject to the above conditions, relating to fixed term and permanent exclusion, where the welfare other members of the school community is threatened by the conduct of a parent. Sanctions applied to a parent may include

- On site - Access to the site and school events is only permitted under certain conditions.
- Fixed Term - Barring the parent from the site and school events for a fixed period
- Permanent – Permanent barring from the school site. Removal of children from the school roll

The school will communicate with the police where it is deemed necessary for the welfare of the community.

The power to exclude a pupil can only be exercised by the Head or Deputy Head in the absence of the Head, and then only in consultation with the Head. If the Head excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. The Head will discuss all exclusions with a member of the management board. A member of the management board will monitor exclusions and ensure that the school policy is administered fairly and consistently.

Exclusion may be the result of repeated failure to abide by the school's expectations of good conduct, or to respect for its aims and ethos. However, exclusion may also result from a single serious incident, which may include the following:

- Threatened or committed violence or abusive language against other members of the school community
- Distribution of illegal drugs
- Bringing into school objects which may cause harm to other members of the community or pornographic literature or images.
- Stealing from the school, a member of staff or a fellow pupil
- Malicious or disruptive behaviour, including open defiance of authority
- Engaging in sustained bullying of other pupils
- Making allegations against a member of the school community which are confirmed to be malicious
- Malicious use of social media

Every pupil has a right to confidentiality during the consideration of a possible exclusion; an investigation will be undertaken in the strictest confidence and the details only disclosed to those who need to know. This does not preclude the conclusion of an investigation being made public to the school community on completion of an investigation, if the person being investigated has been found to be culpable. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed term temporary exclusion or to convert it into a permanent exclusion, the Head will write again to the parent with the reasons for this decision.

Where exclusion has taken place the parents will be notified immediately, followed by a letter. This will detail the following:

- Length of exclusion and whether it is temporary or permanent.
- Reasons for the exclusion.
- Parents' right to make representation to the Headteacher. If they are not satisfied with the Headteacher's decision, stage 3 of the school's complaints procedure (the panel hearing) will be used as a template for an appeal against a permanent exclusion. During an appeal process, an exclusion will remain in place, except at the discretion of the Head.
- The child will be given work to do at home for the first five days of a fixed term exclusion.